

Friends World
Program
of
Long Island University

HANDBOOK

2005 Edition

Friends World Mission Statement

As a direct descendent of Friends World College, the Friends World Program is, at its root, a learning community defined by a **Mission Statement** that grew out of successive World Conferences of students, faculty, administration, staff and alumni, as follows:

The Friends World Program 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.

This general statement contains within it philosophic elements from which the structure, procedures and policies of Friends World derive. While these principles interrelate to form an integrated whole, they may be briefly defined as follows:

FRIENDS WORLD GRADUATION REQUIREMENTS

1. Students will complete area studies and language programs in two cultures other than their own.
2. Students will complete the junior seminar and junior research project. These may be taken as late as the first semester of the senior year, but must be completed before the senior capstone semester. (In special circumstances, the junior seminar may be taken by advanced sophomores.)
3. Students may complete from zero to 30 credits in crafts, trades, professions (non-liberal arts courses). These may include courses in professional schools such as education, massage, yoga, reiki, cooking etc. (Students may not declare an area of concentration in a craft, trade or profession.) Note: The Friends World Program is a liberal arts program. The NY State Board of Education places a limit of 25% on the number of non-liberal arts courses that may be counted towards a liberal arts degree. The primary distinction is between courses that offer

- information about issues or subjects (history, anthropology, sociology, philosophy, comparative religion, political science) and courses which train students for professions (nursing, teaching, law, social work, cooking, photography). See the complete definition in the program handbook.
4. Students will complete the Senior Capstone semester of four courses (including a three credit thesis) and a final oral presentation.
 5. Students will declare an Area of Concentration of at least 24 credits at the beginning of the Junior Year.
 6. For students entering the FWP after August 1, 2005, a total of 128 credits are necessary for graduation (consistent with the requirements at the Brooklyn campus of LIU). The four year program will be comprised of eight 16 credit semesters.

Procedure: The requirements above are graduation requirements and may only be waived by submitting a petition to world council and having that petition approved. A formal world council waiver will then be added to the student's file. During the graduation audit, two staff from WHQ reviews each student's file to see if they have fulfilled the graduation requirements.

Comment: In general, the area studies, language and writing courses offered at each center in the fall semester are understood to be required courses.

Transfer Students: Upon favorable review of official transcripts from other institutions, up to 64 credits may be transferred and applied to your Friends World degree.

LIBERAL ARTS

The Friends World Program is a "liberal arts" program and students earn a Bachelor of Arts (B.A.) degree from Long Island University. It is important that Friends World students and faculty understand what is expected of a liberal arts program. Below is correspondence from the State Education Department of New York's Office of Higher Education, forwarded to Friends World by LIU's Office of Academic Affairs. When planning and reviewing the full program of study students and their advisors should look at the student's coursework and be sure it conforms to the requirements for a B.A. degree, that is, that no more than 30 credits intended as applicable toward the degree come from coursework listed under category D below.

Liberal Arts and Sciences

A. General definition:

Courses of a general or theoretical nature that are designed to develop judgment and understanding about human beings' relationship to the social, cultural, and natural facets of their total environment

B. Working corollaries for counting liberal arts courses:

1. Independent of specific application
2. Theoretical understandings as opposed to practical application
3. Breadth and scope in principle covered
4. Not definitely directed toward particular career or specific professional objectives
5. Not chiefly "how to" in manipulative skills or techniques
6. Not "applied" aspects of a field

C. Courses offered in the following areas are considered liberal arts general education:

1. Humanities:

- i. English – composition, literature, creative writing, history of the language, linguistics, literature in translation
- ii. Drama – public speaking, dramatic literature, dramatic interpretation, history of the drama, playwriting
- iii. Languages – grammar, reading, composition, history of the language, conversation, literature of the language
- iv. Music – music history, appreciation
- v. Art – art history, appreciation
- vi. Philosophy – history of philosophy, logic, schools of philosophy, comparative philosophy
- vii. Religion – history of religion, comparative religion

1. Mathematics:

Algebra, trigonometry, calculus, history, theory, computer science

2. Natural Sciences:

Biology, zoology, anatomy and physiology, physics, chemistry, geology, physical geography

3. Social Sciences:

Sociology, cultural studies, history, psychology, anthropology, political science, economics, government

D. The following types of courses are not considered liberal arts:

1. Hygiene and health
2. Physical education
3. Secretarial science
4. Business – management, administration, marketing, production, finance
5. Home economics
6. Education and methods
7. Specialized professional courses in such fields as medicine, podiatry, veterinary medicine, dentistry, dental hygiene, pharmacy, law, nursing, architecture, accounting, engineering
8. Technology/technician fields – medical, electrical, mechanical, data processing, electronics, refrigeration repair, construction
9. Agriculture
10. Personnel
11. Library science
12. Art studio courses – drawing, painting, ceramics, sculpture
13. Play production, play lighting, costume design, play direction, scene construction
14. Music studio, performance, or practice courses – voice, instrument, direction
15. Theology – pastoral counseling, ministry

[No applied courses]

Regents Rule 3.47(c):

"Undergraduate degrees shall be distinguished as follows, by the minimum amount of liberal arts content required for each degree. The required liberal arts core shall not be directed toward specialized study or specific occupational or professional objectives.

AA degree:	45 credits (3/4 of coursework)
AS degree:	30 credits (1/2)
AAS degree:	20 credits (1/3)
BA degree:	90 credits (3/4)
BS degree:	60 credits (1/2)
All other undergraduate baccalaureate degrees (e.g., BFA, BBA, BE, B.Tech., etc.):	30 credits (1/4)

ACADEMIC POLICIES AND REGULATIONS

ACADEMIC CREDIT

A full time semester credit load for a friend's world student is 12-16 credits. Friends World students are expected to take a semester credit load consisting of 16 credits, although students who are in good academic standing may take up to 18 for the same tuition costs. The approval of the Center Director and the Dean is necessary for students who want to take more than 16 credits. The usual four-year course of study (barring transfer or life-experience credits) consists of eight 16-credit semesters, with 128 credits needed for graduation.

Although we recognize that Friends World learning occurs in ways different from traditional college classrooms, it may be helpful to understand how college credit is typically calculated. A semester is based on a 15- or 16-week term of study. In general, for every 1-credit lecture class, students are expected to attend a one-hour lecture and do 2 to 3 hours of outside preparation/homework. For a normal 16-credit course load, students are expected to be in class for 15 hours/week and spend an additional 30 hours on assignments, readings, writings, and class-related thought. Clearly, being a "full-time" student is a full-time (i.e., 40 hours per week) job. Traditionally, colleges – and accrediting agencies – value time spent in lab, clinical, and supervised internships less than they do time spent in lectures:

For example, in traditional systems, for 1 semester credit, students have:

- 1 hour of lecture per week for 15 or 16 weeks, or
- 2 hours of lab time per week for 15 or 16 weeks, or
- 3 hours of clinical work per week for 15 or 16 weeks, or
- 10 hours of supervised work/internship per week for 15 or 16 weeks.

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.

Academic Dishonesty and Plagiarism

Academic dishonesty includes cheating and plagiarism. Cheating and plagiarism are the two most serious academic offenses. They should be scrupulously avoided, as the penalties are severe.

Plagiarism is the use of another person's words or ideas misrepresented as one's own original work. Downloading papers from the internet, or using direct quotes from the work of another, constitutes plagiarism unless these sources are clearly accompanied by appropriate references and citations. Usually this takes the form of footnotes and a complete bibliography. *Cheating* is the use or attempted use on a quiz, test, or other formal examination of sources of information not specifically permitted by the instructor, or the assistance of another student in such unauthorized use of information. The student should assume that the only source of information he or she may make use of in any examination is his or her own mind, unless the instructor specifically allows the use of notes, books, calculators, etc. While Friends World students do not take tests to receive their credits, they may at times face challenge exams (CLEP) or an examination required if a student takes an outside class during the course of Friends World enrollment. Relying on the work of others in the preparation of the Portfolio of Learning would fall under the category of cheating and/or plagiarism.

In accordance with University policy, the advisor/instructor has the responsibility of determining the student's final credits for a course. The advisor has the right to fail an assignment on which plagiarism or cheating has occurred, and, if he/she should consider that the case warrants it, to award no credits in the course as a result of the student's dishonesty. With the concurrence of the Center's Academic Coordinator, the instructor should notify the student in writing of the reason for no credit in the course, and inform the student of his/her right to appeal the charge of dishonesty. A copy of this letter should be forwarded to the Center Director and the Dean of Friends World to be placed on file under the student's name. In cases of cheating or plagiarism, a member of the faculty may also request the Dean to institute proceedings to have the student suspended or expelled.

A student has the right to appeal a charge of dishonesty, within three weeks of receiving notice of the charge from the instructor. He/she may request a hearing from World Council.

World Council will meet to determine whether or not academic dishonesty has occurred. If the panel finds that dishonesty has not occurred, the faculty member must adjust the student's records accordingly. If the panel finds that dishonesty has occurred, they may recommend a course of action to the instructor in question, but the student's record remains under jurisdiction of the instructor. The committee may also request that the Dean institute proceeding's to have the student suspended or expelled.

EVALUATION OF STUDENT WORK AND CREDITS EARNED

(See also *ACADEMIC CREDITS*)

Unlike colleges that rely on results from final exams, Friends World recognizes that evaluation of the semester's work should be an ongoing process. Throughout the semester students submit parts of their working portfolio for faculty review and comment. Following the timeline established by center requirements, and frequently approximately two weeks before the end of term, the draft copy of the portfolio may be presented, allowing time for the faculty advisors to skim through it and suggest

revisions if necessary. Ideally, within the last two weeks of the semester, a formal presentation, accompanied by a reflective integrative essay, is also presented for credit. The written evaluation of the entire portfolio of learning is recorded in the **Permanent Student Record** form, and becomes part of the student's official transcript.

The copy of the student's Permanent Student Record (semester evaluation), signed by the advisor, is forwarded to the WHQ registrar where credits are entered into the LIU mainframe computer; another copy of the Permanent Student Record remains with the regional center; and a third set is retained by the student (or sent to him/her from the center).

Friends World gives narrative evaluations of student work rather than letter or number grades. Learning does not end with the experience, but continues through the constructive feedback a student receives on his or her work. Students thus should receive detailed oral and written evaluations on their portfolios, the number of credits finally granted depending upon how satisfactorily the student completed the learning activities specified in the Learning Plan. After careful consideration, faculty may choose four possible credit options:

- (1) Full credit is awarded for the semester's learning plan as documented through the portfolio;
- (2) Only partial credit is awarded if a component ("course") is deemed inadequately completed;
- (3) An "incomplete" (INC) for any segment which is not handed in on time but is nevertheless anticipated by a deadline agreed upon by the student and the faculty advisor;
- (4) No credit/no grade (NGR) if little or no effort has been made to complete the Learning Plan and/or no portfolio is presented or expected and/or the work cannot be made up.

It is presumed that if faculty and students are both fulfilling their advisement responsibilities – regular meetings and mutually active participation in the learning process – students will be confident that they know what credits will be earned for their efforts and knowledge. Incomplete grades should be reserved for truly unforeseen circumstances. The "no grade" mark is appropriate for aspects of the learning plan that simply weren't done and/or that cannot be made up. The "no grade" does not necessarily imply poor quality or a lack of effort; it does indicate that a planned learning activity did not take place or that it was not documented as planned and cannot take place or be documented in the future. A student's plan to assist with and document learning gained from a one-time conference, for example, may have been thwarted when the conference was canceled. Of course, the learning plan could be revised at that point... but assuming the student just let it go, the student's record would show, for example, "Rabat Women's Issues Conference: 2 cr. NGR". For the record, the faculty advisor's narrative evaluation should explain briefly the rationale for the "NGR".

Work submitted later than an agreed-upon due date should be sent to WHQ. An effort will be made to locate an adviser or other qualified evaluator to review the work. When an evaluator is found, the student will be assessed an evaluation fee (\$200 for semester portfolios, \$350 for senior projects) payable to Friends World and submitted to WHQ. There is no guarantee that work submitted after its due date will be accepted for evaluation, and in any case, the student must accept that the evaluation will be delayed. Acceptance of work for evaluation does not imply that the portfolio will receive full academic credit for the work submitted.

A full-time student's learning plan may comprise 12-16 credits. Sixteen credits is the normal credit load. The Permanent Student Record should account for all credits attempted in the student's semester learning plan, regardless of how many credits were actually earned during the semester. For example, a student who attempts 16 credits, but only receives 12 credits, should have 4 credits recorded as INC or NGR (no grade) to indicate the stated goal of 16. This can result in financial aid problems when the earned credits fall below 12 even though the student was registered as a full-time student. (See Financial Aid)

In general, all full-time students are recorded as registered for 16 credits. Students who wish to take more than 16 credits must seek the approval of their advisor and the Dean's office. Full-time tuition is a flat rate for students registered for 12 to 18 credits inclusive. A student must earn a "P" (pass) for a minimum of 12 credits per semester to be "in good standing" for academic and financial aid purposes. Students who register for full-time study but who fail to complete a minimum of 12 credits will NOT be eligible for a refund and may risk losing financial aid. **No student may attempt more than 16 credits without written permission from the Dean.**

FULL-TIME STUDY

A student is considered to be a full-time student if currently registered for 12-16 credits during the semester. Students on advising semester, associate students, and students who are on leaves of absence are not considered to be full-time students. Students who are not engaged in full-time study may be ineligible for certain benefits such as deferment of student loans, student health insurance under a parent's insurance plan, etc.

GRADES AND GRADING POLICY

(See also *CREDITS* and *TRANSCRIPTS*)

It is important for students to realize that with enrollment in the Friends World Program, they agree to accept Friends World's system of grading and student evaluation. Friends World faculty does not issue letter or numerical grades for matriculated Friends World students.

Visiting students' schools may require letter grades, however, and in those cases we will accede. Students need to be sure that the need for letter grades is indicated on the Visiting Student Agreement form. When a visiting student requires a letter grade, the faculty advisor may submit an abbreviated evaluation form, listing the student's coursework (course number, title, and course description), the credits offered, and the final grade. It is not necessary to write a detailed narrative evaluation in such cases.

What follows is a description of the Friends World grading policy that frequently accompanies student transcripts sent out by the Registrar:

The Friends World Program does not provide the letter grades or the numerical "GPA" that schools traditionally calculate. A student in our program develops a highly individualized course of study with her faculty advisors. Together, they establish learning goals and develop a plan whereby the goals are realized. Throughout each semester, the student meets regularly with her advisor and discusses the progress she is making. At the end of the semester, the student documents her learning in the

semester portfolio – a collection of papers, observations, reports, and other evidence of her progress. The faculty advisor, in turn, 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.

We believe the narrative evaluation to be much more useful than a numerical grade. Readers of the evaluation can get a clearer understanding of the student's particular strengths and weaknesses in a given circumstance, and they can gauge for themselves how those strengths and weaknesses apply to their institution's criteria. For example, a typical comment might be that the student has "a good grasp of the complexities involved in group processes and is a very effective small-group participant, but lacks the assertiveness needed to convince others of his/her very sound reasoning when she's/he's in large groups. At the same time, she/he needs to work on neatness and presentation in her written papers – they appear haphazardly done." Such a statement carries much more information than a single mark of "B+" or "3.5". It is undoubtedly more time-consuming for an admissions committee or a scholarship selection committee to pore over a collection of evaluative comments in search of a succinct measure of worth; nevertheless, we hope you understand our contention that written evaluations are a fairer way of reporting our students' academic progress.

It may be helpful, as you review the candidate's transcript, to know that students in Friends World must perform satisfactorily (i.e., "C" level) in order to earn any credit at all. Typically, students earn between 12 and 16 credits per semester. A load of 16 is expected. Eighteen credits is a particularly heavy one and must have the Center Director and Dean's approval prior to undertaking more than 16 credits in a semester. Outstanding students can usually be detected by the enthusiastic review given by the advisor in the narrative evaluation at the end of the semester. Courses taken through Friends World show a "P" (pass) and the number of credits earned; courses that show letter grades are courses taken in the traditional classroom through our host institution, Brooklyn College. Those marks alone are averaged to elicit the GPA of record.

INDEPENDENT PROJECTS

Independent study is a crucial part of Friends World education. The word "independent" does not mean the student is working alone or without guidance; it simply means that there is no cohort of fellow Friends World 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.

Projects may vary in nature. Students often choose their projects by asking, "What do I want or need to learn? What do I want to know?" That approach is a sounder one than asking, "Where do I want to be? What do I want to do?" Projects may entail field- or library-based research, an apprenticeship with an artist or theatre group, an internship with a governmental, social science or educational organization, work on an experimental farm, or a project in literary expression. Projects may involve independent study through formal courses taken away from the Center, participation in a conference, or a mixture of learning activities. But whatever their nature, projects -- and the process of choosing projects -- share some common characteristics:

-- Choosing a project is essentially the student's responsibility. Faculty can facilitate the process by suggesting projects that combine a student's interests with the possibilities a region offers. But the choice is essentially the student's. If a project is selected that does not truly interest the student, it is likely that the work will be done in a half-hearted way and that the learning experience will be minimal. This obviously means that students must take an active role in selecting projects; they cannot simply sit back and wait for the advisor to "come up with something." Self-directed students fare best at Friends World. Those who have little or no direction and no real preferences of learning experiences are often at a loss when it comes to choosing and carrying out projects. In fact, this is probably the major reason why experiential learning sometimes fails. Once the student identifies a project or topic to work with, it is the faculty advisor's role to monitor the selection of specific activities and tasks in order to ensure that the student's learning is maximized. It is the faculty advisor, as a professional educator, who is responsible for determining how much credit a project might garner and the appropriate subject area distribution of the credits.

-- Projects should be demonstrably related to the student's short- and long-term goals, and to his/her past and future learning plans. The very process of formulating a Learning Plan helps students decide upon learning activities which further their educational and personal goals. If a student is undirected or has difficulty settling on a project, he/she should consult the faculty advisor, other members of the center faculty and fellow students. Every center should also have a resource file of places where past students have done projects. Students must demonstrate their flexibility by keeping an open mind. Sometimes a project that does not "grab" them at first may contain elements that are very appealing, if the idea and its possibilities are creatively explored. Remember, adaptation is the name of the game. Unlike the classroom where everything proceeds smoothly according to a pre-determined syllabus, it takes ingenuity to structure a learning experience from the "real world." If a Center has not yet compiled a resource file, students can begin by looking through the portfolios of prior students to see what others have done.

-- Remember that students need to pursue two major educational directions: we want Friends World students to have a **broad** range of general knowledge, and we want them to study a particular area of concentration in **depth**. It follows that some projects will be in areas that the student knows little about and probably won't want to pursue after the semester's conclusion; other projects will deepen the student's knowledge, understanding, and skills in an area. When students change centers and start anew in new locales, it is tempting to stay "on the surface" of a topic. It is important that students use their prior experiences to help propel them further into the subject and its complexities. Advisors must be familiar with a student's past work in order to ensure that the proposed learning plan doesn't just repeat a previous project in a new location.

-- Students and advisors must be adaptable once a project is underway. Projects seldom work out exactly as planned – sometimes they fall apart even before the first day! And even the best-planned projects often take unexpected turns. This is not always bad. As the student becomes more involved in the project, he/she may discover new areas of interest, and the independent study may take a new direction. If this happens, however, it is important that student and advisor discuss what changes will be made in the semester's plans. Sometimes projects simply do not work out at all or require a totally new direction – perhaps indicating another credit distribution area. Students might even get part-way into a semester before discovering that the original plans must be changed. Keeping in close touch with the faculty advisor will help the student weather these unexpected turns and salvage learning (and credits) from the experience. Just consider that the skills learned from such

experiences -- especially developing flexibility and finding worthwhile knowledge in unexpected situations -- will serve students well as they go on in their studies and in life. Indeed, the unplanned learning, one often discovers, is as valuable as what had been anticipated in the Learning Plan.

-- Projects must be manageable. One of the cardinal mistakes students (and their advisors) make is to plan projects that simply cannot be accomplished within the specified time. Students must leave room especially for analysis and writing-up, a process, which often takes several weeks. Remember, this is "only" undergraduate education. No one expects students to produce an M.A. or doctoral thesis. Students should be encouraged to do their best, of course, and the advisor and student should work together to be sure studies are focused. Especially with second- and third-year students, it is the advisor's responsibility to help the student extract the essentials from the project and to identify other aspects which offer possibilities for future study. Setting a realistic time frame for completing the project and portfolio is crucial; indeed, helping the student do so is one of the most valuable types of assistance a faculty advisor can give.

-- Not every project idea is do-able. While we try to offer students the broadest range of learning opportunities we can, some projects are simply impossible. A region where a student might want to study may be in upheaval and too dangerous, or the topic is too politically or socially sensitive, or communications are too difficult and the student will not receive the necessary advisement. A student also might not be qualified for certain tasks he/she wishes to assume, or language skills might not be strong enough to be effective in the proposed work. Faculty has the responsibility of ensuring both safety and the likelihood of academic productivity during the semester. Again, students are urged to be adaptive. The world is full of learning situations; if one is impossible, try another.

-- Students are often tempted to do projects far from the center. This creates obvious problems of communication and advisement, as we have already discussed. Often, however, the most interesting field projects are located just under our noses -- in our neighborhood, in the city or rural area where the center is located, even among one's own friends. A rich project experience can occur in the varied neighborhoods of Kyoto; or downtown San José; with the many international students of Zhejiang University; or the diverse ecological and ethnic terrain of southern India. In fact, opening one's eyes to the significant things going on all around is a central task of Friends World education.

Occasionally Friends World students will find opportunities for classroom study with other organizations and institutions. It may be possible (especially for returning students who have already taken the center's regular courses) and with the advisor's recommendation and center director's permission, to take advantage of such opportunities and have the cost either paid or subsidized. Students should be prepared to show how the outside study fits into their long-term learning goals, and how the proposed coursework will be presented in the semester portfolio for evaluation. In most cases, payment/subsidies will be paid directly from the Center to the course sponsor, just as payment is made to field advisors for their specific services.

LEARNING PLANS

Experience is by its nature holistic and so, therefore, is experiential learning. When one goes to a village to study agriculture or embarks on a cruise to investigate pollution at sea, the reality encountered does not divide itself neatly into academic categories: anthropology, economics, biology,

art, religion and the like. These are interrelated dimensions of reality that are abstracted in order to allow us to systematically explore the complexities we encounter. Through the Learning Plan, Friends World students are encouraged to explore the interrelationships among phenomena, as well as their own personal interests. Nonetheless, in order to help students focus on certain issues or aspects of what they encounter, we require them to formulate a Learning Plan which describes the components of the proposed experience.

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?

Consulting with their faculty advisors, students then ask: How do I plan to learn what I proposed for this semester? Together with their advisors students block out components (i.e., "courses") of their proposed learning experience and assign credits to each. (See the section *Academic Credit* for more information on calculating credits.) As the Preliminary Learning Plan is constructed, each component/course must address the following concerns:

(1) What title is given to the learning activity/course? That course title will be entered onto the student's college transcript. The course title should not be overly "cute" or creative. The best ones state simply and accurately what the student intends to learn about: Methods of Research: Participant Observation; or Indian Food and Society. Avoid insider or specialized terms unless their meanings are clear from the context. The course titles should be meaningful to those who will review the transcript in the future. Graduate programs' admissions officers, for example, need to be able to get a sense of the student's academic preparation by reading the transcript's course titles. Titles should not be lengthy; although abbreviations are common, there is a 20-character limit in the computer's title field.

(2) Is a succinct description of the learning objectives provided?

(3) What specific academic activities will be required in order to achieve the learning and to earn the expected credits?

(4) What will be the basis of evaluation? Will the faculty advisor evaluate the work? An external examiner? A professor at another university? Will the student take a formal written or performance exam or demonstration?

(5) How many credits are assigned to each component? (Students should be prepared to explain to the advisor's satisfaction how that number was calculated; again, refer to the *Academic credits* section of the Handbook.)

The Preliminary Learning Plan is a start, and leads to the elaborated, actual Learning Plan that is worked out between the student and his/her faculty advisor during the course of the semester. The Learning Plan provides the structure for the semester's Portfolio. A kind of research design, the Learning Plan helps students conceptualize, define, organize, plan, carry out, analyze and write up their learning experience. It is a detailed plan of action that serves as a map through the semester. Because it is a dynamic plan, as it is being played out, it may or may not take the form of nicely typed sheets of paper. It might also be semi-organized lists of goals, leads to pursue, to-do lists, timelines,

etc. Whatever its composition, the plan should always be as concrete, detailed, organized and "together" as possible – something that advisor and student can refer to in order to see what still needs to be done to reach the learning objectives.

While Preliminary Learning Plans help students define their semester's learning activities and what is expected of them, it is understood that plans and situations change. Plans go awry and arrangements, which appeared final, may fall through. The Learning Plan, while defining the semester and providing a concrete basis of action, also evolves. This is fine -- as long as one retains a coherent academic focus and clears major changes with one's faculty advisor.

This last point is important. 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? and (3) Does the faculty believe that the Learning Plan adequately takes into account issues of personal safety?

PERSONAL SAFETY AND APPROVED LEARNING PLANS

(See also *SAFETY POLICIES AND EMERGENCY PROCEDURES*)

Although Program faculty attempt to give the greatest latitude to student interests and academic plans, not every learning plan can be approved. By approving a student's Learning Plan, the center faculty not only agrees to oversee the student's academic work, but also commits 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 (because of a lack of focus or the inability of the center to provide adequate academic supervision) or which they feel places an enrolled student in jeopardy. For example, a student who wants to learn to skydive will not likely have her learning plan approved. Students who nonetheless pursue such activities must know that they are outside of their approved academic program and will not be evaluated for credit. Moreover, Friends World is not responsible for students pursuing non-approved academic activities, just as we are 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, Friends World will require students to comply. Defiance of directives shall be cause for immediate dismissal from the Program and will result in no further responsibility by the Program for the student's safety.

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 the Friends World Program and:

1. Students 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 60 credit maximum students may transfer into the Friends World Program.
2. Students fill out an application for LE credits and give it to the Centre Director, along with supporting documentation. The Centre 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. **Faculty and students are reminded that the Friends World program will consider awarding life experience credits only for documented learning that occurred post-high school and PRIOR to enrollment in the Friends World Program.** That is, the relevant experiences must pre-date the first semester with the Friends World Program. Students may not receive credit for life experience subsequent to the original enrollment in the FWP.
5. The Friends World Program is a Liberal Arts Program. Life experience credits may be granted only in areas where Friends World students normally receive credit from Friends World 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 Friends World cannot be awarded Life Experience credit for work or study done while on leave. Again, life experience is possible only for actual documented experience pre-Friends World, post high school. For information on how to receive credit for learning while on leave, see the Leave of Absence section.

ORAL PRESENTATIONS

The ability to communicate effectively is perhaps the most important skill one can develop. Within Friends World, a great deal of attention is given to developing students' writing skills, culminating in each semester's portfolio of learning. In addition, we value effective oral communication. Throughout the undergraduate experience, students will be asked to participate in small group work, to participate in and to lead community meetings, and to make occasional oral presentations of their work to classes or a larger group.

End-of-semester in-gatherings are encouraged so that each Center can provide the opportunity for students to present their semester's work. Skill in public speaking should develop over the years, but it doesn't happen automatically. Students need guidance from faculty advisors in how to prepare and make a presentation, and they need feedback from their advisor and fellow students afterwards.

Advisors are encouraged to help students identify and be sensitive to particular cultural conventions of public speaking within various global regions so as to increase the students' effectiveness with various audiences.

All seniors are expected to make a public presentation of their senior project or thesis. In general, this will occur both at the Center of attendance and at the Program's May graduation and commencement in-gathering in Brooklyn. If neither of these options is possible, a student may arrange with the senior advisor to make a formal presentation at another appropriate locale.

PORTFOLIO OF LEARNING

Friends World education is rooted in the learning experiences of its students. Yet, as discussed earlier in this Handbook, not all experiences have educational value. In order to be of personal, practical or intellectual use, experiences must be "tamed." They must (1) be related to one's learning goals; (2) be structured in ways that bring out their full learning value, (3) be analyzed and connected with the wider world of ideas, knowledge and actions, and (4) be reflected upon, made a part of one's conscious growth. Journal writing is a powerful way of taming the many forces to which our experiences expose us.

PLEASE NOTE: In some Centers and by some advisors, the words "journal" and "portfolio" are used interchangeably. In this Handbook, a "journal" is the work a student creates during the semester – the place where thoughts are collected, observations noted, and ideas jotted down for follow-up later. It can also include the "finished" papers required for a seminar, or the homework and quizzes taken in a language class. The portfolio, on the other hand, is the large, many-paged document that is turned in at the end of each semester. The portfolio is where students demonstrate their learning "outcomes" and document the process taken to get there. Clearly, the content of the portfolio derives from the journal. But generally students don't put everything, unedited, from the journal into the final portfolio. The portfolio is where the student tells of the semester's academic "journey", beginning with the learning plan/map. The portfolio should include evidence of the learning that was acquired *en route*, the detours that were taken, the "breakdowns" that occurred as the journey unfolded, and how those breakdowns were fixed.

The portfolio is not a private document. The work submitted is subject to review by other students, Program faculty and staff, visiting educators from Long Island University, representatives from the Middle States Association, and other visitors to the Center or to World Headquarters. Students are advised not to include confidential information in their semester portfolio. Student portfolios are accepted as very important documentation of the Friends World student experience. Portfolios reflect the quality of the education offered and serve as evidence of both student and program success.

While it is a requirement of the Program that all students prepare semester portfolios of learning, it is essential that students confirm their advisor's expectations and conform to his or her specific instructions. The original portfolio must be turned in and it will be retained by the Center. From time to time World Headquarters will request from the Center information about a student's portfolio or, indeed, may request that the portfolio be sent to WHQ. Students are advised to make and keep a copy of their final portfolio each semester, both to refer to in the future in preparation for the senior project/thesis, and as a safeguard against lost or misplaced portfolios at the Center.

Centers are asked to keep portfolios on file for at least five years. Due to space restrictions, however, it is unrealistic to expect the Center to keep forever all submitted portfolios.

Again, it is essential that students review their advisors' expectations regarding the Portfolio of Learning and its contents and structure. Many, but not all, advisors more or less adhere to the advice printed below, from the previous Student Handbook.

In portfolios, not only the final products of learning find expression, but the process of learning as well. Indeed, the very process of "working things out" is often, in the long run, just as important as the particular requirement for the course. Nonetheless, there is a difference between process, product and the integration of the experience into one's life. Attempting to document all aspects of learning in a single portfolio often leads to confusion. Rather than one journal, it might be better to compile each semester into an integrated portfolio of learning, composed of three connected yet distinct components.

The first component, the **working journal**, is the record of the process of learning. A compilation of field and class notes, insights, impressions, ideas, hunches, concepts and connections beginning to coalesce, personal essays, poetry, incipient papers, the working journal is the raw "stuff" of learning which a student gradually moulds into well-finished final products.

The second component, which grows out of the first, is the **formal presentation** of one's academic work, the thought-out expressions of one's learning that are presented for evaluation and credit, also referred to as the portfolio. Requirements for documenting each component of the learning plan may vary from research papers and artistic performances to literary expressions and action projects. But they all share a common characteristic: they reflect a well-considered experience and its rigorous, crafted expression.

The third part of the portfolio is an **integrative essay (self evaluation)**, which links the semester's learning with one's very life. "What is the meaning of what I have learned this semester?" is a central question. Others are: "How does it relate to my life?" "Where is this experience taking me, academically and personally?" A kind of elaborated self-evaluation, the integrative essay reflects upon the connection between theory, experience and one's learning goals.

Seen in this way, the portfolio serves as a means of both documenting and refining learning experiences, as well as a basis for evaluating the semester's activities. It is not merely a term paper, an externally assigned product presented solely in order to gain credit; it is an integral part of the learning process. Hence the insistence on deadlines. To hand in a portfolio late when the experiences have already receded and one cannot receive meaningful feedback from one's faculty advisor and peers is to defeat the portfolio's very purpose and to render it a mere burden -- just another chore on the way to a degree. In fact, portfolios should emerge over the course of the semester as an organic part of one's learning, defined and structured through the process of advising.

The integrative essay is a more personal reflection upon the meaning of the semester's experiences. It contains a self-evaluation of both the student's intellectual and personal growth. *What did I do this semester?* is a key question, not in terms of summarizing the learning experience but in a deeper sense: What did I do that made a significant difference in my life? What did I attempt to do and where did I succeed or fail? In what areas have I developed and nurtured strengths, and in what am I weak and in need of growth?

The integrative essay goes on to ask other key questions: How have I grown intellectually? What have I learned that I did not know before, both experientially and in terms of formal

knowledge? How have I matured personally, including my ability to get along with others and understand other cultures and life situations? In what ways is my understanding of how the world works more sophisticated than it was, and what do I have yet to learn? What practical skills have I acquired over the course of the semester? What new insights into myself have I acquired? Has this semester helped clarify my future plans and goals? In what ways was it significant to me? How has Friends World helped me in my course of study and on my life's way? Where am I going now, towards what new experiences, and why? How will my next semester's or next year's learning contribute to my development?

Most Centers ask for the integrative essay the end of the Portfolio. Your Portfolio should **not** be one long personal reflection on your semester's experiences. Your learning isn't just about *your* transformation. While we do want to learn about you and the changes that occur in you over the course of the semester, we remind you this is an academic program and that you are engaged in learning about the world. We want you to share what you learned about people, their environments, various social issues, and how *they've* changed or been expressed differently in different times and places.

Academic credit for the semester, based on the advisor's evaluation of the student portfolio, will be applied to the student's record only when the semester's evaluation is received by the FWP registrar. Any change to the substance of the student's permanent academic record after that time requires a revised evaluation from the Center.

If a student must mail a portfolio to his/her advisor and/or to WHO, it is the student's responsibility to verify that the portfolio was indeed received. Students can be given credit only if there is a Portfolio to evaluate, regardless of how frequently advisement occurred, how thoughtful the student's participation or how extensive the papers were that were turned in over the course of the semester. A receipt for postage paid will not help garner credits. Yes, occasionally, portfolios are misplaced or lost (or left on a bus or worse). Those occasions fortunately are rare and, while we regret their occurrence and sympathize, faculty advisors are unable to complete an evaluation without a new copy submitted. In these days of computers, it goes without saying: be sure to back-up or make copies of papers and other work.

The formal presentation of the semester's academic work should generally conform to the following format:

- (1) Title page (name, date, semester, regional center, name of faculty advisor).
- (2) Table of Contents (with page numbers).
- (3) Introduction -- what the student intended to do this semester and why, accompanied by the learning plan.
- (4) Body of the Work. The bulk of the portfolio comprises the required work for each component of the learning plan. (Since portfolios document process and intention as well as the final product, it is important that the student provide explanations and "context" for the work that is included.) Papers or other forms of documentation may be distinct according to the components of the learning plan or they may be molded into an organic whole. The basis for evaluation of each component must, however, be made clear.
- (5) Bibliography and a listing of other sources of information must be included and must conform to a standard academic style.

One final tip: Like any form of presentation, writing is a form of communication. Because portfolios are not merely assigned works handed in for credit but are records of one's experiences and growth, care must be taken in how the material is presented. Students often neglect the finer aspects of journal writing: careful choice of words, clear organization and neat typing, among others. But form and style as well as content convey messages. Just as well-crafted furniture is valued over mass-produced, purely functional works, so, too, is a well-presented portfolio valued over one that is merely adequate -- or downright sloppy. Sloppy presentation is often indicative of a lack of care, ideas inadequately thought-out, and a certain contempt towards either one's own work or the reader's response.

PROGRESSION & CONTINUED ENROLLMENT

"Progression" is the term used to denote the movement of a student to a new center. A student does not "progress" to the same center in which she was enrolled the prior semester, but does "enroll" there.

Students are expected to discuss their progression plans with their faculty advisors, to fill out Progression Forms and to notify the next Center Director, as early as possible, of plans to attend. Students should also refer to the appropriate Center Handbook and the Program website for pre-arrival information. Students who have special needs, either academic or personal, should correspond with the prospective Center in order to confirm that their plans can be realized. It is important that to identify and anticipate any problems -- dietary, health or academic -- which might prevent a successful year.

In mid-semester, students will be asked to pre-register for the subsequent semester. Students should fill out the request form and send it to WHQ where they will be put on the appropriate center's pre-registration list. Every attempt will be made to grant a student's first choice. If requests for a center exceed capacity, students will be assigned to the center on the basis of class seniority (number of credits earned) and the remainder will be placed on a wait list. Those whose pre-registrations arrive after the due date will be assigned to the center requested if space is available; otherwise, their names will be added to the wait list. At an announced date, students who have a bursar or academic block will lose their places on the pre-registration list and the open slots will be filled by students on the wait list.

Students should obtain a current copy of the applicable Center Handbook when their registration is confirmed. Students should thoroughly review its contents and carry that Handbook with them to the new center. It is important, as well, that students have with them their copy of this Program Handbook and copies of their past academic and health records. Copies of progression forms, information on medical needs, insurance information, advisor evaluations, credit records and any other information which might be useful to the next faculty advisor in providing adequate continuity of advisement will help ensure the student gets off to a quick and safe start.

Students who are not currently registered for a center, or who are or have been registered at other centers, may be granted guest privileges at a given center at the discretion of the Center Director, but there is no obligation on the part of the Program or its staff to extend such courtesies.

Students who plan to continue at the same center for two consecutive semesters must also submit a pre-registration request to WHQ to confirm their plans. Such requests will routinely be granted unless the Center Director recommends progression to another center for academic, disciplinary, or

programmatic reasons. Students who continue at the same center do not need a progression form, although it is of course advisable to review one's progress as the semester changes.

THE SENIOR YEAR

Friends World/Long Island University has three graduation dates per year, in May, September and January. There is, however, only one general gathering each year that recognizes graduates' successful completion of studies. In May, the Saturday before the formal LIU/Brooklyn Commencement, graduates, their families and friends, Program faculty, and fellow students gather for the day on the Brooklyn campus for the Friends World Graduates' Convocation. Students are also invited and encouraged to participate in the Sunday campus commencement. While the official graduation date is determined according to the student's success in meeting all requirements and established deadlines, the May ceremony will recognize the previous January graduates, May and September graduation candidates.

Students do not receive the actual diploma at the May ceremonies. Once the faculty advisor has verified that all work is complete and evaluations and the thesis have been received by WHO/Brooklyn, the student's permanent record will be updated, and a diploma will be ordered. This process can take approximately 8 weeks for the office to receive the diploma once an order has been submitted. Students will not have access to their diploma or to official transcripts if there is a bursar's stop on the permanent record.

Students who expect to receive a diploma (with or without the graduation ceremony) must submit the required applications for graduation, as described in the senior packet of information. January, May and September graduates who plan to participate in the May commencement in-gathering and/or Brooklyn campus graduation ceremony must file their paperwork no later than March 15. Depending on the amount and degree of further advisement needed, a student may be required to register for an advising semester at **one-third tuition**. Other arrangements should be discussed with the advisor and approved by the Program dean.

TRANSFER CREDITS

Transfer students, those who have transferred into the Friends World Program from other colleges or universities, are welcome additions to our Learning Community. Friends World accepts credits granted by other recognized institutions of higher learning, by the Armed Forces or other non-collegiate organizations recognized by the New York State Education Department, or by AP (Advanced Placement), IB (International Baccalaureate) or CLEP (College Level Examination Program) exams.

Regents College Examinations, Albany NY: Grade C or above.

AP: Scores of 4 or more will result in appropriate course credit.

CLEP: Scores must be in 50th percentile or above.

GED: College Level – 50th percentile or above.

IB: Students who complete the International Baccalaureate curriculum must earn 4 or higher on the Higher Level examinations. We must receive an official IP transcript, and credits will be awarded accordingly.

Students may not get "double credit". For example, a student who receives credit for Beginning Spanish through AP will not also get credit for first-year Spanish through CLEP, IB or other college transfer credits. The student will not get credit for taking Beginning Spanish through Friends World.

Friends World accepts a maximum of 64 transfer credits towards a Friends World Program degree, including life experience and post-enrollment life experience credits, and only college courses completed with a grade of "C" or better will be accepted. In other words, students must complete a minimum of 64 semester credits with Friends World (including pre-approved coursework taken on other LIU campuses) in order to meet graduation requirements. Official transcripts must be forwarded to the Friends World records office at WHQ. A minimum of 24 credits is required to transfer into a center other than Foundation Year, and more may be required under special circumstances. In some cases students may be asked to demonstrate their ability to succeed in the Program within their home culture prior to going overseas. Transfer students must fulfill all the Friends World requirements for graduation.

COSTS, TUITION and FEES

COST OF ATTENDANCE

Each winter, World Headquarters asks for updated information from Centers about the expected costs of attending the Center the subsequent year. WHQ compiles the estimated costs for tuition/fees, program fee, room and board, books and supplies, personal expenses and international travel. Then the "Estimated Costs Sheet" is prepared. It is important to note that the costs are estimated costs, and that some information, typically tuition and fees, are not finalized by the LIU Board of Trustees until June. Nonetheless, the Program recognizes that prospective and current students need to get as realistic an idea as possible, as soon as possible, about anticipated costs so that realistic plans can be made.

Enrolled students who feel that the current cost sheet is unrealistic, typically in the areas of personal, travel or books/supplies expenses should be sure to offer their suggested revisions to their Center Director for inclusion in the next year's Estimated Costs Sheet.

TUITION AND OTHER COSTS

Friends World tuition bills are sent to the student from the Long Island University Center Bursar's Office, in Brookville NY. Questions about Friends World bills should be directed to the Brooklyn Bursar's office (718-488-1037) - REFER to Brooklyn website www.brooklyn.liu.edu/.

Payment must be sent, or appropriate arrangements made with the Bursar's Office, by the due date printed on the bill. Even if a student has financial aid forthcoming or is on a deferred payment plan, students must acknowledge the bill by returning a signed copy of the bill with partial payment and/or explanation of how the remainder will be paid, e.g., explain if you are on TMS. Payment can be made by check or money order and must indicate the student's social security number. Credit card (Visa, MasterCard or Discover only) payments are possible by providing all information (cardholder number, expiration date, etc.) as indicated on the back of the student bill.

If you have not arranged payment through TMS, it is usually possible to arrange a deferred payment plan with the bursar's office. Students having no financial aid are required to submit 50% of current

semester charges as down payment, with the remaining 50% due in three installments. Students with financial aid covering less than 50% of their bill must themselves pay a down payment so that at least 50% of the bill is covered. The remaining 50% can be deferred in three installments. Students with financial aid covering more than 50% of their tuition and fees are required to make a down payment of 10% of the balance remaining after aid has been deducted. The minimum down payment is \$50.00. There is a \$15 service charge per semester when deferring payment. Students who have failed to meet previous payment agreements or required collections may have their deferred payment plan denied.

Students with financial aid pending must not wait until financial aid is applied to the account, as this will result in unnecessary late charges, even if your bill will be fully covered by financial aid. Return the bill to the bursar as directed, noting on the bill the amount of financial aid you expect and enclosing a payment if required. **Note: Clearing of your bill enables the University to know that you are in attendance and your financial aid can then be applied to your account.**

Please refer to www.brooklyn.liu.edu/ for more complete information.

FINANCES

The costs of attending the Friends World Program are relatively straightforward: Students are billed LIU tuition, institutional and program fees, and room and board costs particular to each center. Besides these billed amounts, students are responsible for paying for travel between home and the regional center of choice, books, and personal expenses. The actual expenses of attending a particular center - which obviously vary from place to place and from year to year -- are itemized each year. (See *Cost of Attendance* section of this Handbook.) The most recent "Estimated Costs Sheet" is available through the Admissions Office and the Registrar. Personal preferences (extensive travel during vacations, frequent visits to restaurants, etc.) also influence the student's budget. What follows is a general explanation of expenses and policies regarding them, as well as information on financial aid.

Health Insurance

All students will be billed for LIU International Health Insurance unless they provide proof of acceptable comparable coverage by the due date.

EXPENSES AT REGIONAL CENTERS

With its emphasis on small classes, individual advising and experiential education, the Friends World Program is more expensive to operate than a traditional college. While the larger program budget is structured in such a way that tuition and university fees cover the costs of instruction and advising, the revenue from these sources has never been sufficient to offset the costs involved in offering global experiential programming. A center fee has been established to support programming at each center. Among other items, this fee covers the costs incurred in scheduled activities such as day trips, extended field trips, community meals, community events, orientation expenses, some transportation costs and entrance fees and guest lecturers. A portion of each center fee also goes directly to covering

the costs of running each individual center. (This amount varies from center to center.) The general breakdown of the center fee will be made available to students by each center director.

1. General policy: Most of the center fee goes to support additional center and out-of-center programming at each center (e.g. field trips and area studies support). It is paid by all students whether or not they participate in the scheduled programming. Our intention is to increase the quality and quantity of programming, and to encourage as much participation as possible in this programming. In general, then, total center program support costs are shared equally by all students, whether or not individual students chose to attend each event. While centers are asked to give a general accounting of this fee to students, there is no individual accounting of center fees for each student and no student should benefit financially by skipping programming.

2. Out of Region student policy: On some occasions, students register at one center while intending to study in another continent. (For example, a student may register in Europe but intend to study in Australia, or register at the LAC and intend to study in Africa.) In these cases, students may apply to the Director for a grant of 50% of the center fee to cover approved expenses in the internship or independent study.

3. Advising Student policy: Students on an advising semester will be charged the full center fee. They are eligible for a 50% refund following the same guidelines as out of region students. At the New York center, advising students are expected to participate in all orientation activities in both fall and spring semesters.

TUITION REFUND POLICY

The university refund policy is on the Brooklyn Bursar website, www.brooklyn.liu.edu/bursar please refer to it for correct policies and procedures.

The College and the Friends World Program will make all feasible efforts to conduct suitable academic services in the event of an unanticipated disruption. If Long Island University is unable to provide educational services to students because of natural catastrophe, employee strike or other human disruption, tuition and fees will be refunded in accordance with Trustee-approved refund schedules.

The act of registration incurs a financial obligation to Friends World/Long Island University. Students who fail to make payment and then withdraw are not excused from that financial obligation.

Financial Aid

Please refer to the Brooklyn financial aid website, www.brooklyn.liu.edu/finaid for correct policies and procedures.

Financial aid can be of great assistance to students. It can also provide the most frustrating experience of one's college career. The most important point to remember is that managing and monitoring the status of one's financial aid is the student's – not the parent's, not the school's – responsibility. Literally, it pays to understand how the financial aid system works: what to watch for, what to do and when to do it. Failure to attend to financial aid matters can unnecessarily cost the student thousands of dollars. It can jeopardize one's enrollment and, at times, cause a loss of financial aid funds. Failure to monitor

one's account and solve in a timely manner any problems that arise can ultimately lead to poor credit ratings and dealings with collection agencies. Financial aid packages are based on full time attendance. Part-time students may be eligible for pro-rated assistance.

All students are referred to in a complete guide to the process, the regulations and a student's obligation as outlined in the comprehensive Office of Student Financial Service website: www.brooklyn.liu.edu/finaid.

NOTE: Students must be aware of the nature of their financial aid. All financial aid goes first to paying charges to the student's LIU account for tuition, fees, and room and board. Only when there is financial aid greater than the incurred charges do students receive funds back from the university. Those funds, then, are intended to meet other educational expenses. However, even in the best of circumstances, students must be aware that those funds will not be available until mid-semester. It is important for students to use their cash-flow skills to anticipate their needs and manage their resources. It is recommended that all students receiving financial aid have a general Power Of Attorney (POA) form on file for the period they are not in the United States. We suggest you designate someone at home who will serve as your POA.

ROOM & BOARD STIPENDS

Room and Board stipend amounts are set by Center Directors in consultation with Center staff and students who attended the Center the previous year. The amount set is expected to cover the reasonable costs of students' lodging and food for the semester. Students should plan ahead if they will need extra funds to cover expenses over semester break.

All students who are REGISTERED at a Center will be charged that Center's pre-announced amount on their LIU bill for the semester. Students who register late risk receiving their first stipend(s) late and should plan accordingly.

Stipend funds are wired to the Regional Centers by LIU's University Center. Funds cannot be wired to other locations. The Center Director is responsible for making sure that stipend payments are given only to REGISTERED students. Center Directors may decide how/when to distribute those funds, e.g., in two payments, monthly, etc., but clear records must be kept, with acknowledgement (i.e., receipts) obtained from students that money was received.

A student who has already attended the Center for one semester may request permission of the Center Director not to receive the stipend for subsequent semesters. Such arrangements must be made well in advance of the student's return to the Center, preferably at the time of pre-registration. The Center Director will only approve a student's request upon satisfaction that the student's financial plans are adequate, i.e., that he or she has a realistic budget and plan for receiving necessary funds in time to meet living costs. It is not possible to arrange for the payment of partial or reduced amounts for room and board stipends.

Once the Center Director has approved the request for a full waiver of room and board stipend charges, WHQ is to be notified. In turn, University Center and the Brooklyn College bursar will be notified to be

sure institutional records are correct and consistent. No waiver of stipend shall be granted to a student who is new to the Center.

It MAY be possible, with plenty of advance notice, for second semester/returning students to have the semester stipend sent (in check form) to the student's permanent home address of record rather than to the Center. This is not an option for students who will be at the Center for the first time. It is not possible for the check to be sent to an address other than the permanent address of record.

Students may not "split" their semester stipend, i.e., receive part of the stipend from the Center Director and have a later disbursement mailed to the home address.

Under no circumstances should a student receive a stipend if she/he is not officially registered. Lists of registered students will be sent regularly from WHQ to Center Directors. The funds wired by University Center correspond to the number of registered students who are on the stipend list. If a nonregistered (or late registered) student receives funds and University Center has not yet wired money for that student, the Center will lack funds for another student authorized to receive funds.

Center Directors are expected to account fully for all funds that have been wired and for all stipend disbursements. Center Directors are expected to send a monthly accounting of all of the Centers' disbursements to University Center, with the names of payees and amounts disbursed.

Students registered through the New York City Center will be billed for room and board only if they choose to live in Brooklyn Campus accommodations; otherwise these students must personally budget for these expenses.

PROGRAM POLICIES AND REGULATIONS

ADVISEMENT

The educational approach of Friends World is empowering to students. It allows them a great deal of latitude in planning their own educational agendas. It provides access to far richer learning experiences than in institutions that rely solely on classroom-based lectures. And it offers far more resources around the world than almost any other college or university. But in other fundamental ways our educational goals remain similar to that of other schools. Our faculty has a responsibility to guide student learning and to teach, even when the form of teaching is expressed more through advisement or in tutorials than in more formal settings. Faculty must also try to help students identify and insist on their own and others' high academic standards, whether in a research, artistic or action-oriented project.

Since it is our primary mode of instruction, advising must be done regularly and conscientiously. This is a responsibility both of the advisor and of the student. It bears repeating: This is a responsibility both of the advisor and of the student. Since advisement is so important in our Program and we base our curriculum around it, advisement cannot simply take the form of casual hallway chats or the occasional phone call. Advisement is to be scheduled, planned for, and documented by both the student and the faculty advisor. The Friends World Program and individual Centers have developed a variety of "Advisement Record Forms" and "Advisement Logs" over the years. It seems best to leave

the report form up to the particular situation and individuals' needs, but experience shows that the most helpful forms include the date (of actual or attempted/scheduled contact); the form of contact (e-mail, in-person, letter or paper to/from, phone call, fax, etc.); and a summary of what was discussed. Brief notes regarding the status of current work and/or questions/suggestions/next steps are usually included.

"Improved advising" is a frequent suggestion by both students and faculty within Friends World. It is important to assess and evaluate what a call for "improved advising" means to individual students and faculty. Faculty advisers and students should regularly reflect on and evaluate the advising process as well as coursework. Regional centers, too, should periodically assess and evaluate the community's satisfaction with advisement. Is the quality of advice satisfactory? Are questions and suggestions heard and answered? Is contact frequent? Are logistical or technical problems interfering with effective advisement?

It is the responsibility of each Center and each advisor to orient their students about advisement procedures. Who is to set up the first appointment? What form of advisement is preferred, and under what circumstances? (office only? phone calls to home? how late? what days? how frequently?) What format does an advising session typically follow? Students bring different advisement experiences – and, consequently, assumptions -- with them to a new Center, and unless the new Center's expectations are made explicit, severe misunderstandings can occur between an advisor and her or his advisee.

As an example, the Advisement Record contained in the Program Handbook was 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. Nevertheless, the Advisement Record focuses discussion on the student's current needs and what support the faculty advisor can offer.

It is the Program's policy and expectation that advising must take place every two weeks at a minimum, more often if necessary. Ideally the student and faculty advisor discuss in person; if this is impossible, bi-weekly advisement sessions may be done 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 Friends World Educational Model, Methodology, and Philosophy (found in the Friends World Program Handbook)
- Develop and maintain a timetable for advising and academic progression

Role of Advisor

- Guide students through the process and practical requirements of the semester
- Provide critical analysis by evaluating writing and research skills as well as ensuring there is academic continuity of the students work
- Individualize advising to address students' needs and issues

- Gain confidence of students that she/he understands the educational model and can help the student benefit fully from it.
- Respond to students work turned in prior to advising sessions
- Review the Evaluation Rubric at the first advising meetings
- Record students 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 advisors
- 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 students and advisors meet?

- A minimum of 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 nor after the end of each semester
- Lack of regular attendance to Advising Sessions may result in poor performance and the loss of credit

ADVISING SEMESTER

A student may arrange to enroll for an "advising semester" to finish up incomplete work if further faculty advisement and/or evaluation are required, or if a previous semester's work needs to be repeated. After work is received and evaluated, the student's prior marks of INC or NGR 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 change.

Seniors may also do an advising semester in order to finish up their senior project. Students registered for advising semester work are entitled to full advisement by the faculty advisor, just as a regularly-enrolled student.

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, depending on the sponsor, may be ineligible for various student benefits such as health insurance or student loan deferment or "student status" for visa purposes. A student may request a letter from the registrar which explains the student's academic status with Friends World, but there is no guarantee that any given sponsor will accept enrollment in an advising semester as either part- or full-time "student status."

AREA OF CONCENTRATION

A student's "area of concentration" is to be declared no later than the beginning of the third year (junior year) of study, i.e., when a student has 64 semester credits yet to earn. The area of concentration will be indicated on the student's transcript. In order to graduate, a student must earn a minimum of 24 credits in her/his area of concentration.

Students earn a Bachelor of Arts from Friends World Program, Long Island University. As the student selects his/her area of concentration and develops the supporting coursework, he/she should be sure the course of study reflects a liberal arts program (see the entries for *Liberal Arts* and *Interdisciplinary Studies* for more information about these terms and what they mean at the college level).

As the student goes about defining the area of concentration, she/he should ask, "What would people who claim this area as their special interest be expected to know?" The answer might well include such things as a little about:

the history of it,
the way different people have looked at it,
the way it manifests itself differently under different conditions,
its different parts,
how it all fits together,
how it works and how it might be improved,
why it matters in the first place.

Such questions help to plan the final two or three years of study. While not all of the remaining 60 credits need be in the area of concentration, students should be constantly referring to their concentration as they engage in their final two years of study and seek to see connections.

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. Consequently, associate students usually find that documentation of their experiences and the concomitant learning is ultimately worthwhile and satisfying. Prospective associate students must review their expectations and clear any specific plans both with the Friends World Program 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 have not a transcript that records their work with Friends World. 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 Friends World and LIU policies.

CENTER HANDBOOKS

Center Handbooks are resources distributed to students to inform them of basic information about study in a particular Friends World regional center. Each Center is responsible for ensuring that the information in the Handbook for its region is as accurate and current as possible. At the time registration in a particular Center is confirmed, the student is sent a copy of the current Handbook for that Center. All students are expected to have read the Center Handbook prior to their arrival at the Center. While every attempt is made to include the most recent information, students are advised to check with the Center Director, the Friends World Admissions office, or other World Headquarters personnel if they have specific questions not addressed in the Center Handbook.

It is the responsibility of each Center to provide WHQ with updated information as soon as possible. Where possible, the Center should provide a full master copy of the revised Handbook and WHQ will arrange for its printing and distribution to the next semester's enrollees. WHQ will serve as editor and may make changes to the format, spelling, and/or content (including the insertion or deletion of information) to conform to space or content guidelines.

CENTER ROSTERS

The Dean's office will, from time to time, issue updated lists of Friends World's Centers and their faculty and staff members. The roster includes the Centers' mailing and e-mail addresses, and contact phone, fax numbers. In addition, the roster e-mail addresses and, for use in an emergency, home phone numbers for most staff. These rosters are intended for use by Friends World employees. In particular, home phone numbers are not to be released to parents, students, or others without the staff member's permission.

In many cases, faculty and staff have provided their home phone numbers to students for their use, especially in case of emergency. Such cases do not presume that it is permissible to pass on the personal phone number to others unless explicit permission to do so has been granted.

COMMUNITY MEETING

(See also the following section on CONSENSUS; also GOVERNANCE)

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 Friends World 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 meeting is begun with a moment of silence. The moment of silence, a vestige of Friends World's Quaker heritage, allows participants the opportunity to pause, collect their thoughts, and focus on the meeting ahead. It's a time to remind oneself that the individuals gathered there represent a community, and that the discussion and decisions that are about to occur are meant to strengthen that community. The moment of silence reminds the community of the importance of listening, of the importance of thinking before speaking, and of the importance of simple shared moments.

(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, of course, but remarks should also be kept germane to the discussion, be non-repetitive and, whenever possible, be kept brief. Discussion of complex and deeply-felt issues cannot always be kept brief and snappy: discourse over the nature of experiential education or the implications for the center of certain political events in the country naturally involve more lengthy presentations and greater time for debate than the technicalities of leaving for a fieldtrip the next morning. Indeed, some topics by their nature must be discussed over several meetings even though no decision is to be made (for example, a discussion of student work over the course of the semester, or simply brainstorming). The facilitator must structure the agenda according to the agenda items and must understand how the dynamic of the discussion will differ from topic to topic. At times, the facilitator might want to stop the discussion in order to clarify a point; if time is running out or basic disagreement exists on an item, he or she might try to identify where the disagreement lies or call on a particular member of the group to clarify a position. If the discussion becomes especially heated or hits a deadlock, the facilitator may call for another moment of silence so that participants can again reflect on the issue and its effects on the community as a whole. The recorder might also be called on to read back a proposed statement or a "minute"; to be sure that agreement has been reached on the content of the discussion. When a decision has been reached it is stated clearly and recorded in the notes (the minutes) of the meeting

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.

People should never be bullied into submitting to a group's decision. The facilitator and all members of the group must find the delicate balance between honestly listening to all opinions and nevertheless

having to make a decision. There is no mechanistic recipe for this process; it takes a large measure of basic solidarity within the group and good faith. It is impractical to rely on consensus decision-making for all activities. If a committee or individual is charged by the group with holding a dinner, for example, they must also be given the authority to decide on the menu; the same can be said for empowering people to make decisions between meetings or when circumstances call for urgent action. Consensus taken too far paralyzes activities and indicates a lack of trust among members.)

(5) End the meeting with another moment of silence. Again, participants have the opportunity to pause and focus their thoughts. The silence offers time to contemplate the discussion and subsequent decisions, as well as to reflect on the dynamics of the meeting. They might silently commit themselves to a personal action that has occurred to them as a result of the meeting

(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. Copies of minutes should be kept at the Center, available for review by interested parties in the future.

CONSENSUS

(See also GOVERNANCE; COMMUNITY MEETING)

While consensus certainly isn't the only way decisions are made within Friends World, it is a highly valued one. It is the process that we try to utilize within groups when the group is charged with making a decision or recommendation. It is important to realize, however, so as not to be disillusioned later, that there are times when consensus is neither possible, nor desirable, nor relevant – most frequently in cases which involve a law, rule, or policy that supersedes our internal governance. Nevertheless, while we are subject to external restrictions in some Program operations (personnel, fiscal, administrative authority, for example), for the most part, within the Program we have a great deal of latitude to experiment with and construct the learning community that best meets our goals.

Consensus as a means of reaching decisions is not merely part a quaint remnant of Friends World's Quaker tradition; it is a way of ensuring that all voices in our diverse community can be heard and considered. Unlike voting or decision-making by an authoritative group or individual, with decision-making by consensus, there are no "winners" and "losers," no power bloc forces a decision upon a minority. Consensus rather solicits and considers a wide range of opinions -- the collective wisdom of the participants -- in an attempt to synthesize them into a generally agreed-upon decision, not simply choosing one option over another. It aims at persuasion rather than coercion, and many more options may emerge than would have been the case in voting between two alternatives. Consensus dialogue also builds mutual respect between people in disagreement. It brings all the elements to be considered into the open, and often lets one see the logic of the other side. Sometimes actual consensus cannot be reached, whereupon decisions are made according to what participants feel is "the sense of the meeting" -- an agreement to accept tentatively a particular decision until full consensus can eventually be achieved. The end-result of this process is a decision -- whether a final or merely tentative one -- which, while perhaps not the preferred choice of each individual, nevertheless enjoys broad-based support.

Consensus is not unanimity. An individual may not feel that this is the best solution or even agree with others that it's a good one. But having been heard and perhaps successfully altering the decision taken, he or she is willing to go along with the decision deemed best by the group under the circumstances, at least until the matter can be raised again. It is simply a process of decision-making through which the entire group seeks out the best decision to which all can agree at that moment. 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 at least narrowed so that compromise is possible;
- ~ modifications of the original proposal are suggested;
- ~ the group agrees upon 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.

Consensus can be used only under certain circumstances.

- ~ The group must possess an essential solidarity and agreement of purpose, so that individual members possess a commitment to the group's endeavors beyond their own personal agendas. If the group is already quite diverse, coming at problems with different world views, it will be difficult and may prove impossible to find consensus.
- ~ The group must understand consensus and its advantages, must agree to it, and must be willing to accept that reaching commonly agreed-upon decisions takes time and patience. Consensus is not an effective process when a decision needs to be made quickly although it serves to confirm extant agreement or offer support for action taken.
- ~ Members of the group must accept that everyone has something valuable to say, and they must create an atmosphere of tolerance, patience and respect.
- ~ Consensus is not just a "goody" system of reaching agreement; participants must understand that disagreements, tensions and hard feelings must come to the surface if true understanding and agreement are to be achieved. Power relationships must also be examined; undue influence cannot be given to people simply because they are older, louder, stronger, more powerful, more wealthy, male or members of a larger subgroup.
- ~ The facilitator, clerk or chairperson must understand the process of reaching consensus and run the meeting with a mixture of firmness and flexibility.

Again, consensus is not the only way to reach decisions, even within Friends World. But Friends World provides students (and staff) with a great opportunity to learn about the process, value it, analyze its applicability and effectiveness, and practice it extensively. It is a skill that will prove valuable throughout one's life.

COUNCIL OF OVERSEERS

(See also CONSTITUTION OF THE LEARNING COMMUNITY)

The Council of Overseers comprises a group of individuals interested in the Friends World Program 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.

Credit Distributions

Crafts, Trades and Professions: Although this is not a liberal arts category and students cannot earn more than 30 credits in it, the Crafts, Trades and Professions area is nonetheless important. It recognizes the need to learn certain skills in order to carry out particular studies -- skin-diving so that one may participate in an underwater archaeological excavation, construction in order to experiment in appropriate technology, film technique in order to make a film. Since material culture is such an intimate expression of general cultural views and lifestyles, the ability to learn native pottery-making, weaving, cooking or building gives insight into other people's lives, as well as expanding one's own repertoire of expression. Learning such valued skills as dance, art techniques and the playing of musical instruments also provide non-verbal understandings of cultural expression. Practicum's in museum work, for example or internships in professional organizations would also fit under this category. Indeed, almost any area of special interest to students would contain some technical skill and knowledge taken into account by this category. If the student is building mastery of a skill, credits belong here; if the student is working on understanding the context of the skill, understanding how, when, and why the skill is valued by insiders and outsiders and what significance is attributed to skillful practice (regardless of the student's own mastery), credit might more appropriately be applied elsewhere.

DEADLINES AND DUE DATES

(See also *EXTENSIONS; EVALUATION OF STUDENT WORK & CREDITS EARNED*)

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. Semester evaluations of student work are due in the FWP Registrar's office no later than 10 days after the close of the semester. If the student perceives difficulty in meeting the semester due date, he/she should meet with the adviser immediately to see what adjustments to the learning plan, if any, are possible. Because the 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 reasonable for advisers to take the failure to meet the due date into account as they evaluate student work. In rare circumstances and only with the agreement of the adviser, a student may request an extension of the due date.

The success of any semester or academic year depends upon the joint efforts of the faculty advisors and the students. In our system of education, learning can only be seen through to its successful conclusion if the process of learning is respected. Deadlines are not merely arbitrary devices designed to please bureaucrats; they are frameworks which set necessary boundaries to learning activities.

Without deadlines experiential learning becomes a hodge-podge of confused and unexamined experiences, and late portfolios degenerate into masses of unfinished work which merely burden the student rather than promote learning.

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.

*** Evaluations.** At the end of the semester, a report on all registered students must be received by the WHQ registrar. The report should list all students registered for the prior term and indicate whether the portfolio was received, whether an extension was granted, or what arrangements were made to accept late work. Any questions, comments or clarifications about the student's plans should also be noted when the report is submitted to WHQ. Copies of extension forms need NOT be sent to the Registrar unless the extended due date is more than 30 days after the end of the semester.

Portfolio: defined as a typed bound copy of all parts of a student's semester's work worth 12 semester (full time) credits or more, including an approved Learning Plan.

1. Beginning fall of 2004 all work must be submitted to centers no later than December 10th of the fall semester, or May 10th of the spring semester. (The Friday of the 15th week of the semester.) The ONLY exceptions are for students who have excused absences due to illness or family reasons. Students in need of more time to complete their work must request a formal extension from the Center extension committee or Center Directorate two weeks prior to the end of the semester.
2. Students who are not on track to submit their work by the due date and do not have approved extensions must re-negotiate the original learning plan with their advisor two weeks prior to the end of the semester. These learning plans may be for a maximum of 12 credits and the corresponding portfolios are due 30 days after the original due date or January 10th. These students will pay a \$200 late fee to Center Administrators. The Academic Coordinator will appoint a faculty member other than the student's advisor to evaluate the portfolio. The evaluation is due 30 days after the portfolio is received by the faculty member.
3. Students who do not submit their 12 credit portfolios by January 10th will be asked – not required- to register for an Advising Semester in the following term. Students who do not complete their prior semester's Incompletes in their advising semester will be put on Academic Probation and will only be allowed to register for an Advising Semester the following semester. (A student may register for a new semester while carrying forward incompletes from one previous semester, but not two. Any student with incompletes from two semesters is automatically put on Academic Probation.)
4. If the fall semester work was due December 10, 2004 students would be able to take advising semesters to complete this work in either or both of the subsequent spring 2005 and fall 2005 semesters. Students should refer to the policy addendums on course grading once the program transitions to the Brooklyn campus

5. Faculty is reminded that students must hand in 6 credits of work by the eighth week of the semester. Students who have not done so should receive written notification that they risk loss of credit for the semester. As indicated in #2 above, students who continue to be tardy with their work subsequent to this notification and are not on track to complete their portfolio by the due date must re-negotiate their learning plan two weeks prior to the end of the semester. Students, who do not hand in work, do not qualify for an extension and do not re-negotiate their learning plan by the 13th week of the semester should receive written notification that they risk complete loss of credit for the semester as of December 24th.

DIVERSITY

It is the policy of Friends World that the opportunity to participate in the Program should be available to those who share our educational philosophy and goals and who can benefit from our Program regardless of background and experience. We recognize that access to diverse viewpoints and thoughtful consideration of those perspectives strengthens the Community and prepares us all to function more effectively in our increasingly diverse world. Throughout Friends World's history, the Community has been committed to seeking and supporting diversity among its students and staff. All members of the Learning Community are expected to treat one another with fairness and respect, regardless of one's race, ethnic or national origin, religion or creed, color, sex, age, marital status, sexual orientation, physical or mental disability or difference, or economic, social or job status of the Community member or his/her family.

SEXUAL ORIENTATION

Friends World admits and welcomes students regardless of sexual orientation. Within any Regional Center at any given time, one can presume that there will be lesbian, bi-sexual, gay, and heterosexual students in attendance. Discrimination on the basis of sexual orientation, including sexual harassment, will not be tolerated.

Regional Centers are expected to provide relevant orientation information to students, regardless of sexual orientation, which will help maximize their health and safety.

GRIEVANCE POLICY

- I. DEFINITION
 - A. The Friends World Grievance Policy covers areas of academic and inter-personal conflicts.
 - B. The Friends World Grievance Policy may not be the primary channel for issues of sexual harassment, substance abuse, life threatening situations, and/or other unlawful situations. Personnel issues, when they are related to hiring, promotion, or retention of individuals, are similarly excluded. Such issues are subject to Long Island University personnel policies and applicable collective bargaining agreements.
 - C. The Grievance Policy does not supersede existing Friends World policies, Long Island University policies to which Friends World is subject, New York State laws, or the laws by which regional centers must abide.

- D. The Friends World Grievance Policy assumes complete confidentiality and absolute discretion at all levels for all people directly involved with a grievance except in cases where "Duty to Inform" takes precedence.
- II. PROTECTION and EQUITY
- A. No person presenting a grievance can be reprimanded, suspended, discharged, or otherwise disciplined merely for presenting a grievance.
 - B. In the event that a person directly involved with a grievance is on a council or committee hearing that grievance, he or she must step aside and remove him/herself from that council or committee during the hearing.
- III. GRIEVANCE PROTOCOL
- A. Informal Dialogue

The community members directly involved with the grievance try to reach a resolution using an informal dialogue.

It is encouraged that only members of the community directly involved with the grievance participate in this session in order to keep focus, empower the parties, and encourage active listening.
 - B. Mediated Dialogue

A mediator is asked to facilitate a dialogue and help parties reach a mutual agreement. Agreement being reached, the mediator is responsible for preparing a written summary of the agreement and distributing it to each party and the Center Director.
 - C. Unresolved Mediation
 1. Regional Council
 - a. The mediator is responsible for submitting a written summary of the grievance (including possibilities for a resolution) to the Regional Council for action and World Council for review.
 - b. Both sides present the Regional Council with written accounts.
 - c. Regional Council's role is to resolve the issue to its own satisfaction, determine that the issue returns to a mediator, or refer the issue directly to World Council.
 2. World Council
 - a. The Regional Council will be responsible for presenting World Council with all written documents collected thus far including their own written summary.
 - b. World Council's Role is to resolve the issue to its own satisfaction, determine that the issue return to the Regional Council, or refer the issue (as deemed appropriate) to another office of Long Island University, or to the Council of Overseers, or to a committee thereof, if willing, for advice.
 - c. All members of World Council must come to consensus on the course of action, otherwise the issues will be submitted directly to the Council of Overseers.
 3. Council of Overseers, if available and willing
 - a. World Council will present the Council of Overseers, or its representatives, with all written documents collected thus far including their own written summary.
 - b. The Council of Overseers' (or its representatives) role is to resolve the issues to its own satisfaction, determine that the issues return to World Council, or refer the issue directly to World Conference.

4. World Conference

- a. World Council will be responsible for presenting World Conference with all written documents collected thus far including its own written summary.
- b. At the onset of World Conference, a grievance committee will be established to hear all grievances presented at World Conference.
- c. The Grievance Committee will be composed of a student representative, a faculty representative, a staff representative, and a representative from the Council of Overseers.
- d. The Grievance Committee's role is to resolve the issue to its own satisfaction, determine that the issue should return to Council of Overseers, or refer the issue to the LIU Board of Trustees or its designee.
- e. The Program Dean is asked to facilitate the Grievance Committee.
- f. The World Conference Grievance Committee must come to consensus on a resolution.
- g. If no consensus can be reached, the issue will be referred to LIU Board of Trustees or its designee for final resolution.

I. RECOMMENDED TIME OF DUE PROCESS

- A. A grievance must be presented within one month of the incident.
- B. Once a grievance has reached the Regional Council, it has one month to act upon it.
- C. Once a grievance has reached World Council, it has one month to act upon it.

I. APPEALS PROTOCOL

The appeals process will follow the protocol outlined in "Article 4: Appeal of Decisions" of the Constitution of the Learning Community.

IN-GATHERINGS

An "in-gathering" is the term used within Friends World for a large, community-wide meeting – a time for the "gathering in" of the students, faculty, staff, members of the Council of Overseers, alumni and other associates of Friends World who are able to attend. In-gatherings are frequently held at the beginning and end of semesters, frequently for the purposes of orientation and/or reflection and evaluation. (An "out-gathering" is the term which some have used specifically for an in-gathering occurring at the end of the year, as students prepare to depart from the Center and go "out" into the world.)

LEARNING DIFFERENCES

Friends World attracts and enrolls a variety of students, and it is natural that among our students we find different people who learn differently. Some students are more comfortable with reading and written material, and some grasp information more readily when it is represented in diagrams or pictures. Some students follow chronological sequencing well, while others are more adept at seeing and judging importance.

While the preparation of portfolios and senior projects necessitates students' command of writing skills, the Program recognizes that different 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 "reasonable accommodation."

As faculty and students meet and discuss semester plans, it is important to identify what aspects of the semester are likely to be problematic for the student. Some students may need extra time to digest written assignments or a quiet place in which to concentrate. Some may need to make extensive and detailed lists in order to get their work completed successfully. Some students can only make sense of an argument if they have first heard the other side; some can't follow a series of steps unless they have a general idea where they're supposed to be headed. Students have various levels of tolerance to stress and some will be unable to concentrate at all on their studies if they are worried about the logistics of daily life. These are only a few examples of how students respond differently to the demands of learning.

Regardless of these differences, however, we expect students – with the advice and support of their faculty advisors – to meet the requirements of the course and to seek help when it is apparent that help is needed. We expect students and faculty to identify what *learning* is important and to develop a variety of ways by which that learning might be achieved. The ability to learn differently is not a disadvantage, and we hope that all students will attend to the ways they currently learn best and seek to develop new skills.

LEAVING THE PROGRAM and LEAVES OF ABSENCE

Students may desire or need to leave Friends World for a variety of reasons:

A **withdrawal** occurs when a student leaves the program (temporarily or permanently) after the student has registered for a term of study, but before completing the semester. A withdrawal may occur voluntarily (most often because the student has a change in plans) or involuntarily (typically due to a serious illness, an accident, or a family emergency). There are financial implications when a student withdraws. Refer to the section *Tuition and Fees*. A student who is already overseas and who needs to withdraw must consult with the Center Director and with the FWP Registrar to be sure all necessary local arrangements and institutional requirements are taken care of. The "Application" for Withdrawal form should be faxed, as soon as possible, to the Registrar. A withdrawal may result in a change to another center, a **leave of absence**, or a program **exit**. Please see the sections below for additional information on those particular statuses.

A **leave of absence** is a pre-arranged period of non-participation in the Friends World Program. Students who take an approved leave of absence typically request time off so that they might earn some money, spend time with family, or engage in some other personal activity. Leaves of absence may be approved for up to one year. 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. 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. Questions that arise during the period of leave should be addressed to the Director of Academic Coordination and Student Affairs. See below for further information.

An **exit** occurs when the student transfers out of the program and does not intend to return to Friends World. 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."

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. Good faith and communication will normally resolve problems before they reach such levels of seriousness.

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 Friends World should contact the Registrar or the Director of Student Services 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.

NEW FACULTY AND STAFF

The Friends World Program is a unique and dynamic educational program. Students quickly learn that it is an intense program, with inherent change as students travel from one Center to another, continually reassembling into new sub-communities of learners. There is, within Friends World, a normal ebb and flow of students as they enter the Program and then withdraw from it when they find it is more challenging than they expected, or in order to catch their breath or make sense of their experiences before going on.

Faculty and staff, as well, enter and leave the Program for a variety of reasons. Newcomers to the Program are full and valued members of the Community. We recognize that new voices bring new

ideas and perspectives to consider and we welcome them. We also understand that there are many unfamiliar demands put on new faculty and staff, and it is the responsibility of the supervisor and colleagues to orient and support new staff members as they learn the policies and practices of the Program.

It is expected that new staff will be hired as soon as can reasonably be done. When an employee joins Friends World, he/she should be provided with a copy of this Program Handbook and Center publications, including the Center Handbook.

All members of the Learning Community are reminded that Friends World is a diverse Program. That diversity expresses itself Center by Center as well as individual by individual. A new faculty member who doesn't conform to the way "it was done before" is not necessarily "doing it wrong." Students and colleagues are reminded to consider new ways of doing things and, when better or alternate ways are found, to add them to their repertoires of skills and knowledge.

PROGRAM EVALUATION

Just as frequent and regular assessment and evaluation of a student's work ensures that everything is "on track," so too is frequent and regular assessment and evaluation of the Friends World Program an important aspect of quality control. Students, faculty and staff can expect to be asked frequently – formally and informally – for feedback about various aspects of the Friends World Program. The results of questionnaires and surveys are indicators – not indictments – as we seek to understand what's happening in the Program in order to make it run more smoothly and effectively.

Assessment and evaluation occur naturally, as humans go about making choices and learning from the experience of having made a particular choice. Too often, however, we fail to use assessment and evaluation in a systematic way, and too frequently we end up not knowing what we've done and what led to what outcome. This is especially true in a program like Friends World where we value individualized learning and independent choice. Nevertheless, to show that Friends World "works", we need to continually monitor and document our successes – and improve the areas that we can identify as needing improvement.

From time to time, students will be asked to participate in questionnaires, surveys, focus groups, inventories, and even "tests". They should keep in mind that such instruments are designed to promote learning about ourselves as a Program; they are not to be used as weapons (either by the students, the faculty or administration) to hurt the Program or its members. Any such instrument is only an indicator of an individual's perception of a condition, and it is not to be taken as a Program Truth without further corroborating evidence. The confidentiality of evaluations is respected.

REGIONAL CENTERS

The Friends World Program comprises several regional centers. There has been a certain amount of flux in the location of regional centers since the founding of Friends World, as well as in the operation of particular centers at any given time, due to natural or political conditions, student interest and enrollment, and administrative issues. It is important to note the distinction between the operations of a

regional center and the actual structure or buildings which house FWP offices and seminars. It is not unusual for a Center to move its offices to another site. When this occurs, new and returning students will be notified as soon as possible of the new address and phone number. Registration through a Regional Center does not necessarily imply a student's physical presence in the region if one is a continuing student and has studied in the Region beforehand. Rather, it indicates that a student's coursework is supervised by a faculty member affiliated with the Regional Center. Only in rare circumstances will a faculty member be assigned to oversee a student who has no previous experience at his/her Regional Center.

Regional Centers include:

- China Center (CHI) in Hangzhou China
- East Asia Center (EAS) in Kyoto, Japan
- Latin American Center (LAC) in Heredia, Costa Rica
- South Asian Center (SAC) in Bangalore, India
- World Headquarters, Brooklyn, New York

In addition, Friends World may offer traveling "topical" centers or programs, e.g., the Comparative Religion and Culture Program (CRC). Such programs, because of their traveling nature, lack a permanent physical site, but participants in such programs are full members of the Friends World community. The term "Center" is admitted ambiguous, and students and staff involved with topical programs may need to adjust "standard" center operations because of their special circumstances. Prospective participants in CRC and other topical programs are advised to understand how the Friends World values for flexibility, independence, and student choice are affected – and may be limited – by the demands of continuous group travel.

REGIONAL PROGRAMS

After completion of the Foundation Year, or upon transferring into the program with a minimum of 24 college credits, Friends World students embark upon courses of study which take them to a variety of Regional Centers. The first-semester "Core Curriculum" varies from center to center, but generally consists of a mixture of Area Studies, language training, optional seminars and/or independent projects. Students are encouraged to attend a Center for a full year, when possible. Attending a center for only one semester will result in limited independent study, if any, subsequent to the Area Studies program. Students who remain for an entire academic year can expect to spend most if not all of the second semester engaged in their own individually-designed field study, supported by center faculty. Returning students may pursue studies throughout the region and not only in the country where the center is located, subject to the approval of the center faculty.

Please refer to the latest Center Handbook for details about the Center. Center Handbooks, however, serve only as the beginning points. Students are advised to get in touch with Center personnel and to contact students that have studied recently at the Center of their choice in order to get answers to specific questions. The responsibility for preparing students for further overseas study is not limited to the Foundation Year; every Center should facilitate the transition its students will face as they leave that Center and travel to another.

REGIONAL CENTER PROGRAMS AND POLICIES

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.

Governance at the Regional Centers is generally carried out by two complementary bodies:

* The Community Meeting, composed of all enrolled students, faculty, staff and alumni of a particular Regional Center, may review the basic academic and non-academic practices and policies of the Center. It may suggest changes or new policies and programs to the Regional Council and the faculty, and may forward suggestions of a Program-wide nature to the World Council and the World Conference.

* The Regional Council of a Center may be constituted according to the needs of that Center. Typically, it will include the Center director and student coordinator, along with other administrative, faculty, staff, and/or student representation. The Regional Council may review and advise on issues of concern to the Center, suggest changes or new policies and programs to World Council, World Conference, and the Program Dean. In accordance with Program and institutional policies and regulations, it may advise on matters of Center personnel, including the selection of a Center Director; oversee the budget and financial management of the Center; monitor the condition and needs of the Center's physical facilities; and review and establish policies appropriate to the Center's academic and non-academic responsibilities.

A Student Coordinator (or co-coordinators) is selected each semester by the Community Meeting, and is usually accepted as a member of the Regional Council. The Student Coordinator articulates student concerns, facilitates communication within the Center and throughout the FWP system (primarily through the Center newsletter) and works closely with the Student Executive at WHO.

RIGHTS AND RESPONSIBILITIES

As mentioned, consensus forms the basis for general governance, but it is impractical for everyday decisions. The principles, structure and procedures of Friends World are reviewed every two years by the World Conference. Once agreement has been reached on these matters, individuals charged with particular responsibilities -- administration, staff, faculty and students alike -- must be given the authority, the mandate, and the freedom, to carry them out.

It is important that all members of the Learning Community know what their responsibilities are and what "mandate" of action they enjoy. **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 advisement;
- 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 WHO and the regional center of study plans and project expectations before arrival at one Center from the next;
- 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, advisement, Center and Program activities;
- Communication with WHO regarding student status.

Rights Within the Learning Community

- Participation in governance;
- Membership in and support of the Learning Community.

Responsibilities Toward the Learning Community

- Participate in governance through active involvement in community meetings and other forms of decision-making;
- Participate in the Learning Community through sharing experiences and learning, as well as through personal relationships.

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 enjoy the following rights and responsibilities:

Faculty Rights

- Leadership, direction and support of WHO in all administrative and academic matters;
- Clarity of role, including an agreed-upon job description;

- Fair and equitable financial compensation, reasonably determined security of faculty status and the possibility of professional advancement;
- Initial orientation to Friends World goals, methods, policies and procedures, including relevant Program and institutional Handbooks and faculty training;
- Materials for carrying out academic duties;
- Students who are willing to accept, at least temporarily, the Friends World approach to education and its attendant responsibilities.

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 Friends World 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 WHO;
- 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.

WHO Staff Rights and Responsibilities include the following:

Rights

- To enjoy a mandate for carrying out administrative responsibilities within the guidelines of the World Conference, 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 Friends World 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;
- WHO colleagues, faculty and students who are willing to accept, at least temporarily, the Friends World 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 Program's operations and its future development;

- To abide by the decisions and spirit of the World Conference, in accordance with Long Island University policies, and where significant decisions affecting the wider Community are taken, to coordinate with the World Council and, as much as possible, with the regional center communities
- To act towards each member of the Learning Community with honesty, openness and respect.

STUDY AT A DISTANCE FROM A CENTER

A student may not undertake study away from a Friends World center without completing a period of residence at the appropriate (supervising) center. The student is expected to complete the Center-designed Area Studies and language study program. Waivers of these components may be granted by the Center Director if the student presents evidence of adequate knowledge to conduct her or his learning plan. When participation is waived, the student is still expected to spend some period of time at the supervising Center in order to meet with the faculty advisor, to get the Learning Plan approved, and to establish procedures and logistics for semester advisement. Exceptions require the approval of World Council.

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 WHO. 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.)

TRANSCRIPTS

(See also *GRADES AND GRADING POLICY*)

Official transcripts include a list of courses and narrative evaluations of the students' work. Matriculated FW 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 FW students and visiting students who wish to order official transcripts for other purposes should follow the instructions on the Friends World Program website, Office of Records and Registration Page.

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 Friends World matriculates. All are expected to participate fully in the center programs and to present portfolios of learning at the conclusion of the semester. Friends World

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 in WHO records office. Visiting students are not eligible for LIU/Friends World institutional financial aid. The student's home college, however, may allow their students to apply their aid to study with Friends World. Inquiries should be directed to the financial aid office of the home institution and, if permitted, to the Friends World admissions counselor who will refer information to the Southampton College financial aid office.

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. The Friends World Program 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 Friends World Program. 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, Friends World 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 Friends World Program seem more relevant than ever.

EMERGENCY CLOSURE AND EVACUATION

In the event of local, national or regional emergency – including such things as earthquake, train accidents, political strife, etc – 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 LIU'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

Friends World 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 Friends World 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.

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 WHO, 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 WHO 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 WHO, 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. WHO, 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 worry on the part of family and friends. A major train wreck, airplane disaster, or bridge collapse, let alone terrorist activity, an earthquake or a typhoon 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 FRIENDS WORLD

Faculty 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. Please note that the following, although developed specifically as a response to concerns about sexual harassment in various regions of the world and different cultures' attitudes toward women, can and should be adapted to meet concerns about harassment based any attribute. 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. Suggestions are not intended to restrict women or make them feel objectified, but to make them aware of the varying reactions different styles of dress and modes of behavior may elicit from men at a given center abroad. Local dress may be suggested as a reference point. Norms of behavior between classes, sexes, and races should be clarified as well as the ramifications of going against the norms. Students will choose their own course of action. 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, as well as 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 Friends World 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;
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. All members should support safety meetings. 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. When safety is jeopardized and even though attempts are made to protect confidentiality, there may be times when a confidence must be broken. It becomes the community's duty to be as discreet as possible, and to respect and protect an individual's privacy.

SEXUAL HARASSMENT POLICY

The Friends World Program'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 Friends World 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 Friends World 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.

-- An employee of the WHQ will be designated by the World Council as the Grievance Officer for Sexual Harassment, subject to review each June.

-- Each center shall choose, through its Community Meeting, a faculty or staff member to serve as a mediator/counselor, responsible for hearing all complaints; gathering information and evidence; rendering decisions; preparing, distributing and maintaining appropriate written records; and above all ensuring confidentiality and exercising absolute discretion in all instances.

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

1. Contact the Grievance Officer or Mediator/Counselor (complaints should be presented as soon after the incident as possible);
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;
5. 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.

FRIENDS WORLD PRINCIPLES AND EDUCATIONAL APPROACH

GLOBAL PERSPECTIVE

Our approach to world education proposes:

- That the ultimate purpose of learning is to prepare the learner for active participation in discovering and applying elements of the world's collective wisdom in addressing contemporary human issues;

That the contemporary world is inextricably interdependent and that the most urgent contemporary human problems demand global sensitivity for adequate solution; and

- That the breadth and depth of understanding required for wise participation in global solution-seeking is best gained when experience as a participant in cultures other than one's own is an element in one's education.

In light of our global perspective, we encourage students and faculty to seek connections among phenomena rather than to compartmentalize. In academic terms, this means placing an emphasis on interdisciplinary studies, on producing generalists able to synthesize specialized knowledge with integrated approaches to complex human and natural issues.

MULTICULTURALISM

Our integrated global perspective is balanced by the reality of cultural pluralism -- including gender -- and the different ways of perceiving and expressing reality. We therefore seek to imbue in our students an appreciation of different cultural traditions and an understanding of cultural dynamics. Able to evaluate differing claims and conflicts within their historical, cultural and political contexts, our students come to possess the crucial skills of multicultural interpreters, mediators and actors.

PERSONAL ENGAGEMENT IN WORLD AFFAIRS

Without imposing any particular ideology or course of action on any student, the thrust of our world education is clearly towards encouraging personal involvement in issues of global, regional, national, local and interpersonal importance.

INTELLECTUAL DEVELOPMENT

Friends World, like other educational institutions, seeks to develop the intellectual skills of its students - observation, comparative analysis, divergent thinking, synthesis, aesthetic appreciation, ethical reasoning and critical evaluation, among others. While fostering an intellectually cosmopolitan attitude towards the world, we also require a depth of knowledge, an incipient expertise in an academic field chosen by the student as his or her "area of concentration."

DIALOGIC RELATIONSHIPS

Ideally, relations between faculty and students in the Friends World Program are perhaps best defined as "dialogic." This term, derived from the work of the educator Paulo Freire, refers to a relationship of shared responsibility in which both teacher and student contribute to defining the content and method of study, its final analysis and its reintegration into the student's ongoing process of intellectual growth. Of course, all education is directed. Since intellectual development will not happen by itself, teachers have a responsibility to guide the process of learning. Nonetheless, a dialogical relationship ensures that the educator's legitimate professional authority does not degenerate into an anti-educational authoritarianism. Dialogic education is empowering; as students develop the skills of critical inquiry and are increasingly able to conceive and plan coherent avenues of study, the educator's role becomes transformed, so that he or she becomes a facilitator of learning which link their lives to the subjects of their study. Academic advising and individualized evaluation therefore constitute integral parts of a Friends World education.

EXPERIENTIAL LEARNING

In light of the principles outlined above, experiential learning at Friends World constitutes more than merely an effective educational method. It embodies an entire educational philosophy and approach. It is important to stress that Friends World does not equate experience with learning: students are not given academic credit merely for having experiences. Rather, credit is earned for the documented learning that occurs through the experience. Experience is an essential component of the learning process, bridging the gap between the students' own lives and the larger global reality. The Friends World Program utilizes as broad a range of educational methods as possible, including lectures, classroom discussion, assigned readings, workshops and laboratories, audio-visual aids, field trips and field study. Observation, interaction with others (personally as well as through books and other media), critical analysis and reflection form the basis of our educational approach. From this view of experiential learning, several programmatic propositions follow:

Learning is individualized. While interaction with faculty, peers and wider sources of knowledge are, of course, crucial to the educational process, it is the individual who comprises the dynamic center through which knowledge is organized, prioritized, linked to other phenomena, analyzed and applied;

- Education is often, although certainly not entirely, field-based. The educational philosopher John Dewey argued that the richest experiences are often found outside the classroom. To be sure, classroom learning has a place in our program as a suitable setting for systematically conveying concepts and discussing ideas. Nonetheless, learning at Friends World is primarily experiential. Through direct contact structured by Foundation Year and regional Area Studies courses and individual learning plans, students learn from interacting with their unfamiliar surroundings;
- Experiential teaching finds its main expression in dialogically developing a student's learning plan, in helping to structure his or her learning experiences, in providing support materials and in facilitating the analytical process;
- Experiential education empowers students by engendering independent learning and research skills. It fosters a healthy working relationship between students and various forms of authority, be it books, experts or people in influential positions. And its emphasis on "knowledge-in-action" also suggests ways in which one might apply knowledge gained for the good of the world.

EDUCATION FOR A PURPOSE

In any educational institution, the principles of its sponsors, the paradigms of the various academic disciplines and the academic and personal approaches of its teachers guide the educational process. Under the guise of "objective," "value-free" education, they often constitute "hidden" educational agendas, unspoken and not subject to scrutiny. As Dewey and others have pointed out, education demands both free and critical scrutiny of ideas as well as guiding moral and intellectual principles.

Over the years and in various forums, the learning community has defined the evolving Friends World "agenda supplemented by appropriate policies, structures and teaching methods. Far from imposing any particular ideology on our students, we together engage in ongoing deliberations, refining and even reinventing our program as we articulate and debate its inherently pluralistic nature. Nevertheless, we are conscious of those values -- Quaker and others -- which are reflected in our program's name and which still guide our philosophy. These essential values (or "testimonies," in Quaker parlance) include our global and multi-cultural perspectives; tolerance of diverse views and opinions; the search for diverse ways of knowing the world and acting upon it; and our attempts to constitute ourselves, through consensual procedures, into a truly dialogic learning community.

EDUCATIONAL PROCESS AND RESPONSIBILITY

By now it is clear that in experiential and dialogic education the final "outcome" -- an individual who is socially responsible, academically independent and intellectually aware -- emerges organically from the very educational process itself, rather than separate from it. We believe that taking responsibility for yourself and others carries the right to take responsibility, with others, for your own education. Over the years we have developed a number of mechanisms for ensuring student input into both their own learning and into the design of the educational program, including:

- A Friends World Council comprising the Program Dean, faculty and staff representatives and the Student Executive;

- A Student Executive who acts as a liaison between the World Headquarters (WHQ) and the wider student community; who also plays a critical role in introducing new students to the Program;
- Student Coordinators, selected within each regional center on a semester basis, who serve as liaisons on student issues among the different centers and with the Student Executive;
- Community Meetings, regularly held forums where members of the regional center present and address issues that are of concern to the local student, faculty, and staff community;
- World Conferences, gatherings every two years of Friends World faculty, staff and students from all the regional centers, together with WHQ administration and staff;
- A Council of Overseers whose primary purpose is to ensure the continuity of the Friends World mission.

OVERALL EDUCATIONAL GOALS

When we turn to considering our actual academic program, the general principles mentioned above are translated into the following educational goals:

Academically rigorous education across a broad Liberal Arts curriculum, with a focused area of concentration in an academic topic or discipline, to be declared no later than the junior year;

Development of skills necessary for independent study and critical thinking: conceptualization; research design and methodology, utilizing both library and field-based resources; skills of organization, analysis and synthesis; and the ability to present conclusions effectively and appropriately in both written form and orally;

Development of problem-solving skills: the ability to look at complex problems from many different angles and to find viable solutions, or to adopt creative strategies of action in unfamiliar or challenging situations;

An ability to integrate experience-based learning, academic concepts and theory, personal reflection and social action;

Effective communication skills - written, oral and research - in spoken English, as well as in other languages, and applied to communities around the world;

Development of global and multicultural perspectives - appropriate to an ethic of world citizenship, including a deep sense of social responsibility.

INTERDISCIPLINARY STUDIES

Interdisciplinary Studies is the official major of record for all matriculated Friends World students. It is expected that the student's coursework, as he/she delves into the area of concentration, reflect the different "lenses" through which the subject has been examined. Interdisciplinary Studies acknowledges the reality that students within the Program learn about the world and pursue an area of concentration through a variety of "disciplines". A more traditional college might major in, say, anthropology or history or English or political science or philosophy and gain a good understanding of that discipline. A Friends World student is expected to use the content and methods of several disciplines in order to get a better understanding of the world as a whole and of a selected area of concentration in particular.

UNIVERSITY POLICIES AND REGULATIONS

ACCREDITATION

The Friends World Program 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 Friends World 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 and after notifying World Headquarters and the Program dean, may even expel a student from the center. 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.. Copies are made available to all students in all centers.

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 (such as parents) 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 advisement 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.
- c.

SUBSTANCE ABUSE

Members of the Friends World 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 Program'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 Program 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 for action by the Regional Council. Upon receipt of a complaint, the Regional Council should inform the Program Dean and, when advised, the World Council. The Regional Council is charged with carrying out an investigation. The investigation should take place within five days of the initial complaint. The World Council will review reports and recommendations.

ACKNOWLEDGEMENT

FALL 2005 EDITION*

Numerous revisions of the Friends World Program Handbook have occurred over the years. As the Program undergoes changes, so goes the need to incorporate these changes into the Handbook. The Program Handbook you now hold in your hands contains numerous important changes, many of which are affected by the move of the Friends World Program to the Brooklyn/Long Island University campus and the need to include the policies and procedures of this campus. Changes made with the move of the Foundation Year from Europe to Costa Rica, and the commencing of the first Senior Capstone semester in Brooklyn (spring 2006) are also contained in this document.

The Friends World Program Handbook is designed to be a useful tool to all of the members of the Learning Community. This edition of the Program Handbook replaces all previous editions.

If you have just enrolled in the Friends World Program for the first time, this handbook is to be used as your guide, but not an "oracle of truth". It is in many ways your "contract", so to speak, for the policies while studying with Friends World. If you enrolled prior to the changes reflected in this handbook, some of the changes will pertain to you, some will not. If in doubt, seek clarification for your particular

situation with your advisor, the Center Director of the Center in which you are studying, or with the personnel located in the headquarters office in Brooklyn.

In addition, there will no doubt always be changes in Program operations as the staff and students of Friends World are called on to adjust to a world and institution in flux. Students and staff are advised to keep current with changes emanating from Centers, World Headquarters, and Long Island University. Notice of such changes will typically be sent by WHQ to the learning community via e-mail; Center Directors will be asked to update their copies of the Program Handbook and to point out changes to their students so that they, too, can keep current with Friends World policies and procedures.

As in the past, this 2005 edition of the Program Handbook is approved as a statement of intent, to be reasonably interpreted but not to be rigorously binding. It is an internal governance policy of the Program, to be taken with full weight of a World Conference policy decision, but it is not a legally binding document. As with all other Long Island University programs and departments, the Friends World Program 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 that Board or its designees.

This edition of the Program Handbook tries to make clear what has been agreed upon as *required practice* and what we accept as *recommended practice*. In some cases, possible procedures may be suggested, but with no recommendation implied. Sometimes the procedures of some members of the Learning Community or in some Regional Centers have been assumed to be requirements for all. Sometimes "requirements" have been found to be unworkable and have evolved into "suggested practice." Again, we have tried to make those distinctions clear. This edition also assumes that, while the Friends World Program values diverse approaches to problems, independent initiative and constructivist learning, a certain amount of structure is desirable. Some Friends World policies are a result of nothing more complicated than "tradition": it's just the way we are accustomed to doing things and the momentum continues. Structure is sometimes imposed by our predecessors (decisions emanating from previous World Conferences and World Councils), sometimes by rules and regulations of Long Island University or our regional accrediting agency, and sometimes by laws in effect in our places of operation.

NOTICE TO STUDENTS: Like the Constitution of the Learning Community, so too the Program Handbook "is approved as a statement of intent, to be reasonably interpreted but not to be rigorously binding. It is an internal governance policy of the Program, to be taken with full weight of a World Conference policy decision, but it is not a legally binding document. As with all other Long Island University programs and departments, the Friends World Program 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 that Board or its designees."

* Many members of the past and present Friends World community have contributed to the construction of Handbooks over the years. Special recognition goes to the efforts of Jeff Halper, Brett Rader, Jamie Wilson, Janet Davidson, Christine Loew, Joyce Tuttle and Shelley Peasley for their assistance with revisions and production.

HISTORICAL BACKGROUND OF THE PROGRAM

The Friends World Program (FWP) is a direct descendent of Friends World College (FWC), established in 1965. Credit for its beginning goes to George Nicklin, 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.

Though it planted the first seeds of an international curriculum, Taylor's program and his own involvement with the incipient school had ended by the fall. In the summer of 1965 the Committee hired Dr. Morris Mitchell, a Quaker educator, pacifist and civil rights activist from Georgia, to direct the Friends World Institute, which opened its doors to students in the fall of that year. Mitchell's vision and anecdotes from the school's first year of operation are described in his book, *World Education: Revolutionary Concept* (1967).

Like many of the experimental institutions born in the 1960s that shared Friends World's progressive concepts of education and student governance, there were financial problems. In 1968, it acquired from Mrs. Gerald M. Livingston a 93-acre estate in the Long Island hamlet of Lloyd Harbor. The sale of Harrow Hill and the acquisition of the Livingston Estate gave the Institute the stable financial base necessary for gaining formal recognition from the State Education Department. In 1968, the Regents of the State of New York granted a provisional charter for the establishment of an independent Friends World College.

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.

At the 1970 World Conference, students, empowered to take responsibility for their learning, pressed for fundamental changes. The world journey was replaced by extended stays at regional centers; with each student free to choose whichever centers best suited his or her academic needs. Other elements of today's Friends World Program -- extensive area studies in the different centers, immersion into local cultures, intensive language programs, the hiring of indigenous faculty, individualized learning plans, academic advising, and experiential learning projects -- emerged during the early 1970s.

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, semesters regularized and records put in order. Poor finances continued to burden the school, however. 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. The many Quaker elements incorporated into the College's structure and philosophy, together with Quaker representation on the Board of Trustees and the support of the Friends World College Association, ensured that the Quaker heritage would continue to inform the life of the school in years to come.

The dynamism and excitement generated by the College's student-and faculty driven evolution coincided, unfortunately, with reversals in the American political, economic, cultural and educational environment. The end of the draft, an economic recession triggered by the oil embargo of the early seventies, and inflation later in the decade all created new priorities among U.S. families. Declining enrollment resulted in the need to prioritize a recovery plan.

A new president, Lawrence Weiss, was hired to strengthen the faculty, to work on a more integrated curriculum and to improve administration. The Board's sale of 38 acres of the Livingston campus enabled FWC to liquidate its debts and construct new dormitories and academic facilities. The College renewed its application for accreditation from the Middle States Association of Colleges and Schools, and in 1984 Middle States granted FWC "Candidate for Accreditation" status.

Lack of full accreditation nevertheless kept student enrollment lower than needed, leading to a downward spiral of financial and administrative problems.

In 1990, Virginia Lester, fresh from saving another small college from financial ruin, was hired as an interim president. Soon after assuming her post, however, Lester became convinced that a merger with a financially stronger institution was the only alternative to closing the doors.

In May of 1991, the Board of FWC signed an affiliation agreement with Long Island University. Under that agreement, the Friends World Program, as it would now 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. Quaker ideals and practices of community, the promotion of consensus in decision-making and the active involvement of students in their own education were also reaffirmed.

Because LIU's Southampton Campus already had several experiential programs and was the smallest and least formal of the University's several campuses, it was decided to locate the program's North American operations there. In the fall of 1991 the Friends World Program opened in its new Southampton home. In the fall of 2005, the Friends World Program moved World Headquarters to the Brooklyn campus of Long Island University.

CONSTITUTION OF THE LEARNING COMMUNITY

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PREAMBLE

The Friends World Program, from the time it was chartered as the Friends World Institute in 1965, has intended that the wisdom of its students, faculty and staff be part of the program's decision-making processes. Beginning in 1977, successive World Conferences have written or revised formulations of a Constitution of the Learning Community to codify the Program's structure and governance policies. The principle has been maintained that all constituencies should participate, either as a group or through representatives, in decision making that affects them, and that, to the maximum feasible extent, decisions should be achieved by consensus.

The Constitution of the Learning Community is approved as a statement of intent, to be reasonably interpreted but not to be rigorously binding. It is an internal governance policy of the Program, to be taken with full weight of a World Conference policy decision, but it is not a legally binding document. As with all other Long Island University programs and departments, the Friends World Program 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 that Board or its designees.

ARTICLES

Article 1: Structure of the Friends World Program

1. A. The Long Island University Board of Trustees

The Friends World Program is a part of Long Island University, operating under the authority of the LIU Board of Trustees. Individual Board members are considered members of the Learning Community. The Board is a lawful entity having certain powers, obligations and responsibilities regarding the Friends World Program and all other programs of Long Island University. This Constitution is intended to reflect the general operation and decision-making processes within the Learning Community, but it is not intended to bind the Board of Trustees or otherwise affect their powers, obligations and/or responsibilities regarding the Friends World Program.

1. B. The Chief Executive of the Friends World Program

The Long Island University Board of Trustees delegates overall responsibility for the Program to a chief executive and shall have the authority, subject to lawful due process and in compliance with other University policies, to appoint and remove that individual, and to designate his/her specific job title, salary, and specific duties and responsibilities. The chief executive position is currently designated "Program Dean." The Dean is authorized to delegate assigned duties and responsibilities to other Program personnel, but is understood to retain ultimate responsibility to the Board of Trustees for Program decisions.

1. C. World Headquarters

An administrative unit called the World Headquarters (WHQ) provides academic and administrative leadership, support and coordination to the wider Program, under the leadership and direct supervision of the Program Dean. WHQ is guided in matters of policy-making and Program decisions by campus and university-wide policies, by decisions of World Conferences and by the continuing leadership of the World Council. For administrative purposes, the World Headquarters may establish such other functional groups and/or committees as shall be deemed administratively useful. The efforts of the WHQ staff are supported by the administrative structure of the University, including senior academic and administrative officers of both the Brooklyn Campus and the University Center.

1. D. The Regional Centers

Operations within the Friends World Program are carried out by a set of regional program units in various cultural regions of the world, which are known as Regional Centers. The Regional Centers comprise a worldwide system of education, the units of which enjoy autonomy subject to their accountability to the University, the Program's designated chief executive, and the Program's global policies and standards. The constituent parts of a fully functioning Regional Center are students, the faculty, the Directorate and staff. To assist with governance, Centers constitute the Community Meeting, which shall appoint a Student Coordinator or Co-coordinators, and a Regional Council. The Regional Council may also appoint an Advisory Council.

1. E. Student Executive

The Student Executive shall be an experienced Friends World student, preferably a senior or recent graduate, suggested by a worldwide poll of currently enrolled students and recommended by the World Council for appointment. S/he shall serve as the voice of the students in the administration and as the student voice of the Program to the students. The position of Student Executive is a part-time administrative position with appropriate compensation. As such, the Student Executive is an employee of Long Island University and a member of the World Headquarters staff, reporting to the Program's chief administrative officer (or designee). [Note: With the move of the Foundation Year to Costa Rica, the Student Executive will be assigned to that Center beginning fall 2005.

1. F. The Council of Overseers

The Council of Overseers is charged with the promotion and preservation of the mission of the Friends World Program through its regular monitoring of the educational, administrative and financial affairs of the Program and by undertaking other promotional projects as agreed upon in consultation with the Program Dean. The Council gives particular attention to issues that affect the management of change within the Program, including its growth, and provides leadership in the raising of external funds to support various Program activities. The Council's role as regards Program policies and activities is advisory.

Article 2: Regional Governance

Governance in the Regional Centers is carried out through two complementary bodies: the Community Meeting and the Regional Council.

2. A The Community Meeting

Each Regional Center shall have a regular Community Meeting, which may discuss all basic academic and non-academic policies and practices of the Regional Center. The Community Meeting may suggest to the Regional Council local policies and actions that reflect general Program policy and may recommend changes to College-wide policy.

2. A. 1 Membership and Procedure

- a. Community Meeting members are currently enrolled matriculated and visiting students of the Region, locally based Friends World alumni, faculty, and staff. Members of the Learning Community visiting a region may be invited by the Community Meeting to participate in its meetings, but such people will not have a voice in consensus decision. It may invite others to attend if they accept the specified conditions of participation.
- b. Each Community Meeting will meet as often as necessary, as determined by the Community Meeting, but not less than twice per semester. It will attempt to reach all decisions by consensus, recognizing that consensus does not mean unanimity but a group decision reflecting the total wisdom available in the group. Should sincere attempts to reach consensus fail, and should pressure of time and circumstance require a decision, the Regional Council, and failing that, the Regional Director, may make a decision and take responsibility for it.
- c. Minutes of the Community Meeting and supporting documents shall be kept and will be made readily available to all members of the regional community. They are to be available to other Regional Centers and to other groups and individuals within the Learning Community if requested.

2. B The Regional Council

- a. The Regional Council shall comprise the Center Directorate, faculty, staff, and Student Coordinator. It will coordinate its activities with the Friends World Program Dean and the World Council. The Regional Council's responsibilities include:
 1. Educational: To review the Regional Center's educational program and the organizational and administrative procedures by which it is carried out, to ensure congruence of local practice with Program-wide academic policies and adopt local academic policies as necessary.
 2. Personnel: (Note: Friends World Program faculty, directors and staff are employees of Long Island University, accountable through its designees to the Long Island University Board of Trustees. The Program Dean is expected to involve the Regional Center as much as possible in personnel decisions, according to University policy. Regional Center faculty and Directorate searches may be conducted in the Regional area and/or in the United States as appropriate, under the leadership of the Dean and the recommendation of World Council. Decisions with respect to faculty and staff appointments will be subject to applicable collective bargaining agreements and local laws. Wherever possible the Regional Council is urged to act according to the principles of Affirmative Action.)

Regional Council, through the use of consensus decision-making as much as possible,* is expected to assist with the following personnel issues:

- a.) Non-professional staff - To search for, arrange for screening and evaluation, and make recommendations regarding appointment, compensation, and termination;
- b.) Faculty – To assist in the search for faculty, to recommend for appointment after consultation with the Program Dean and World Council, and, when appropriate, to recommend termination in accordance with evaluation procedures of the University and the Program;
- c.) Members of the Directorate – To assist in the search for center directors, in consultation with the Program Dean and the World Council, to assist with evaluation procedures.

*Note: No person will participate in a consensus decision-making process involving a personnel decision that directly affects him/her.

1. Financial: To review the finances, with the usual exception of salary lines where confidentiality is desirable; to monitor the budget of the Regional Center; and to formulate the annual operations budget proposal of the Regional Center to the Program Dean.
2. Facilities: To acquire and maintain the Regional Center facilities, subject to applicable collective bargaining agreements and local law.
3. Policy Formation: To review and/or establish Regional policies and procedures for student recruitment, fund-raising, and other appropriate non-academic functions and in accordance with the policies of the Program and the University, as well as the advice of the Community Council.

2. C The Faculty

Each Regional Center shall have a faculty made up of the Regional Directorate and full- or part-time faculty members. The faculty will be responsible for the curriculum of the Regional Center within Program-wide academic policies and goals, will design and implement group academic programs, will facilitate, oversee and evaluate all phases of student independent and/or experiential program, and share in Center operations.

2. C 1 Faculty Meetings: Membership and Procedure

- a. Faculty meetings will be attended by all available faculty members. The faculty may invite outside resource persons to attend. The Student Coordinator may attend faculty meetings, except those sessions which involve discussions of individual student problems (unless invited by the faculty to attend).
- b. The faculty will meet at least once every two weeks and will try to reach all decisions by consensus. Should sincere attempts to reach consensus fail, and should pressure of time and circumstance require a decision, the Regional Director may make a decision and take responsibility for it providing s/he's not the sole dissenting voice in the decision. Faculty or Center Directorate decisions may be appealed to the Regional Council and, in the absence of consensus in the

Regional Council, to the World Council. Unresolved disputes are subject to LIU intervention and resolution.

- c. Minutes of faculty meetings and supporting documentation are to be made available for dissemination to the Student Coordinator and to the World Council.

2. D The Regional Directorate

The Regional Directorate (be it one Center Director, Co-Directors or Coordinators) will provide leadership and continuity to the regional educational program. The Directorate assumes responsibility for program administration, financial management of the Regional program and supervision of regional faculty, under the supervision of the Program Dean. The Regional Directorate may be a collegial group in lieu of a designated leader. Delegation of any of these responsibilities on a continuing basis, however, must have the approval of the Program Dean.

2. D1 Selection and Supervision

The Regional Directorate shall be recommended for appointment and termination by the World Council in consultation with the Regional Center community. Appointment and termination are subject to confirmation by the University administration.

2. E The Student Coordinator

The Student Coordinator is selected each semester by the Community Meeting to work with the Regional Directorate. The Student Coordinator is a member of the Regional Council. The Student Coordinator is charged with articulating student concerns to the faculty and Regional Directorate, with facilitating communication between the Regional Center and its students, and with communicating student concerns directly to the World Council through the Student Executive.

The Regional Directorate and the Student Coordinator are responsible for coordinating and implementing policy decisions in periods between Community Meetings, and for insuring, with cooperation of faculty, students and/or staff, that educational and administrative needs of the Regional Community are met on a day-to-day basis. The Regional Directorate and the Student Coordinator will be in touch regularly and will arrange Community Meetings on a regular schedule.

An extraordinary Community Meeting may be convened by either the Regional Directorate or the Student Coordinator at a mutually convenient time.

2. E 1 Responsibilities and Duties – Required

- a. Serve as student representative to the Faculty Meetings, providing constructive feedback of the program to the faculty and directorate of the Region
- b. Facilitate community and student meetings
- c. Correspond with the Student Executive
- d. Have knowledge of world issues and Friends World
- e. Be able to communicate Regional Center issues
- f. Collect and submit news for Center and WHQ publications and e-mails

- g. Facilitate the making of the Center's Newsletter(s)
- h. Establish and continue communication with other student coordinators at other Centers (including CRC) throughout the semester
- i. Serve as a contact person for the Center with WHQ, including FWP Admissions and the Student Executive
- j. Facilitate the update of the Center's Internet Homepage
- k. Communicate with the Center's current and prospective students
- l. Serve as a student role-model
- m. Participate in the interview panel for hiring new faculty/staff
- n. Coordinate with WHQ staff to ensure student evaluation of Center activities occurs and data are submitted to WHQ

2. E2 Responsibilities and Duties – Optional

- a. Serve as a peer mediator
- b. Serve as an administrative assistant
- c. Assist advisors with communication with students on internships and/or independent projects
- d. Help with planned extra curricular activities
- e. Offer general staff support

2. E3 Academic Credit

It may be possible to fulfill the required responsibilities and duties of the Student Coordinator position and obtain academic credit within Friends World. In order to gain academic credit for the position, one must do the following and have the semester plan approved by the faculty advisor:

- a. Document, summarize and/or reflect on Community, Student and Regional Council Meetings and how they relate to the greater community;
- b. Keep an archive of communications within the Friends World Regional community and between the Region and other parts of Friends Word during the semester (e.g., e-mails, etc.), compiled to be used as a resource for the center;
- c. Compile an end of semester evaluation report, summarizing work done throughout the semester, including recommendations and proposals for the Center.

2. F The Regional Advisory Council

Each Regional Center may establish an Advisory Council to provide advice, assistance and support to the Regional Community. Such an Advisory Council, if established, shall have no policy-making power and will operate within program-wide policies. It should be constituted in such a manner as to maximize opportunities for mutually beneficial relations between the Regional Center and its local, national and regional environment.

2. F1 The Regional Advisory Council: Membership and Procedure

- a. Members shall be nominated by the Regional Director(s) in Consultation with the Regional Council. The Council of Overseers shall forward nominations to the World Council for its review. Members

will be appointed for a three-year renewable term. A membership of between five and 21 is recommended.

- b. Termination of membership can occur at the will of the Regional Council, the World Council, and the Council of Overseers or by a decision of the Advisory Council itself.

Article 3: General Program Governance

3. A The World Conference

The World Conference shall be the major advisory body of the Program and, funds permitting, shall normally meet every two years. Consideration will be given to rotating the Conference site among the regional locations of the Program. Decisions and recommendations rendered by the World Conference are advisory, subject to final approval and/or arbitration by the Long Island University Board of Trustees or its designees.

3. A1 World Conference: Membership

The World Conference shall consist of the following representatives named by the groups they represent:

1. One faculty/administrator/staff member and one currently enrolled student (i.e., enrolled during the semester just prior to World Conference) from each Regional Center; [Note: When funds permit the attendance of three representatives from a Center, there shall be an administrator, a faculty member, and a student.]
2. The members of the World Council;
3. One currently-enrolled student representative of the first-year class (drawn from students having completed no more than a total of 36 credits by the beginning of the Conference);
4. One representative of the senior class (will have completed 102 credits or more and will have been enrolled for the semester immediately preceding the Conference);
5. One graduate (will have graduated at least one semester prior to the Conference).
6. One staff representative

All members of the Friends World Program Learning Community, including members of the Long Island University Board of Trustees and the Friends World Council of Overseers, are welcome to attend the World Conference as observers at their own expense.

3. A2 World Conference: Procedure

The World Conference shall receive such reports and consider such business as has been announced in advance to the World Conference and shall have the power and responsibility to:

- a. Review the educational, organizational and financial policies and practices of Friends World Program, recommend the adoption of new policies or the revision of existing policies within the Program (subject to review and concurrence by the University administration), and recommend changes in any other policies to the University administration.

- b. Revise and/or amend this Constitution subject to concurrence of the University administration.
- c. Communicate concerns to the Dean and/or University administration about World Headquarters performance.

3. B The World Council

The World Council serves as the advisory body for the Program between World Conference meetings. The World Council generally has the authority to recommend policy for the Program, subject to the approval of the Trustees of Long Island University or its designees. World Council will meet as needed, but as a rule not less than once a month.

3. B1 World Council Membership

The World Council shall consist of the following members:

- a. The Program's chief executive (Director/Dean), as designated by Long Island University.
- b. The Student Executive, selected as described in Section 1.E above.
- c. A staff representative, selected from the WHQ staff selected biennially by WHQ staff, to be reviewed annually by its constituents.
- d. An international staff representative, selected biennially by a worldwide poll of international staff, to be reviewed annually by its constituents.
- e. A faculty representative, selected biennially by a poll of all faculty **of the Foundation Year** [Note: this was changed from "at the NAC" at World Conference 2002], to be reviewed annually by its constituents.
- f. An international faculty representative, selected biennially by a poll of all international faculty to be reviewed annually by its constituents.

All members of the World Council, with the exception of the Program Director/Dean and the Student Executive, will be appointed for two-year periods of service. Other Program personnel may be invited to participate in Council meetings and discussion on a regular or ad hoc basis at the Council's discretion, but official Council recommendations are decided by the aforementioned members.

3. B2 World Council: Procedures

World Council is charged with overseeing the following areas:

- a. Policy: When the need for a new policy is perceived between World Conferences, the World Council shall develop the proposed policy, disseminate it to the Program community for comment, and after review of any such comment, adopt it in initial or revised form.

- b. Appeals: The World Council will hear appeals of students, faculty and staff, in accordance with policies of this Constitution or other policies of the Program, and in accordance with Long Island University policies.
- c. Administrative Role: The World Council serves as an advisory resource to the Program's chief executive and other University administrators on administrative, financial or educational matters. It may both respond to and initiate discussion of Program concerns. As is the case with World Conferences, decisions rendered by the World Council are advisory, subject to final approval and/or arbitration by the Long Island University Board of Trustees or its designees.
- d. Constituency: The members of the World Council are able to present and advocate issues to the Council on behalf of their respective constituents.

3. C. Long Island University and the Friends World Headquarters Staff

The Board of Trustees of Long Island University is ultimately responsible for the academic and administrative integrity of the Program. The University has, however, pledged its commitment to allowing the Program as much programmatic autonomy as possible, under the immediate supervision and direction of the chief executive officer who, at this time, holds the title of Program Dean.

3. C1 The Role of the Program Dean

The Dean leads the Program and serves as the link between the Program and Long Island University administration. S/he is responsible for consulting with other World Council members and for creating dialogue with Regional Centers so as to develop and implement programs and policies recommended and accepted by the World Conference/World Council and/or the University administration. The Dean serves as the primary articulator of the Program's mission, objectives and performance within the Program and the University, and to the outside world.

When asked to review Program decisions, the University administration has pledged to give serious weight to World Conference, World Council, and Council of Overseers recommendations. The Program Dean should seek advice from the World Conference and/or World Council on major decisions, and s/he must seek to achieve consensus within those bodies on such decisions. Lacking consensus, the Program Dean may assume final decision-making authority and responsibility on behalf of the University. Decisions made by the Dean may be appealed according to established Long Island University policies.

3. C2 World Headquarters Staff

The World Headquarters staff will provide executive and academic leadership, administrative coordination, and Program-wide services to students, faculty and staff under the direct supervision of the Program Dean, in accordance with policies of the Program and the University. The determination of the World Headquarters staff composition, including job titles, duties and compensation, and supervision of staff performance is the responsibility of the Program executive officer. Decisions regarding the hiring, evaluation, and retention of staff shall be made in accordance with Friends World policies as much as possible, but ultimately must follow LIU personnel policies.

Article 4: Appeal of Decisions

4. A Routes of Appeal

Appeals shall be provided from all decisions adversely affecting individuals and groups in Friends World Program as follows:

- a. A decision by a faculty member affecting a student may be appealed to the Regional Council.
- b. A decision by a faculty member, Regional Directorate, Regional Council or Community Meeting may be appealed to the World Council.
- c. A decision by the World Council may be appealed to the University administration for final disposition.

4. B Timing of Appeals

- a. In all cases, appeals must be initiated with the appropriate group within two weeks of receiving notice of the decision. Decision on appeals must be made within four weeks of receiving notice of appeal. Individuals affected should be informed of their right to appeal.
- b. When a decision may have a serious adverse effect on the complainant, an informal hearing will be held at the earliest convenience of the complainant that satisfies the requirements of due process for that action.

Article 5: Amendments

This Constitution may be amended by action of the World Conference, subject to review by the Council of Overseers and confirmation by the University administration.

GOVERNANCE

(See also the *CONSTITUTION OF THE LEARNING COMMUNITY; COMMUNITY MEETING; CONSENSUS* sections)

Governance at Friends World is not merely a marginal aspect of college life concerned only with "student activities" and "student councils". It is the way in which all the members of the learning community -- administration, faculty, students and staff -- come together to consider issues of common concern. It assumes that active involvement in shaping one's education is a crucial component in becoming an educated and responsible person. Through World Conferences, World Council, community meetings, the selection of a worldwide Student Executive and regional Student Coordinators, our educational system is constantly measured against our guiding principles and, when advisable and possible, change is introduced through a consensus process of discussion and reflection. Since governance at Friends World involves people from different cultures and parts of the world coming together to discuss and decide upon matters of common concern, we also see it as a training ground in which we all learn personal, interpersonal and civic skills necessary for participating in the modern global yet multicultural society.

Before describing our system of governance, let us consider the philosophical elements that underlie it.

Ingredients of Friends World Governance

The underlying conception of education at Friends World, clearly articulated in the principles discussed earlier in the Handbook, is that of a learning community acting in an interconnected multicultural world. Two complementary processes derive from this conception: (1) that each individual student must pursue the path of study best suited to his or her personal needs in a complex world; and (2) that our global interconnectedness imposes upon us a responsibility towards others -- indeed, toward the planet as a whole -- that must find expression in our actions and in our studies. That balance between our individual selves seeking an education and the recognition that we are part of a wider global community is what underlies our system of governance. Our effort to govern our own global and pluralistic society of fellow learners is only a small-scale replica of how we will have to govern ourselves in the interdependent world that is fast emerging.

This general worldview is very different from the one that most of us, especially Americans, have been brought up on. Whether at home or in school, the thrust of our upbringing has been highly individualized. "What do you want to be when you grow up?" is a central question for most students. Individuality is respected at Friends World -- indeed, students' rights to design their own curriculum is much greater than in most other universities -- but it is balanced with an ethic of responsibility towards others. Since participation in governance is an essential expression of that responsibility at Friends World, the following ingredients underlying our process of governance should be understood:

* **A Learning Community**, in which, as co-participants with different roles and responsibilities, we all benefit from the collective wisdom of our colleagues and enjoy the support of our fellow learners and teachers.

* **"Responsibility"** is a key term in the Friends World vocabulary, one you will hear again and again: responsibility for your own learning, for your own life, for your relationships with others and for the needs of the wider global community. In the educational sphere, students assume responsibility for their learning through formulating their learning plans and completing their portfolios of learning. Faculty responsibilities include guiding students' work, teaching, advising, enabling projects to happen and evaluating students' portfolios. Administrators and staff are charged with making the system work. Together, we all share responsibility for designing and carrying out our educational program.

* **Process**. This is another ubiquitous Friends World concept deriving from both Quaker tradition and experiential education. In the educational realm, it signifies our concern with how learning is planned and carried out -- what actually is learned -- rather than mere outcomes such as performance on exams and grades. In the sphere of governance, process means giving an opportunity -- as much as possible -- for an issue to be fully defined and discussed, as well as allowing all voices of the learning community to be heard. It is a way of tapping into the collective wisdom and ensuring that decisions are well thought-out and generally agreed upon. **Consensus** is our preferred way of making decisions that affect the wider learning community, both at the regional center level and at the program level.

- **Empowerment and Trust.** While we are all equally valuable – and equally valued – members of the Learning Community who come together to discuss issues of common concern, we all come with different roles and responsibilities. Through the World Conference and community meetings, decisions are taken over the principles governing our educational program and various practices. Once those decisions are arrived at through consensus, the different members of the Learning Community are then empowered to carry out their tasks. A relationship of trust is essential; without it, no one would have the freedom of action to make the decisions necessary for carrying out his or her responsibilities. Consensus decision-making binds community members on general matters of principle or practice; it does not constitute the way decisions are made on a daily basis.

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