

Global College
of
Long Island University

Policy Handbook

2007-2008 Edition



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Historical Background of Global College

Global College, a fully accredited Bachelor's Degree program, offers students the opportunity to pursue their studies in Costa Rica, China, India, Japan, South Africa, and the United States. Students also have the option of studying for a year in the traveling Comparative Religion and Culture Program.

The College can trace its roots back to Friends World College (FWC), which was established in 1965. George Nicklin, the founder of FWC, was one of the few members of his combat unit to survive World War II. While still in Germany he vowed that he would found a college dedicated to the peaceful coexistence of all the world's inhabitants. By 1958, Nicklin had persuaded his local Friends Meeting in Westbury, New York, to support the idea, and the group proceeded to enlist the additional help of the New York Yearly Meeting of Friends. Funds were raised and a 30-acre estate called "Harrow Hill" in Upper Brookville, Long Island, was donated to the effort. In 1963, the Committee on a Friends World College retained Dr. Harold Taylor to run an international summer program with children of UN delegates -- a kind of "test" of the Friends World idea.

Enrollment grew from an initial group of fifty students in 1965 to more than 250 in 1970, with more than 600 students embarking on the world journey program during those five years. In the early years of Friends World College, study centers emerged in Mexico, Denmark, Kenya and India, as well as in various locations in the United States and Canada. Basing their courses of study on "the world's most urgent human problems," Friends World's intrepid students and faculty traveled together to various sites and had the opportunity to experience the world as few Americans ever had -- especially under the aegis of an undergraduate institution.

During the seventies, FWC continued to develop academically, but it struggled financially. The school's philosophy was more clearly articulated, its academic program more clearly structured, and semesters regularized. In 1975, partly under pressure to qualify for federal and state financial aid for its students, FWC formally separated from the governing authority of the New York Yearly Meeting, thus becoming a non-denominational institution.

In May of 1991, the Board of FWC signed an affiliation agreement with Long Island University (LIU). Under that agreement, the Friends World Program (FWP), as it would then be called, would retain its unique educational mission and experiential approach, continue to recruit its own students, and retain its policy of using portfolios and narrative evaluations in place of exams and grades. LIU agreed that Friends World should retain its system of regional centers and pledged its willingness to allow the program as much autonomy as possible within the university system, given continued sound financial management.

The Program's headquarters remained at Southampton College until the fall of 2005, when FWP moved its World Headquarters to the Brooklyn Campus of Long Island University. The move to Brooklyn coincided with the introduction of the Capstone

Semester for seniors. The Capstone Semester was designed to enable seniors, as a cohort, to capitalize on the best of their FWP education. During the Capstone Semester seniors gather as a genuine learning community, bringing their individual experience and expertise to a collaborative effort of integrating and deepening the educational journey of the past years. The semester is also intended to prepare students for life beyond graduation by supporting exploration of the students' future academic and career goals.

From 2005-2006, in response to a series of global challenges, a new four-year Global Studies curriculum was developed to provide students with the knowledge, skills, and ability to respond to the needs and realities of the 21st century. In March 2007, the name Global College was adopted to better reflect the mission of the program.

Mission Statement

Global College takes as its mission the development of well-educated world citizens, men and women from a broad spectrum of nationality and social class who participate in an undergraduate liberal arts program that enables them:

- To combine first-hand experiences of diverse cultural realities with the critical study of academic disciplines and human and ecological problems;
- To test intellectual theories and skills against the demands of practice and service;
- To carry out specialized field study under expert guidance that synthesizes cross-cultural observation and analysis while promoting cross-cultural understanding; and
- To develop a broad worldview and a level of achievement in a chosen field sufficient to prepare for a life of committed action in the interest of the world community.

Learning Goals

- Increased Global Awareness
- Stronger Analytical Skills
- Greater Ability to Leverage Diversity
- Advanced Critical Thinking and Problem-Solving Skills
- High Level of Adaptability and Intercultural Sensitivity
- Effective Cross-Cultural Communication Skills
- Proficiency in Writing and Research
- Increased International Leadership Skills

- Fine-Tuned Ethical Awareness
- Increased Language Proficiency
- Increased Capacity to Effect Social Change

Academic Requirements

Students shall successfully complete the requirements for each of the four years as listed below. During the first semester at an overseas center all students study the required language of that center. Writing classes are required of all students during the fall semester of the first three years of study.

Foundation Year: The foundation year is spent in Costa Rica and students must complete 16 academic credits from the required and elective courses listed in the “Costa Rica Center Guidebook.”

Second Year: Students must study at either the China or India Center and complete 16 academic credits from the required and elective courses listed in the “China Center Guidebook” or “India Center Guidebook.”

Third Year: Students may elect to (A) spend a half-year at the South Africa Center and a half-year at the Japan Center; (B) enroll in the Comparative Religion and Culture Program for the entire year; or (C) enroll in the Comparative Religion and Culture Program for one semester and spend one semester in either Japan or South Africa. In all three cases, students are required to complete 16 academic credits from the required and elective courses listed in the appropriate center guidebook. Prior to the completion of the third year of study, students must complete the Junior Research Seminar and design and submit a proposal for an independent study semester project. The detailed proposal identifies the question, issue, or problem the student wishes to address. The proposal also explains how the student intends to carry out research and outlines the significance of the project. This proposal must receive approval from Global College faculty before the student may carry out the project during his/her senior year. As part of the mid-term evaluation, third-year students must declare an area of concentration.

Senior Year: The first semester is devoted to independent study. Independent study may be conducted in one of the countries where the student has previously studied, but may occur in any approved region of the world under the supervision of a Global College faculty advisor. Students earn 16 credits for the Senior Independent Study Semester project. The semester portfolio is a record of learning that spans from a student’s first conception of the project, to challenges met along the way, to final conclusions, to new and remaining questions.

The second semester of the senior year is “The Capstone Semester.” The basic requirement for entry into the Capstone semester is completion and evaluation of the

Junior Seminar and the Independent Study Semester. The Capstone Semester is comprised of ten Global College credits. In addition, students have the opportunity to take elective credits (up to 8 credits during the Capstone Semester) at the Long Island University, Brooklyn Campus. All Global College students need 128* credits to graduate. As part of the Capstone Semester, all students are required to make a public presentation of their senior thesis on “Senior Recognition Day.” At the time of graduation all students will have completed 24 credits in their area of concentration.

N.B. Students who have successfully completed two semesters of coursework may seek permission to take 18 credits during a semester provided they receive approval from their advisor and World Headquarters.

Academic Requirements: Checklist

- 128 credits (maximum of 64 transfer credits)
- Junior Research Seminar and proposal for Independent Study Semester
- Independent Study Semester
- Last 32 credits from Global College
- Completion of Capstone Semester including Senior Thesis and all required courses
- Completion of required courses at each center the student attends
- No more than 32 credits in non-liberal arts courses

Student Evaluation Policies

Academic Credit. Global College students are expected to take a semester credit load consisting of 16 credits. The approval of the student’s academic advisor and the Office of the Dean are necessary for students who want to take more than 16 credits. The usual

* No more than 32 credits in non-liberal arts courses may be applied towards the graduation requirements. The following types of courses are not considered liberal arts: business, agriculture, physical education, studio art, education, and specialized professional courses.

four-year course of study (barring transfer or life-experience credits) consists of eight 16-credit semesters, with 128 credits needed for graduation. Advisors and students must review carefully the time and learning expectations inherent in a student's learning plan. Each learning plan should clearly justify how the number of requested credits will be merited.

Evaluation of Student Work and Credits Earned. The Global College electronic learning portfolio (ELP) is a central, cumulative, creative document that contains a chronological mapping of the growing intellectual sophistication of the student over the four years of the program. Beginning in the spring semester 2008, all students, will be required to document their learning in an electronic portfolio.** The ELP is a searchable repository of a student's work, including not only written text, but images, sound files, video, presentations and hyperlinks that enable fast and flexible cross-referencing between sections of the portfolio. Interviews, poetry, accounts of challenges as well as successes, fiction, and other imaginative and creative elements are encouraged. These digital portfolios stay with students not only through their tenure with Global College, but also as they move into their careers or on to graduate school.

** This applies to students entering Global College fall 2007 and later. Visiting students will not be required to document their learning in an electronic portfolio.

Deadlines and Due Dates. Students, in consultation with their advisers, are expected to construct detailed learning plans that allow for the completion of all work by the end of the semester. It is the responsibility of each center to make clear the date by which final portfolios are due, and the student should indicate the due date on the semester learning plan. When the student has submitted his/her portfolio on time, the adviser is expected to complete the evaluation in a timely manner. Because the portfolio due date is explicitly included as part of the semester's goals, failure to submit work by the due date indicates a failure to achieve the goal.

It is absolutely essential for centers to clarify at the beginning of each semester what their deadlines are and have students acknowledge their understanding of deadlines and the consequences of failing to meet them. It is expected that in the course of student-advisor meetings throughout the semester, approaching deadlines will be mentioned, and if any adjustments need to be made, there will be time to do so before the end of the term.

Grades and Grading Policy. Global College does not provide letter or numerical grades; however visiting students whose schools require grades will be issued grades, as necessary. At the beginning of each semester, each Global College student develops a Learning Plan with his/her faculty advisor. Together, they establish learning goals and develop a plan to achieve these goals.

Transcripts. Official transcripts include a list of courses and narrative evaluations of the students' work. Matriculated Global College students do not receive letter grades.

Visiting students may request letter grades for their work at the time of registration. They should also make the request for letter grades to their assigned faculty advisor once they arrive at the Center of study.

Transcripts of visiting students will be sent to the home school without charge at the conclusion of each semester of enrollment. Transcripts will be sent to the address indicated on the Visiting Student Enrollment Form.

Matriculated Global College students and visiting students who wish to order official transcripts for other purposes should follow the instructions on the Global College website.

Incompletes. Incompletes will only be granted for medical, family or personal emergencies as well as documented learning disability. In all cases, evidence must be provided. The faculty advisor will set the date by which the work is to be completed.

Academic Dishonesty and Plagiarism Policy. Students are expected to conduct themselves in accordance with the normally accepted standards of academic life. That implies that they will conduct themselves with due regard for the rights of others and, in particular, that their behavior will not interfere with the ability of the academic community to carry out its usual academic functions. It also implies that they will observe the usual standards of integrity with regard to the preparation of essays and any other form of academic assessment. Students are also expected to comply with those reasonable rules of procedure promulgated by a faculty member for the conduct of his or her class or by the college or school for the conduct of its business.

Specifically, students must be aware not only of the performance and intellectual standards of each course, but also of the means acceptable in achieving those goals. Students are expected to study all materials presented and to master them. Students may avail themselves of all sources that will further that mastery: textbooks, the library, student study sessions, tutoring, study aids, etc. Ultimately, however, the instructor's judgment of a student's performance is based on the student's own intellectual achievement and honesty. Cheating on any form of academic assessment and plagiarism of any sort are unacceptable and, if proven, are cause for the most severe penalties up to and including suspension or dismissal from the University. Students who submit written or other work that is not their own or who submit work with sources inadequately acknowledged or with an inadequate system of documentation for a specific course assignment may be given no credit for the work submitted and an F for the course.

Evidence of Student Progress

Throughout each semester, the student meets regularly with her advisor and discusses the progress being made. In the middle of the semester, the student and his/her advisor will

sign a Mid-Term Review form and send it to the Global College Registrar. This form includes the student's credit breakdown and informs students if they are in jeopardy of losing credit. If the student is studying away from a center, he/she must sign the form and fax it to the Center. Once the credit breakdown is recorded by the Global College Registrar, the student may not redistribute the credits.

Throughout the semester, the student documents his/her learning in the semester portfolio. The faculty advisor reviews the portfolio, prepares a narrative evaluation of the student's work, and awards the earned credits. These credits are posted to the student's transcript and a copy of the advisor's evaluative comments is attached. A student will lose credit if he/she misses 20% of class contact hours or fails to complete the course requirements. This includes field trips and site visits.

Independent Projects. Independent study is a crucial part of a Global College education. The word "independent" means that there is no cohort of fellow Global College students simultaneously having the same learning experience under the direction of a course instructor or facilitator. The independent student works with an advisor and/or field advisor. It is the advisor's responsibility to review the learning plan, checking that the plan is feasible, worthy of college credit, and appropriate to the student's long-range goals.

Learning Plans. Each semester the first stage of formulating a semester's learning plan is to prepare a Preliminary Learning Plan. Students ask themselves the following questions: What are my overall goals for the semester, personal and academic? What do I want to learn this semester, and why? What areas of knowledge do I want to explore? What skills do I want to gain? What strengths do I want to develop and what weaknesses do I want to address? How do my plans for this semester "move me along" toward my graduation objectives?

All Preliminary Learning Plans and the fuller ones that follow must be approved by one's faculty advisor before adding a new component and/or eliminating one; otherwise, the student risks losing some or all of the semester's credit for the project. Approval is based upon three primary criteria: (1) Is the content of the Learning Plan academically sound and feasible? (2) Will the student be in a learning situation where s/he can get adequate academic support? (3) Does the faculty believe that the Learning Plan adequately takes into account issues of personal safety? (4) Is the student intellectually and logistically able to complete the proposed project?

Personal Safety and Approved Learning Plans. Not every learning plan can be approved. By approving a student's Learning Plan, the center and faculty not only agree to oversee the student's academic work, but also commit us all to ensuring (as much as possible) the students' personal safety.

Only coursework contained in an enrolled student's Learning Plan approved and signed by a faculty member will be considered for evaluation. Faculty cannot approve coursework that they do not consider academically valid or which they feel places an

enrolled student in jeopardy. Activities that are not part of an approved learning plan will not be evaluated for credit. Moreover, Global College is not responsible for students pursuing non-approved academic activities, just as Global College is not responsible for student travel and activities during vacations or otherwise outside the normal academic calendar.

Center Directors and faculty, along with the Program Dean are responsible for determining and then communicating any travel restrictions to students. Restrictions may be based on the U.S. State Department advisories and/or the discretion of the Center Director and faculty. At any time the U.S. State Department issues a travel advisory and recommends the removal of U.S. personnel from an area, Global College will require students to comply. Defiance of directives shall be cause for immediate dismissal from the Program.

In some areas, under normal circumstances, phone, e-mail and mail communication is difficult. In many cases, it will be unrealistic to expect to make immediate direct contact with a student's home via telephone. However, it is essential that the Center always know how to reach the student as quickly as possible. It is the student's responsibility to notify the Center with contact information and to let the Center know whenever a temporary or permanent change occurs. The student and advisor are expected to work out and abide by a plan for regular advisement (i.e., a significant session at least every two weeks). Missed appointments may signal that the student is in trouble, and may be cause for the involvement of local authorities. Students are not to work in areas where the Program's communication needs cannot be supported. If it is not possible to conduct regular advising sessions, students are to leave the area and move to a more accessible location.

Life Experience Credit. In order to apply for Life Experience credits a student must be matriculated in Global College and:

1. Must have two full time semester portfolios successfully completed and evaluated before they can apply for life experience credits. Life experience credits are limited to 18 and included as part of the 64 credit maximum students may transfer into Global College.
2. Must fill out an application for Life Experience credits and give it to the Center Director, along with supporting documentation. The Center Director will email the proposal to the Dean for approval. Approved proposals will then be allocated to an advisor, in consultation with faculty. The appointed advisor (who may or may not be the student's regular advisor) will review the application with the student, comment on initial and subsequent drafts of the learning plan, approve the final learning plan and evaluate the portfolio once submitted. Life experience portfolios will be evaluated using the same criteria and standards as regular semester portfolios.

Credit will be granted only in those cases where the student is able to demonstrate that he/she has mastered the skills and achieved the goals of the specific learning for which credit is sought. No grades are given for Life Experience credits.

3. Fees for LE are \$300 for the first three credits, and \$100 per credit up to a total of 18 credits.
4. Global College will consider awarding life experience credits only for documented learning that occurred post-high school and PRIOR to enrollment in the Global College.
5. Global College is a Liberal Arts Program. Life experience credits may be granted only in areas where Global College students normally receive credit from Global College faculty members (e.g. Area studies, human issues, languages).

When a tentative agreement is reached on the amount of credit to be granted, the student may then be required to prepare, with general guidance from the faculty advisor, a portfolio of learning similar to that submitted at the end of each semester. In addition to a description of the learning and its documentation, students must both analyze and reflect upon it, extracting what it has to teach. The final portfolio is submitted to the Program Dean who may either render a decision on acceptance for credit at that point, or refer the portfolio to another faculty member for evaluation.

1. The portfolio will contain:
 - a. A catalog and/or description of the course
 - b. A syllabus, if available, of the course
 - c. A brief paper detailing the experience and drawing parallels between specific elements of the syllabus/description and specific elements of the experience.
2. Compelling documentation appropriate to the learning. The paper must clearly demonstrate that the student has been able to integrate his/her experience into the framework of his/her academic research and/or knowledge.
3. For certain technical courses, a certification of completion may suffice.
4. Other important and helpful supplementary documents include:
5. Letters from supervisors
6. Journals or ledgers kept during the experience
7. Newspaper or magazine articles, booklets or pamphlets produced during or as a result of the experience

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

Leaving the Program and Leaves of Absence. Students may desire or need to leave Global College for a variety of reasons:

A **withdrawal** occurs when a student leaves the program after the student has registered for a term of study, but before completing the semester. There are financial implications when a student withdraws. Please refer to the Long Island University Brooklyn Bursar's Withdrawal Schedule on the LIU website. A student who is already overseas and who needs to withdraw must consult with the Center Director and with the Global College Registrar to be sure all necessary local arrangements and institutional requirements are taken care of. The Global College registrar should be informed immediately when a student decides to withdraw from the program.

A **leave of absence** is a pre-arranged period of non-participation in the Global College. Leaves of absence may be approved for up to one year by the Office of the Dean. Students in good academic standing will have their institutional financial aid reinstated upon their return to the program. Leaves of absence are arranged through the program Registrar. A student who is away from the Program for more than a year must apply for readmission. If the student is readmitted, he/she will be required to enter under the academic requirements that are in place for newly admitted students. The same level of institutional financial aid may or may not be available to students who have been absent from the program for longer than a year.

An **exit** occurs when the student transfers out of the program and does not intend to return to Global College. Students who plan to exit the program should notify the Registrar and Director of Student Services as soon as possible before their last day of enrollment. Students who exit the program should be sure they understand the processes for notifying financial aid sponsors, for getting transcripts, and for transferring credits. Students on Financial Aid must be in touch with the Office of Student Financial Services to complete the absolute necessity of an "exit interview." An exit interview with Global College's Director of Student Affairs is also required.

Students may occasionally be placed on a **required leave of absence**, typically for academic or disciplinary reasons. Such students may be reinstated after specific conditions are met as outlined at the time of suspension. Students who are academically ineligible to continue their enrollment may elect to take an **advising semester**. (See the *ADVISING SEMESTER* section of this handbook for more information.)

It is hoped, of course, that involuntary leaves of absence, probation for whatever reason or outright dismissal will be avoided, and such decisions can always be appealed to the World Council.

A **voluntary leave of absence** is taken when a student wishes to take time off from studies. Students should request a voluntary leave of absence at the time of pre-registration for the subsequent semester. Transfer credit for courses taken at other recognized institutions during this period will be accepted, according to regular

University and Program transfer guidelines. In general, no credit will be given for independent learning (i.e., projects undertaken for credit without faculty supervision) during a student's leave of absence.

Students interested in returning to Global College should contact the Registrar to discuss re-enrollment procedures. Students who wish to apply for financial aid must remember to file or renew their FAFSA information with the federal government.

Students Not Enrolled in the Four Year Program

Transfer Students. Upon favorable review of official transcripts from institutions accredited by agencies recognized by Long Island University, up to 64 credits may be transferred and applied to a Global College degree. Transfer credit will be awarded only for courses in which a grade of C or above was earned. In addition, the final 32 credits of the Bachelor's Degree in Global Studies must be earned through Global College.

Visiting Students. Many of our students are visiting students from other colleges and universities who return to their home institutions after a year or a semester of study at one of our regional centers. No distinction is made between visiting students and Global College matriculates. All are expected to participate fully in the center programs and to present portfolios of learning at the conclusion of the semester. Global College will assist visiting students, however, in meeting specific requirements of their schools. Prior to beginning their program, visiting students must be sure to advise both headquarters and the regional faculty of any specific requirements they have, including the need for letter grades.

Visiting students must complete a Visiting Student Agreement Form and have it on file at World Headquarters. Visiting students are not eligible for LIU/Global College institutional financial aid. The student's home college, however, may allow their students to apply their aid to study with Global College. Inquiries should be directed to the financial aid office of the home institution and, if permitted, to the Global College admissions counselor who will refer information to the LIU Brooklyn financial aid office.

Associate Students. Associate students are those who wish to participate in our program but choose not to receive academic credit. They have greater freedom in the preparation of portfolios, since their final portfolios are not submitted for semester evaluation. Associate students are expected, however, to participate fully in the semester's program of learning. Prospective associate students must review their expectations and clear any specific plans both with the Global College admissions office and with the relevant Center Director prior to the start of the semester. Students who have "associate" status

will not receive credit and, consequently, will not have a transcript that records their work with Global College. Similarly, they will not be registered as “true” (i.e., credit-earning) students, which may have consequences for obtaining (or retaining) various student benefits, as described below. It is reasonable for an associate student to request a letter of recommendation from a faculty advisor, but the faculty advisor is not expected to evaluate in detail the student's semester portfolio or other academic work.

Associate students are entitled to use the Center's facilities, and to receive full orientation materials/assistance and informal advisement/feedback during the semester. They are not eligible for financial aid and they may or may not be eligible for deferment of student loan repayment, depending on the lender's policies. Similarly, they may or may not be covered by a parent's health insurance company. Associate students are required to maintain health insurance in accordance with Global College and LIU policies.

Advising

Advising. It is the responsibility of each Center and each advisor to orient their students with respect to advising procedures. Advising must take place every two weeks at a minimum. An advisement record is designed to help structure the advisement session even as it serves as a record of the discussion. Every session is different, of course, and different needs are addressed. Ideally the student and faculty advisor meet in person; if this is impossible, bi-weekly advisement sessions may be conducted by other means.

Checklist for Advising

Responsibilities of both the Advisor and Student

- Brainstorm ideas and dialogue about ideas for papers, internships, independent studies etc.
- Familiarize oneself with the Global College Educational Model, Methodology, and Philosophy
- Develop and maintain a timetable for advising and academic progression

Role of Advisor

- Guide student through the process and practical requirements of the semester
- Provide critical analysis by evaluating writing and research skills as well as ensuring the academic continuity of the student’s work
- Individualize advising to address student’s needs and issues
- Insure that the student understands the educational model

- Respond to student's work in a timely manner
- Review the evaluation rubric at the first advising meeting
- Record student's attendance to Advising sessions; keep a record of repeated absence to be reflected in evaluations

What are the student's roles/responsibilities?

- Schedule and attend regular meetings with advisor
- Prepare and turn in work prior to advising sessions
- Prepare for each advising session with questions and concerns in order to play an active role in the process and outcomes
- Be punctual

How often should student and advisor meet?

- A minimum of once every two weeks; but more frequently if necessary
- A time period of between thirty minutes and one hour should be available for each meeting
- Advising is to take place ONLY during the semester, not prior to or after the end of each semester
- Lack of regular attendance to Advising Sessions may result in poor performance evaluation and the loss of credit

Learning Differences. While the preparation of portfolios and senior projects necessitates students' command of writing skills, the Program recognizes that some students benefit from different kinds of instruction and support as they progress. **Faculty rely on students to alert them to any special needs that they may have, particularly if the student has been documented as legally entitled to special consideration due to a learning disability.** Those students who have documented learning differences should discuss openly their needs at the time of admission into the program and prior to their arrival at a regional center. Those who have documented learning differences are required to have their documentation on file in order to receive proper support. All students – with the advice and support of their faculty advisors – are expected to meet the academic requirements. If there is a need for special assistance, the center will provide this assistance in consultation with the student.

Advising Semester. A student may arrange to enroll for an "advising semester" to finish up incomplete work if further faculty advising and/or evaluation are required. After work is received and evaluated, the student's prior marks of INC will be replaced by the credits completed during the advising semester. The cost of doing an advising semester should be confirmed with the Registrar, as policies may have changed. Students who register for an advising semester are doing make-up or incomplete work, and are not earning "new" credits. Consequently, they are not considered to be "true" students, and may be ineligible for various student benefits such as health insurance or student loan deferment or "student status" for visa purposes.

Community Issues

Community Meeting. The community meeting serves as a "town meeting" for the regional center community. It provides an opportunity for issues to be raised, discussed and acted upon -- issues of specific relevance to the center or relating to wider Global College concerns -- and well as occasions when students and faculty can share their ideas and learning activities, can offer advice and support to one another, and can celebrate events (birthdays, graduations, victories in elections or whatever) in a communal manner.

In general, community meetings observe the following format:

- (1) The community chooses a facilitator (who, like a chairperson, keeps the meeting running smoothly according to the agenda), a recorder (someone who takes minutes) and a timekeeper (entrusted to keep the participants informed of whether the discussion is exceeding the time allocated to each agenda item).
- (2) The meetings are begun with a moment of silence.
- (3) An agenda is drawn up combining items that have been solicited previously and those offered by the assembled group, and a time limit is set for discussing each item.
- (4) Discussion is moderated by the facilitator. Everyone should have the right to speak, but remarks should also be kept germane to the discussion, be non-repetitive and, whenever possible, be kept brief. If agreement cannot be reached after considerable discussion, a recess might be called in which the participants in greatest disagreement are brought together to resolve their differences. If particular objections seem inappropriate or are holding up what seems to be the "sense of the meeting," the facilitator may say so and ask the individuals involved if they feel so strongly about their position that they cannot "step aside" and accept the group's decision. If that does not help, the facilitator may suggest a special committee of people most interested in the topic to bring to the next meeting the outline of a decision.
- (5) End the meeting with another moment of silence.
- (6) The recorder writes a summary of the discussion on each agenda item and the decision reached. The minutes are then duplicated and passed around to the members of the Learning Community. The next community meeting approves the minutes, possibly with revisions.

Consensus. There are three different dimensions to college affairs, each with its own mode of governance. Academic issues are regulated by the New York State Department

of Education, the Middle States Accreditation Committee, and the Long Island University Office of Academic Affairs. Financial matters are governed by the Long Island University Budget Office and the Long Island University Office of Academic Affairs. Global College community issues and internal policy are governed by World Council and a consensus form of decision making.

In the consensus process:

- an issue is brought to the group, usually in the form of a proposal;
- the issue is discussed, questioned, and concerns are raised;
- differences and disagreements are identified, as are areas of agreement, and discussion focuses on how disagreements can be resolved or narrowed so that compromise is possible;
- modifications of the original proposal are suggested;
- the group agrees on a revised proposal based on the ideas and opinions raised in the discussion, and consensus is achieved, even though some participants may still harbor reservations or differences.

Council of Overseers. The Council of Overseers comprises a group of individuals interested in the Global College and its educational mission. The Council is charged with the promotion and preservation of the Program's mission. Council members work closely with the Dean, who sits as an *ex officio* member of the Council. Students or staff who wish to nominate an individual for consideration as an appointee to the Council should contact the Program Dean or the Clerk of the Council.

Regional Centers

Centers have different policies regarding various aspects of their particular programs. Students should familiarize themselves with the Handbook of the Center they will be attending before traveling to that country.

A **Student Coordinator** (or co-coordinators) is selected each semester by the students. The Student Coordinator articulates student concerns, facilitates communication within the Center and throughout the FWP system and works closely with the Student Executive at World Headquarters.

Study at a Distance from a Center. All students, regardless of their physical location during the semester, are required to keep their respective Center administrator and faculty advisor aware of their local address, email address, phone (if applicable), and an emergency contact (the name, address and contact number). That information will be forwarded to the Registrar at WHQ. Students must inform the Center of semester travel

plans so that, at virtually any time during the academic term, the student can be reached within 24 hours in case of emergency. (We also highly recommend that students keep the Center and their family members informed of travel plans for the semester break and holidays, should emergencies arise.)

Rights and Responsibilities

STUDENTS enjoy the following rights and responsibilities:

Academic Rights

- A well-planned academic calendar including Area Studies, structured seminars and/or opportunities for independent learning;
- Regular advising;
- Clarity of expectations and requirements;
- Assistance in finding projects, field advisors and learning resources;
- Timely and helpful evaluation and feedback;
- Reasonable access to all administrators, staff and faculty as needed.

Academic Responsibilities

- Advise WHQ and the regional center of study plans and project expectations before arrival at a center;
- Participate in all parts of the academic program;
- Develop and complete Learning Plans each semester;
- Maintain regular contact with the faculty advisor;
- Keep portfolio writing up-to-date and meet deadlines for submitting academic work;
- Provide evaluations of self, advising, Center and Program activities;
- Communication with World Headquarters regarding student status.

Financial Rights

- Timely and accurate bills, forms and applications, including information about the costs involved in center study;
- Assistance in applying for and understanding financial aid;
- Information regarding the use of student funds;
- Receipt of refunds and other financial rights when appropriate, in accordance with University policies and federal laws regarding financial aid.

Financial Responsibilities

- Pay all bills on time; submit all forms on time (including taking responsibility for getting, completing and submitting financial aid forms);
- Plan finances in adherence to the guidelines of the Program so that enough money is available to participate fully in the academic program.

FACULTY enjoys the following rights and responsibilities:

Faculty Rights

- Leadership, direction and support of WHQ in all administrative and academic matters;
- Clarity of role, including an agreed-upon job description;
- Fair and equitable financial compensation
- Initial orientation to Global College goals, methods, policies and procedures, including relevant Program and institutional Handbooks and faculty training;
- Materials for carrying out academic duties

Faculty Responsibilities

- Active involvement in all aspects of the Learning Community -- educational, governance and social -- both in the Regional Center and in the Program as a whole, in accordance with contractual agreements;
- Familiarity with Global College history, principles, policies and procedures;
- Provide academic and personal support to students through regular advisement sessions (at least every two weeks), active assistance where needed, help in completing portfolios on time and prompt and useful evaluation, with timely submission of required paperwork to WHQ;
- Assistance to students in clarifying short-term learning goals as well as long-term academic planning;
- Maintenance of regular contact with students and their field advisors;
- Ensuring students' personal safety within the academic framework
- Facilitation of students' successful progression to the next regional center.

WHQ Staff Rights and Responsibilities include the following:

Rights

- To enjoy a mandate for carrying out administrative responsibilities within the guidelines of the World Council, the University and the pressing needs of the moment, a mandate that implies trust.
- Suggestions, responses and evaluations from faculty and students regarding administrative and academic matters;
- Clarity of role, including agreed-upon job descriptions;

- Fair job performance evaluations, equitable financial compensation, reasonable security of job status and the possibility of professional advancement;
- Initial orientation to Global College goals, methods, policies and procedures, including relevant Program and institutional Handbooks, literature, and training materials;
- Supplies and resources to assist in carrying out professional duties;
- WHQ colleagues, faculty and students who are willing to accept, at least temporarily, the Global College approach to education and its attendant responsibilities.

Responsibilities

- To provide clear guidelines, policies, procedures and materials to faculty and students so that they may properly fulfill all requirements and expectations associated with their respective responsibilities
- To share with the Learning Community information that has significant impact on the College's operations and its future development;
- To act towards each member of the Learning Community with honesty, openness and respect.

Health and Safety

Safety Policies and Emergency Procedures.

1. The safety of our students is our number one priority. Directors of all our centers abroad and all administrative personnel in the USA are asked to subscribe to the State Department advisory email list and are notified daily of new State Department announcements. All our students are registered with the US Embassy in the country of residence abroad.

See the link: http://www.state.gov/www/listservs_cms.html

2. The State Department issues announcements in a number of categories: public announcements, travel advisories and travel warnings. Within each category there are a number of gradations. For instance, on the less severe end of the scale, the State Department might advise Americans not to visit a particular city in a country at a particular time. On the more severe end of the scale, they might ask Americans to leave a particular region within a country. On rare occasions, the State Department will ask Americans to leave a whole country.

See the link http://travel.state.gov/travel_warnings.html#i

3. Global College follows the State Department's advice in all its announcements, advisories and warnings. We do not go to areas the State Department considers unsafe.

Any student who wishes to go to an area presently under a State Department travel warning will not be given approval for such a trip. Students who insist on pursuing such a course of action will be asked to first withdraw from the Global College. We simply cannot support students who wish to study in unsafe areas.

4. The US State Department is not our only source of information on safety. We have local personnel in each country who monitor events at the local level and advise us on safety issues. In general, our safety and evacuation decisions are more conservative than that of the State Department. We have taken action to remove students in advance of State Department warnings and we have relocated field trips in the absence of State Department announcements. We have experience setting up programs in over a dozen countries around the world and are able to do so at very short notice.

5. As a global education program, Global College has a great deal of experience in offering programming in a great variety of venues. The Comparative Religion and Culture Program alone has engaged in programming in Japan, Taiwan, Thailand, India, Italy, Greece, Israel and Turkey. Together our centers have experience in supervising student work in dozens of countries. There is simply no reason to travel to areas that are unsafe when there are so many other fine options available to us.

6. Though we will not compromise on our commitment to student safety, neither can we allow the current global tensions to deter us from continuing to pursue our goals of global citizenship and international understanding. Recent events only highlight the need for sincere people of good will to pursue cross-cultural study. The goals of the Global College seem more relevant than ever.

Emergency Closure and Evacuation. In the event of local, national or regional emergency, it is important that the student and the regional Center establish contact with each other and with headquarters as soon as possible. Both the Center and the student are responsible for making every possible effort to do so in order to assure Program personnel of the student's safety and well-being and to receive directions about possible evacuation and/or family contact. Students are urged to remember that family and friends tend to fear the worst until a critical situation is clarified and the safety of their loved one is established. All parties – student, Center, family, and WHQ – are responsible for keeping the other parties informed of emergency situations, even when the student is not directly involved in the crisis. Because of proximity, however, primary responsibility for communication lies with the Center and the student.

Centers are required to have a country and regional emergency evacuation plan in accordance with the Center's needs. Revisions to this plan are to be communicated to World Council and kept on file in WHQ.

During Center orientation, students should be introduced to the evacuation procedures and guidelines of the Center.

Operations at Centers may be suspended due to emergencies based on recommendations of relevant government sources and/or at the discretion of the respective Center Director in consultation with World Council as soon as possible.

In the event a Center is closed due to emergency, the Center Director and faculty are responsible for working with students to modify Learning Plans to enable students to earn the semester credits.

The Regional Council, Center Director, and faculty are responsible for implementing swift and efficient evacuation when it becomes necessary. The top priority is student safety. Details related to financial or other concerns arising from such evacuations should be addressed once the safety of students has been secured. These matters will likely require consultation with the Program Dean, World Council, and Long Island University's central administration.

The Center Director is responsible for maintaining contact with students registered at the Center. Information regarding the students' locations and how to contact students directly is to be made available to WHQ whenever requested by WHQ staff.

Health & Safety Information. Global College takes the health and safety of its students very seriously. Because of the nature of the Program, students and their families must also consider carefully the risks in studying in places and under circumstances that are much less predictable than on a traditional U.S. college campus. While we recognize that accidents and illnesses can occur in any locale, it is important that all members of the Global College community do their part in keeping themselves and their colleagues and associates safe and healthy.

Each Regional Center is expected to provide a brief overview in its Center Handbook of health and safety issues and resources available to students enrolled in the region. The overview is not intended nor should it be taken to be comprehensive. It is each student's responsibility to consult with her/his personal physician or other healthcare professional prior to enrolling in a Center. It is up to each student, after consultation with family members and appropriate professionals, to determine what, if any, precautions should be taken while studying in the region in light of his/her own needs and limitations. Students and their families should make use of the U.S. State Department website at <http://travel.state.gov> for consular information sheets and travel advisories. That site also provides a link to health information for travelers through the Centers for Disease Control and Prevention at <http://www.cdc.gov>.

It is expected that students will be aware of and control behavior that unduly increases their or others' risk of illness and/or injury. Such behavior includes, but is not limited to, use of intoxicating substances which decrease clear thinking, inadequate sleep and nutrition, and intentional and unprotected exposure to danger and disease. Students are subject of the laws of the host country.

Centers must be equipped with a first aid kit. While it is the policy that someone from among the faculty or staff will be trained (and retrained regularly) in CPR and first aid response, it is unreasonable to expect that person to be omnipresent. It may be worth surveying each semester's group of students and staff to ascertain who has been trained in what safety skills and making those resources known to the regional learning community.

Prior to arrival at a Center, students should be made aware of the local health situation, including but not limited to information on STD prevention, the availability of sterile syringes, and local health policies. Students may be directed to their personal/family physicians, to resources of the Centers for Disease Control, and to local clinics, including the Southampton College student health service office for specific information. Center Directors should be prepared to respond to student questions about health conditions, and, as much as practical, to include necessary health and safety information in the Center Handbook so students have access to that information prior to their arrival in a region

Students are to be provided with information, which maximizes their safe arrival at the Center, including contact information should an emergency arise en route. Students should know how long before the semester begins they are expected to arrive. Students who arrive before that date do so as independent travelers. Likewise, students who remain in a region after the close of the semester do so as independent travelers. While Center staff may be able to assist in an emergency, it is neither their responsibility nor their obligation to do so when the term is not in session. Registered students who arrive as anticipated for the semester's beginning should immediately be provided with the name and contact phone number of a local staff person along with instructions on how to handle emergency situations

At the beginning of the semester, students are to verify that the Center has received their student academic, health, and emergency contact records from WHQ, and that the information contained in the file is current, complete, and accurate. If corrections are made to the student file, it is important that the center administrator notify WHQ of changes. Students may be asked to supplement the file with information required by the Regional Center. A registration block may be put on a student's record if forms are not completed and turned in.

Students may be required to register with local authorities and/or the U.S. (or their own nation's, if not a U.S. citizen) embassy for security purposes.

If not provided by WHQ, students are required to provide the Center with copies of their passport, visa or other pass/entry card authorizing their stay in the country, Long Island University health form, insurance information, and emergency contact form. Copies of these forms are to remain at the Center. In addition, faculty and/or staff must carry copies of the documents for students they accompany on extended trips. Students away from the Center should ensure that copies of important documents are readily accessible to them should anything happen to the originals.

If, at any time, the student is ill or injured, the Regional Center must be notified as soon as possible. The Regional Center can be helpful in locating medical services. WHQ, too, should be notified in the event of any illness or accident that involves medical treatment and a possible insurance claim. Incident reports, filed with the director of student services, should detail the case.

Because our students frequently live and travel independently, it is very important that a system be in place which alerts the Program when a student may be in jeopardy or if the student needs to be apprised of an emergency situation. For this reason, students are required to provide the Center with local contact information: local address and phone number where they can be reached, as well as the name and contact information of a neighbor or friend who is likely to know their whereabouts in case of emergency.

Families and friends "back home" worry. The only way to reduce that natural state is for students to maintain regular contact with them. In addition, students are asked to be aware of emergencies and crises that arise, which invariably cause increased concern on the part of family and friends. A major train wreck, airplane disaster, or bridge collapse, let alone terrorist activity, or an earthquake is likely to cause major concern – even if it occurs hundreds of miles from the student's actual location. For this reason, we suggest that students send a quick, reassuring e-mail or phone call to parents when they are aware of such situations.

In the case of actual emergencies, students are required to follow the procedures given to them in the safety orientation they had upon arrival at their Center.

Safety in Global College. Faculty members at regional centers are responsible for educating students about the culture in which they work. They are entrusted with giving students the tools for making wise and educated choices, and with responding sensitively to issues arising from harassment. Regional centers are expected to:

1. Create a specific safety section on women students in their Center Handbook. Information about possible harassment of other groups (due to perceived differences, e.g., ethnicity, religious dress, etc.) that may face possibly threatening situations should also be provided in the Handbook.
2. Establish a specific and separate gender orientation to the center held solely on women's safety issues. It should include such items as:
 - a) Suggested dress and behavior. Norms of behavior between classes, sexes, and races should be clarified as well as the ramifications of going against the norms. Accurate information is needed so students can make informed decisions.
 - b) Guidelines for travel. Suggestions regarding travel should serve as advice on when and where it is safe for women to travel. Centers have the responsibility to define unsafe or problematic areas.
 - c) Status of local women. It is important that students become familiar with cultural norms of area women, and gain insight into their rights and treatment.
 - d) General perception of "Western" women. Exposing women to the ways in which most men of the region view them gives them needed understanding and foresight

- of how men may or may not act towards them. Locally held views of “Western” women should be addressed, including women of various ethnic backgrounds.
- e) Case studies of harassment of previous female students, including, if possible, women willing to share their experiences with students.
 - f) Descriptions of expected behavior during academic sessions. Students should be informed what behavior is culturally inappropriate and be made aware of the implications that behavior might have on future Global College communities at the center.
 - g) Lists of regional hospitals, doctors, rape and abuse hotlines and, if possible, counselors trained in Western methods. Additionally, advisors should help students venturing away from the center during independent projects to locate emergency facilities in the regions in which they will be working;
3. Create a system of action, should there be an emergency or physical attack. This should entail medical attention with special regards to pregnancy, HIV, and STD testing. Additionally, it should address legal options and consequences. Students' decisions must be supported and counseling encouraged.
 4. Offer outside counseling services and/or other support throughout the semester for those students who identify a need;
 5. Discuss the community support system, particularly as it relates to male students. Help them understand how they can help and provide assistance while recognizing their views during safety meetings. Men and women should have both separate and joint introductory safety meetings to discuss their different experiences;
 6. Demonstrate honest concern and respect for those students who experience harassment. Faculty is responsible for being supportive of victims of harassment in full confidentiality. The student’s right to privacy must be respected;
 7. This policy should be given to all students at the Centers.

Community Responsibilities

Should harassment be experienced by any student, the community’s role is foremost one of support. If a student reports an incident and requests confidentiality, this should be adhered to. Confidential information should not go beyond specific communities. The student’s well being is most important and every effort should be made to follow the student’s wishes.

At the same time, it is recognized that the student's own support system and other students' safety may be jeopardized by not sharing information. It is the community's duty to be as discreet as possible, and to respect and protect an individual's privacy.

Sexual Harassment Policy. The Global College's policy on sexual harassment was formulated and approved by the 1998 World Conference, based on previous policies and on group discussion. It is not intended to supersede existing Long Island University policies to which Global College is subject, New York State or federal U.S. laws, or the laws by which regional centers must abide.

-- Definition:

It is the policy of Global College that no member of the community may sexually harass another. Sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Such conduct is made, either explicitly or implicitly, a term or condition of an individual's academic or employment status, or assessment of performance;
2. Such conduct has the purpose or effect of demonstrably interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive working environment; or
3. Such conduct is abusive of others and implies, in an abusive manner, hostility toward their personal or professional interests because of their sex or their sexual preferences.

-- Individuals who believe they have been victims of sexual harassment should:

1. Contact the Center Director
2. The initial discussion between the complainant and the hearing officers should be kept confidential, with no written records, and attempts should be made to informally resolve the complaint;
3. If the complainant decides to proceed, the hearing officer must receive a written complaint and must prepare a written statement and record of the incident;
4. The complaint will then be investigated by the Grievance Officer or Mediator/Counselor, who, after gathering all the material, issues a reasoned decision within 15 days of the formal receipt of the complaint;

Offenders may receive a written reprimand, suspension (if a student) and suspension without pay (if a faculty member), or dismissal, depending on the severity of the incident and on the offender's previous record and in accordance with Long Island University policies and procedures

University Policies and Regulations

Accreditation. Global College is a unit of Long Island University. Long Island University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Long

Island University's degree and certificate programs are also approved and registered by the New York State Department of Education.

Blocks to Registration. Currently-enrolled students and students re-entering the program may find that their registration is blocked. While admitted to the program, they will not be allowed to register for coursework credits until the reason for the block has been addressed and the block removed.

A **bursar block** is placed on the records of students who currently owe tuition or other money to Long Island University. Payment of tuition is due when billed. Pending financial aid and/or deferred payments under the pre-arranged payment plan in and of themselves will not suspend the bursar block. Students on bursar block will be placed on the preliminary registration list and will retain their place if the bursar block is removed by the announced deadline.

Students who are not registered, even though clearance may be imminent, are not entitled to the benefits of registered students. They are not to receive housing stipends or be granted any privileges which may incur further financial obligations to LIU and Global College until their status is resolved.

Disciplinary Action. Students are expected to maintain a level of personal behavior which does not compromise the functioning of the center, the general learning environment within the community or one's own ability to achieve set academic goals. A center director may place a student on disciplinary probation or, in drastic circumstances may recommend to the dean that a student be expelled. Students may be required to take a semester's required leave of absence for disciplinary reasons if, after discussion with the student, center and WHQ staff, it seems obvious that discipline is likely to remain a concern.

Behaviors warranting such extreme measures include misuse of drugs or alcohol; sexual or any other kind of harassment; abusive behavior towards oneself, other students, faculty or others; and behavior which jeopardize the pursuit of learning. As mentioned above, approval to progress to another regional center or another stage of the academic program is contingent upon satisfactory completion of prior academic study. Students who leave a center with significant debts to the center, landlords, utilities, libraries, etc. may be denied enrollment at subsequent centers and may be blocked from access to their academic records until the debts are cleared.

Students have the right to appeal such decisions following normal appeals channels.

For additional reference, refer to the College Policies section of the Brooklyn Student Handbook.

Student Privacy and Confidentiality

I. Release of Academic Documents

- a. Following the United States Student Rights to Privacy Act a student's signature must be obtained on a letter of consent in order to release any official private academic documents to others outside the institution or if the records are not needed for regular performance of duties within the institution. Transcripts and evaluations can only be released upon written request of the student.
- b. Students may authorize others to request documents in their stead by providing a signed letter naming the designated individual.

II. Faculty/Student Advising Relationship

- a. **Student Confidentiality-** All discussions during advising must be kept confidential between the student and the advisor. The only exception is in the case of threat to safety and security. Faculty has both the right and responsibility to refer the student to a counselor and to warn others about the student's condition. This is called "Duty to Inform" which places responsibility on the advisor (counselor) to warn individual(s) who may be the object of a person's threats of harm. This includes the person's threats to self. Those contacted to inform may include medical personnel, law enforcement authorities, related program directors and parents. Faculty should use their best judgment in determining which situations require referral to an outside counselor. All contact information for external counselors should be made available to students upon arrival at the center. Western-trained counselors should be sought.
- b. **Rights in determining advising boundaries-** both students and faculty are responsible for creating a healthy and productive relationship. They have the right to set limits on their advising relationship with regards to what personal issues are discussed. A third party may be introduced to the advising relationship as a mediator if all parties agree.

Substance Abuse. Members of the Global College community are expected to respect and abide by the rules, laws and cultural norms of the places in which they reside and travel. Students are responsible for their own behavior and will be treated accordingly.

The use of illegal drugs is prohibited. Any student found distributing or using illegal drugs can expect to deal with the consequences of his or her behavior with no extraordinary support of the College's staff or resources. If a student is retained and charged with a drug-related crime during the academic semester, however, the Center Director must be notified as soon as possible so that the student can be apprised of his/her legal situation and what options, if any, are available. The Center Director is obligated to report the incident to the College Dean who may need to involve other individuals and to keep the Dean informed of developments.

Students and faculty are reminded that abuse of controlled substances jeopardizes not only the individual's welfare, but that of the entire program.

There is zero tolerance of faculty, staff, students, or any other authorized person driving a school vehicle while under the influence of alcohol and/or drugs. Likewise, there is zero tolerance for any faculty, staff, or other personnel affiliated with the program transporting students in any vehicle while under the influence of alcohol and/or drugs. Complaints should be filed immediately with the Center Director. Upon receipt of a complaint, the Center Director should inform the College Dean and, when advised, the World Council.

Notice to Students

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

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