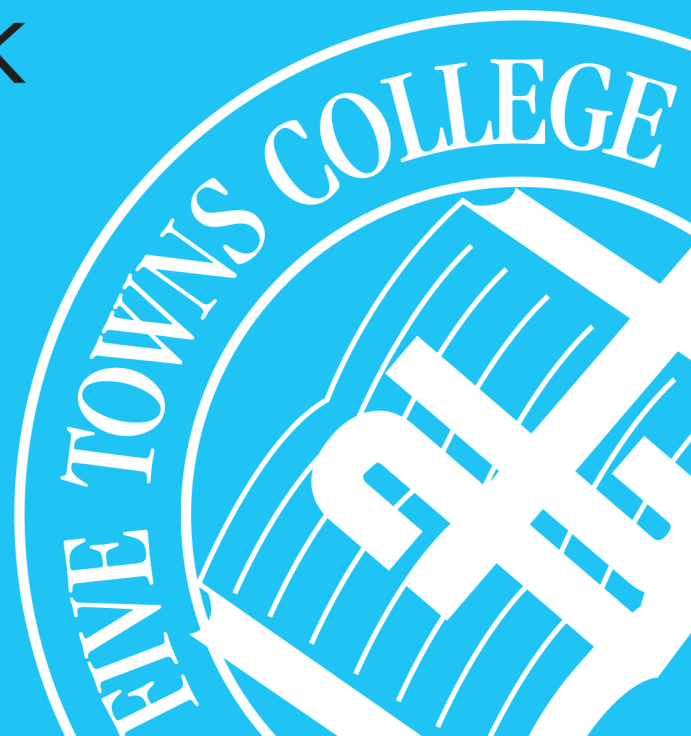


FIVE TOWNS COLLEGE



STUDENT HANDBOOK





FIVE TOWNS COLLEGE STUDENT HANDBOOK

Dear Five Towns College Student:

Five Towns College is a learning community where faculty, staff, and administrators are dedicated to developing and encouraging creativity, supporting diversity, respecting the differences of others, and promoting a global perspective that enhances student learning inside and outside of the classroom. The programs and services at Five Towns College represent a tradition of quality education that develops the proficiencies necessary to achieve your career goals and prepare you to expand your world and enrich your life. To acquire these skills, you should strive to:

- ♦ Become an active participant in your education, not only in your classroom experiences, but also by becoming involved in student activities, student government, internships, and working on or off campus (you will undoubtedly make lifelong friends and contacts for future professional endeavors by doing so).
- ♦ Balance your academic responsibilities with family responsibilities, social activities, and employment obligations.
- ♦ Seek help when you need it. Five Town College has an exceptional support system in place for all students.
- ♦ Focus your attention on making positive choices and regularly utilize the staff, faculty, resources and services that the College makes available to you.

Five Towns College is committed to facilitating your success and providing you with an enriching educational experience that will help you to achieve your goals. Welcome!

Sincerely,

Dr. Jennifer Albert
Dean of Students

INTRODUCTION

WELCOME TO FIVE TOWNS COLLEGE!

This handbook contains essential information about student services, extracurricular activities, and academic support. Five Towns College is a community of learners, where students are encouraged to search for knowledge and understanding while critically examining ideas, values, and actions. The College provides an environment conducive to learning and extending education beyond the classroom by teaching skills that can be applied to all facets of life.

The Five Towns College community is a collegial group of students, faculty and staff dedicated to academic excellence and the preparation of students for professional careers in the performing arts, education and business. We encourage members of our community to be active participants in all aspects of college life. Your contribution, as a participant in the classroom or student activities, or as a member of the Student Government Association or extracurricular club, will enable you to have an impact on your own personal development as well as on the realization of the College's mission and goals. Our learning community is based upon mutual respect for diversity, creativity, scholarship, values, and traditions while acquiring the knowledge and skills necessary for a chosen career path.

The *Student Handbook* serves as a primary source of information about the College. It provides you with clear and detailed references to the various services and individuals who are ready to assist you as you move toward attaining your personal and professional goals. Please keep it in a place where you can refer to it as needed.

MISSION STATEMENT

Five Towns College orchestrates a lifelong pursuit of learning that fosters a commitment to ethical, intellectual, and social values. Dedicated to excellence in learning, teaching, and scholarship, the College celebrates the worlds of jazz/commercial music, media, business, teaching, the performing arts, and the entertainment industry. By integrating rigorous academic inquiry, research, and practical experience, the College prepares graduates to be articulate and imaginative participants in our democratic society.

Five Towns College nourishes in its students a global perspective, through distinctive curricula that combine content expertise with a general education program. By bringing students and faculty together in a creative community, the College facilitates an environment that respects both individuality and diversity, while challenging students to expand their unique talents to the fullest.

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CHAPTER I

HOW CAN YOU HELP YOURSELF TO SUCCEED IN COLLEGE?

- Look for answers to your questions in this handbook and the *Residence Life Handbook*, the Five Towns College website, the *College Catalog*, books in our Library, the *Library Handbook*, and your textbooks and other course materials.
- Discuss your questions and answers with your instructors, staff members, your academic advisor, the College Counselor, and other students.
- Attend campus workshops highlighting academic skills and other issues common to many students.
- Participate in extra-curricular activities.
- Use all available resources at the College.

WHO CAN HELP YOU ON CAMPUS?

Staff and faculty members are readily available to assist you. Although there will be many occasions when they will reach out to you, you should not hesitate to contact them when you wish to discuss something of importance to you.

Instructors

Apart from what they teach in their courses, your instructors can give you information about elective courses, careers, other personnel on campus who can be of assistance to you, college activities and services, and off-campus events of possible interest to you.

Academic Advisors

These are the instructors and program chairpersons to whom you are assigned as an advisee when you enter the College. Academic Advisors will help you plan your program of study each semester and discuss any problems you may be having in your courses. After registering, you will meet with your Academic Advisor on a regular basis to discuss your academic goals, interests, skills and course progress so that together you will clarify and redefine future academic decisions. Your advisor may become your mentor, encouraging you to excel to your highest potential. Seek the counsel of your Academic Advisor for any academic issues you may have.

Division Chairs

Division Chairs supervise and administer the various degree programs offered by the College. If you are having difficulty with a particular course or wish to change programs, you should consult with them.

Dean of the College/Provost

The Dean of the College/Provost's primary responsibility is the supervision and administration of all matters dealing with curriculum and instruction. This role is instrumental to the support of the academic standards of the College and meeting students' instructional needs.

Dean of Students/Director of Student Support Services

The Dean of Students/Director of Student Support Services administers and supervises all aspects of Student Affairs. Academic support services, financial aid, college counseling, residence life and student activities fall under the aegis of this office.

Associate Dean of Students/Director of Residence Life

The Associate Dean of Students/Director of Residence Life is responsible for supervising the Residence Halls and ensuring a safe, secure environment for all resident students.

College Counselor

The College Counselor provides confidential counseling services to students. The Counselor may refer students to professional agencies for additional support as necessary.

Registrar

The Registrar can help answer questions regarding the following: academic records; registration; high school transcripts; GEDs; transfer credits from other colleges; application forms for graduation; the forwarding of transcripts to other institutions; FERPA questions; placement on the Dean's List and membership in the Honor Society; and diplomas.

Financial Aid

The Financial Aid Office assists students and their families by supplying information on federal, state, institutional, and alternative aid programs; processing financial aid applications; determining eligibility; and providing counseling on money management and loan repayment options. The office is staffed year-round with full time professionals who will respond to inquiries and provide financial aid support while you are in school and after you have graduated.

Bursar

The Bursar's responsibilities are to receive College tuition and fees from all sources and to distribute funds payable to students under the Tuition Assistance Program (TAP), the Pell Grants program, and any other financial aid program.

Director of Student Activities/Associate Director of Residence Life

The Director of Student Activities/Associate Director of Residence Life administers and supervises all extracurricular and alumni activities for resident and commuter students. This position also assists the Director of Residence Life in supervising the functioning of the Residence Halls.

Director of Career Services

The responsibilities of the Director of Career Services are to arrange internships and to provide placement opportunities for students. The Director and Career Services staff assist students in all facets of employment searches by providing workshops on résumé writing and interview skills, and providing a database of possible contacts.

CHAPTER II

ACADEMIC INFORMATION: A MOST IMPORTANT SUBJECT

The *Five Towns College Catalog* contains the regulations, requirements, standards, procedures, and general information that affect every aspect of your status and progress as a student. It should be utilized regularly as a reference tool.

LIBERAL ARTS AND NON-LIBERAL ARTS COURSES

You should also be aware of the difference between liberal arts and non-liberal arts courses. Liberal arts courses include those in the fields of the humanities (English, speech, art history, theater history, and music history), the social and behavioral sciences (psychology, economics, history, and sociology), the sciences (biology and environmental science) and mathematics. Non-liberal arts (applied) courses, such as those in the fields of audio recording, business, film/video, computer literacy, music performance, education, and theater are generally career-oriented courses that are part of your major area of study.

Become Well Informed About Academic Information

The information contained in the *College Catalog* should:

- Guide you in the selection of your courses, both required and elective, so that you earn the correct number and distribution of credits mandated for your degree.
- Caution you in regards to making choices that could put you at risk of losing financial aid and/or your status as a student.
- Help you to avoid unnecessary pitfalls. Withdrawing from a course or from the College, for example, requires that you complete certain forms and may affect your financial aid eligibility; taking care of an "Incomplete" must be done by a certain date, etc.
- Describe the various ways above-average achievement is rewarded at the College.

COLLEGE PERSONNEL AS SOURCES OF ACADEMIC INFORMATION

If you need assistance in interpreting any of the *Catalog's* contents or require additional information, remember, you can go to any one or more of the following faculty and staff members for such help: the College Counselor (for issues and concerns); your Academic Advisor (about taking those courses needed to satisfy graduation requirements); Program Chairpersons (about changing programs); Instructors (regarding contents of courses and grades); the Financial Aid Administrator (for establishing and maintaining eligibility); and the Dean of Students or Associate Dean of Students (for general assistance and specified academic and/or personal counseling).

Problems relating to course credits, transfer credits, waivers, etc., should be addressed by you and your Academic Advisor prior to submission to the Registrar.

CURRICULUM CHECKLISTS

The *Curriculum Checklist* is an official form that the Academic Advisor uses to approve and enter the courses selected by his/her advisee each semester *before* registration. It enumerates the professional or career courses (except in the Liberal Arts program) that are required of every student in his/her specific program. Finally, the form delineates the total number of credits needed to fulfill graduation requirements in each program.

A *Conference Record* records the decisions arrived at by advisee and advisor concerning academic issues and concerns. The student signs the *Conference Record* to indicate his/her acceptance of the course selections. You should make an appointment to see your Academic Advisor at least once prior to midsemester examinations and once prior to final examinations.

Other Items Not in the Catalog

For those students who are deficient in one or another aspect of class work, instructors submit *Individual Deficiency Reports* to the Registrar's Office where the specific deficiencies are noted. Remember that excessive absence is considered to be a deficiency. These *Reports* are completed by the end of the fourth week of each semester. Copies of the *Reports* are sent to the student, to the student's Academic Advisor, and then placed in the student's Advisement folder. The student's Academic Advisor will arrange to discuss the matter with the student and to help him/her address it accordingly.

Instructors also submit *No Show Reports* to the Registrar's Office for each course they teach, after the second week of the semester. Excessive absences are derived from the Portal, where instructors record attendance for each class meeting.

In the event an instructor is late, students are obligated to remain in the room for fifteen minutes. If the instructor does not appear within that time, students should record their names and the course number on a sheet of paper, date it, and forward it to the Registrar's Office for attendance credit.

CHAPTER III

ACHIEVING ACADEMIC SUCCESS

This chapter contains specific suggestions about how you can best achieve academic success. Knowledge of strong study habits and techniques, awareness of the tremendous potential that lies in managing oneself, and a positive attitude coupled with enthusiasm and motivation will improve your academic performance.

In the following pages you will learn how to:

- Set the stage, your stage, for meeting the requirements of your courses.
- Derive the most from each class session (or how to listen and take notes more effectively.)
- Complete your assignments more efficiently and consistently.
- Use the College Library more competently.
- Develop better outlines.
- Prepare better summaries.
- Improve comprehension and retention of new information.
- Enhance your concentration capability.
- Prepare for and take examinations more competently.
- Deliver more effective oral reports.
- Plan and write research papers with more skill.

Everything You Need To Know About Your Courses

At the beginning of each semester you will be required to access Blackboard and preview course requirements. If clarification is needed, do not hesitate to ask your instructor to explain the item(s) more fully. Regular, persistent attention to Blackboard will help you to stay current in your courses and to acquire valuable information about course requirements.

The items in all *Course Overviews* on Blackboard include the following: a description of the course's content; the objectives of the course; the instructional approaches or methods to be used by the instructor; a list of requirements, including quizzes, midsemester and final examinations, class participation, and a research paper or project in many courses; the criteria, which will be used to determine your grade; the title of the course textbook(s); the topics to be covered during each week of the semester together with the assigned readings; and an annotated course bibliography.

In those courses in which research papers, projects or artifacts are required, you will also be given an assignment sheet containing guidelines. Again, your instructor will discuss with the class each of the following items appearing on it: the selection of the paper or project's topic; the required length; the due date; suggestions for preparing the paper or project; formal requirements; and the criteria by which the paper or project will be evaluated.

Given this information at the very beginning of the semester, you can begin to think about a possible topic, discuss its suitability with your instructor, determine if information about it is available in the Library, and note the due date on your calendar.

Apart from grades on the two quizzes you will be getting before the midsemester examination and the grades you will be receiving for certain class assignments (performance or written), you will be given an indication of how well you are doing in class by whether or not you receive an *Individual Deficiency Report* during the fifth week of the semester and also by a midsemester grade based upon all your work through the midsemester examination during the eighth week of the course. Blackboard will also be updated regularly by your instructors, so you can access your progress there.

To refresh your memory about the details contained in the *Course Overviews* and research paper or project assignment sheets, you may want to review their contents on occasion throughout the semester.

SETTING THE STAGE FOR MEETING COURSE REQUIREMENTS

As soon as you can, try to resolve whatever financial matters need to be taken care of. Follow through promptly on all the regulations and procedures that are required of you if you expect to obtain funds under one of the state or federal financial aid programs. If you have a transportation or housing problem, make every effort to address it early in the semester. Seek the assistance of the Financial Aid Administrator for financial issues. Difficulties of a personal nature can also stand in your way of working efficiently; the Counseling Office can help you address those issues more effectively.

Manage Your College Life By Means of a Weekly Study Schedule

A weekly study schedule can help you maximize your learning experience, provide time for rest and relaxation, and allow flexible time for emergencies that may arise.

The first step is to maintain a daily planner. Fill in the following items to show the activities and hours when they occur:

- Eating, sleeping, attending class, traveling to and from the College.
- Part-time job, personal chores, a family obligation.
- Leisure and recreational activities, such as clubs, dating, hobbies, or watching TV.
- Homework assignments, studying for exams, and preparing reports or projects.

You may want to modify this schedule in one or more ways after you have considered the following suggestions in light of your own abilities, needs, circumstances, and study habits:

- Select those hours of the day for study purposes when you work best (your “prime time”) and when you are free to concentrate on your studies.
- Study periods should be no longer than about sixty minutes at a time (fifty minutes of work and ten minutes of rest or sixty minutes of work followed by ten minutes of relaxation).
- Most students should not overdo their studying at one time. Two hours separated by a break should be the average time given to a study session in order to optimize long-term memory.
- If you are carrying fifteen credits, on average you should plan to invest anywhere from thirty-to forty-five hours a week for studying and completion of assignments.
- If you are taking dissimilar subjects, such as a sociology course and a computer course, work these into a two-hour study session rather than a sociology and a psychology course, which are alike.
- Try to schedule brief study periods *before* each class session and *after* each class session.

- Tackle the more difficult subject before taking on the easier one in your study sessions.
- Study first, socialize later.
- Weekend hours can be used for longer projects, such as the preparation of a research paper or the reading of a novel.
- It makes more sense to assign the amount of time to be taken for studying each subject by using one's interest and the difficulty of the subject as criteria rather than by dividing the total number of study hours equally by the number of courses being taken.
- During testing periods or when deadlines are approaching for research papers and projects, adjustments may need to be made in your weekly schedule.

Again, since you may be very different from your classmates—for example, you may be able to study quite well for four or five hours at a stretch—this weekly schedule must reflect the *unique* person you are, your abilities, motivation, needs, and life situation. Undoubtedly, you will find that there are times when you need to have a flexible schedule.

In order to make this schedule work for you, you must make sure that you:

- Get enough exercise, sleep, and rest.
- Eat healthy foods.
- Select a suitable place for studying - one where you are least likely to be interrupted.
- Work at an uncluttered desk.
- Have all of your course materials and study guides at hand.

BETTER STUDY HABITS AND SKILLS DO PAY OFF!

If you are determined to succeed academically, you may also wish to closely examine your study habits and skills. To begin with, it is a fact that knowing *how* to study is more important than the amount of time spent studying. For example, you may read a chapter in your text as you always have and derive a limited amount of information from it. Using a *systematic* reading approach to that same chapter for the same amount of time can give you a distinct advantage. The same is true of note-taking, preparing for examinations, writing term papers, and so on. There *are* better ways of studying.

Research has shown that successful students attribute approximately 33% of their success to strong study habits and that unsuccessful students attribute 25% of their failure to the fact that they lacked strong study habits.

Strong study habits make for more comprehensive learning and help you become an independent learner.

HOW TO MAKE THE MOST OF EACH CLASS SESSION

To derive the most you can from each class session, you might think about the following items:

- Absence, especially excessive absence, from class (as well as lateness) means that you are automatically missing out on ideas, information, and general course content, which you need for passing the course.
- Take your textbook and notebook with you regularly to class; they are essential tools for learning.
- Go into class *prepared*. Having completed your homework assignments, you will be able to not only reinforce what you have studied by yourself, but also to participate in the class discussion.
- The *Course Overview* contains topics for all class sessions; consider yourself responsible for the corresponding assignments, absent or not.
- If you are absent, you may want to contact a fellow student to find out what took place in class and check on Blackboard for notes, assignments, and announcements. Your instructor may have announced a quiz for the next session, or posted other important and timely information. You should have a fellow student's phone number handy for this purpose, or email your professor.
- Do not hesitate to raise questions about points that are unclear to you. Your classmates may be having the same difficulty with these points.
- Attempt to participate in class discussions and activities as frequently as possible. Such active involvement *does* promote learning, your own and your classmates'.
- It is a good idea, whenever you can, to take a look at your completed assignment *before* class and to review the highlights of each class session right *after* class. These brief reviews should reinforce your learning.

Listening

It is important, of course, to *want* to listen. It is another matter to be *able* to listen, and to listen *well*. If you wish to listen in order to learn, you must make the choice to do the following:

1. Listen for a summary both at the beginning of the lecture and at the end.
2. Listen for clues for better comprehension of the lecture.
3. Listen for and learn the idiosyncrasies of your instructors. For example, does he/she focus on details or broad concepts?
4. If appropriate, ask for clarification or repetition.
5. Importantly, be prepared for the material being discussed. Think about the ideas being presented, and write down important concepts.

Note-taking

As far as note-taking is concerned, it is important to remember is that it is not enough to merely record the main ideas of the lesson. What is done with the notes *afterwards* is also important. Notes should be reviewed and related to pertinent information in the textbook in order for them to effectively enhance the learning process.

Countless suggestions have been made for the taking of good class notes. Here are some of them:

- Be careful to select *only* the main points of the class discussion for recording. These points should be recorded in your own words, not the instructor's.
- Try to organize the notes in the form of a rough outline.
- Develop your own shorthand system (abbreviations, omission of vowels and articles, etc.)
- Write your notes clearly and in ink; you will be better able to use them later on.

Acting upon the above suggestions, listening and note-taking *should* make a difference in what you get out of each class session.

ASSIGNMENTS

Various assignments are given in every course at the College. Only by completing your assignments thoroughly and on time can you keep on the road to academic success.

The Value of a Completed Assignment

Completing assignments conscientiously is a valuable practice for meeting the requirements of your course(s). You might consider the following:

- A carefully completed homework assignment enables you to focus on ideas that evolve in class more easily.
- It is likely that as a result of completing your assignment you will be able to participate more intelligently in the class discussion.

- Well-prepared, you should be in a position to take better class notes.
- The material you have mastered at home may appear on a quiz or a major examination.
- A homework assignment provides you with an opportunity to organize your thoughts, something that an active classroom discussion may not always help you to do.
- Armed with basic ideas acquired at home, you can use your instructor's comments and the class discussion as reinforcement for what you learned on your own at home.
- Careful completion of your homework assignment often leads to heightened interest in the topics covered in class.

Get To Know Your Textbook

Most of the College's courses require a textbook as the main source of information. Considering its importance and the use you will make of it during the semester, you should familiarize yourself with it very. By examining the various features of a textbook, you will be able to make better use of it.

The Preface usually presents the author's point of view, the reasons why he/she selected the topics that appear in the text, and the way the book is organized. The Table of Contents can give you a quick overview of the topics covered in the text .

The textbook may have a glossary or collection of specialized terms with accompanying definitions at the beginning or at the end of each chapter or at the back of the book. Charts and pictures often reveal significant information.

Chapter introductions and summaries afford the reader previews and reviews of the chapter's main ideas. Texts often have objective and discussion questions at the end of each chapter, a feature which enables you to test yourself on the mastery of the chapter's content.

Textbook cues also tell the reader what is important. Such cues or indicators include boldface type or italics, centered and indented headings, numbers that indicate a series of ideas, and key words as in the phrases, "on the other hand," "moreover," etc.

WHY JUST READING YOUR TEXTBOOK IS NOT ENOUGH

Do you believe that you can acquire the basic ideas in a chapter merely by reading the chapter and underlining certain passages? Study skills experts disagree. Their view is that only when a reader is required to *respond* to a piece of written material in a variety of ways on a systematic basis, such as raising questions about the material, selecting main ideas from it, outlining it, and finding answers to questions, will he/she master that material effectively and efficiently.

A number of textbook/study or textbook/reading methods have been developed to aid readers in doing more than just read and underline. One such system, one which is widely used in study skills programs, is Robinson's SQ3R method. The steps in this method are as follows:

1. S (Survey): First you try to obtain an overall picture of what the chapter you are to read is about. You note the topics or headings and subtopics or subheadings in it; look at its diagrams or pictures, if any; skim over the introduction and the summary; read topic sentences, which are usually found at the beginning or the end of paragraphs. The reason for having the reader undertake this survey is to enable him/her to get a general idea about the chapter's contents, which is the first stage in understanding it.

2. Q (Question): You then begin a questioning process by turning the first of the topics or headings into a question. The heading above "Why Just Reading Your Textbook Is Not Enough" could be written as the question "Why is just reading *not* enough?" The purpose in having the reader turn headings into questions is to prevent him/her from being a passive reader and to require the reader to be an active seeker of information, to be an active participant in the learning process.
3. R1 (Read): With a question in mind, you then begin to read to find the answer to the question. No longer will you be a reader of mere words; you will be searching for ideas, for meanings. You will be *listening* for an answer. This reading study method instills purposeful, not aimless, reading. Reading with questions in mind *does* result in a better understanding of the material.
4. R2 (Recite): After you have read enough to answer the first question, you should turn away from your book and recite your answer out loud. If you have difficulty in pinpointing the answer, reread the section until you find it.

Some experts recommend that you not only say the answer out loud but also *write* it. Only when you can recite the answer or write it in your own words do you really come to *know* it. The time this step takes is well worth it. It can be considered a sort of "pre-test," and will help you to retain more of what you read.

Then move on to the next section and again question, read, recite, and write.

5. R3 (Review): After you have finished the chapter, you "re-view" the chapter contents. Such a review might include rereading the introduction and the chapter summary; checking to see what you do and do not know about each heading; looking at your notes or underlined parts of the chapter; and trying to relate parts of the chapter to one another.

By reviewing the chapter immediately, you will slow down the forgetting process, which begins right after you have finished reciting. Reviewing aids in the retention of material.

Robinson's SQ3R method is most applicable to reading textbooks that are organized in a sequential manner. Students taking business and liberal arts courses should find it a most valuable tool.

Robinson believes that this technique will help you select what you are expected to know, understand that material quickly and thoroughly, retain the material, and review effectively; thus, better preparing you for quizzes and tests.

Using Signposts for Faster Reading and Better Comprehension

Authors of textbooks (and their editors) usually attempt to make it easier and quicker for the reader to grasp the contents of their texts. They do this by means of devices which are called "transitions." These devices are used by writers to inform the reader that a change of topic is about to occur, to stress main ideas, and to summarize points. The author may use the following transitional devices:

- Use boldface headings and subheadings to indicate important ideas.
- Restate main points.
- Inform the reader what topic a particular chapter will cover. This is called "pre-outlining."
- List items and enumerate ("First...", "Second...", "Third...", etc.) or repeat a key phrase ("One kind is...", "Another kind is...", "Still another kind...etc.").
- Use connective transitions to let the reader know that he/she is moving to another point, having finished with a previous point: "Now that we have considered the causes of the problem, let us now examine the various solutions which have been proposed for it."
- Summarize sections of a chapter even before he/she reaches the chapter's end. These are called "internal summaries."

Being aware of, and alert to, transitional devices should do two important things for you: speed up your reading and improve your comprehension.

Materials You Can Use Besides Your Textbook

Although every effort is made to select the best textbook for each of the College's courses, students may find it helpful to use additional materials as well.

Very often publishers issue student study guides and workbooks to accompany their textbooks. Our College Library obtains such materials for student use. Sometimes another textbook in the same field may appeal to you more because of its style or coverage. Again, our Library has many such "alternative" textbooks on its shelves for supplemental information. Although these books and materials can be used for reference purposes, you must complete your assigned reading in the course text.

Books and magazine articles are also excellent supplementary materials. Refer to the suggestions listed on the annotated bibliography of your Course Overview, and the Internet for additional research.

Finally, you may wish to use various audiovisual aids available in our Library to enrich your learning.

Working With Others On Campus to Complete Your Assignments

You may find working with others on your assignments helpful as well as enjoyable. Instructors may be available during their office hours and Faculty or Peer Tutors are available during Academic Support Center hours to assist with clarification of course content and/or the completion of assignments.

Victor P. Maiorana, a study skills expert, has set up a system for studying with another person. He calls it LOVE, an acronym which stands for the following steps:

Listen: While one reads a section of a chapter, the other listens and takes brief notes.

Outline: The listener prepares a very brief outline based upon his/her brief notes.

Verbalize: The listener now tells the reader what the main points of the section are.

Evaluate: The reader checks these items by comparing them with the text.

The roles are then reversed.

Another way for two students to work together on reading assignments is for them to engage in a series of questions and answers based upon a chapter's contents.

Small groups of three or four students can get together to discuss the assignment. They can compare notes regarding the chapter's main points, their answers to questions posed by the instructor, and so on.

Complete Your Assignments the “Better Way”

Use one place – a subject notebook, laptop, iPad, etc. - in which to copy your assignments. Also, refer to Blackboard where your instructor lists all assignments.

Before you leave the class, make certain that you are absolutely clear as to what the assignment requires of you. Ask your instructor to clarify if it is unclear to you. Email the instructor with any additional questions if he/she is unavailable in to meet with you in person.

In some classes, you will receive study guide materials prepared by your instructors to help you with particular assignments. Many instructors post PowerPoint presentations or links to online resources to assist you in mastering course materials.

After systematically reading an assigned chapter using a study method (like SQ3R above), you will want either to go over the questions assigned to the class in your mind or to write the answers down.

Use the margin space in your textbook in to note main ideas, ask questions, number a series of ideas, bracket or highlight items, etc.

Finally, review your completed assignment, even briefly if you can, just before the beginning of your class session.

THE LIBRARY: A MAJOR RESOURCE FOR ACADEMIC SUCCESS

What can the Library do for you?

A trip to the Library can make it possible for you to:

- Obtain the materials needed for research and other projects.
- Seek assistance with proper citation of research sources.
- Use the textbooks for all College courses offered.
- View or check out classic and contemporary films.
- Find both popular and rare sheet music.
- Listen to (or check out) compact discs, ranging from Broadway musicals to Jazz to classical music.
- Access one of the Macs or PCs for Internet use or to type and print a paper.
- Practice piano skills on one of the keyboards.
- Utilize any of the listening/viewing booths (CD, LP, DVD, VHS, Cassette Tape).
- Make a limited number photocopies for academic use only.

The Library provides both general research databases and those specific to the academic fields of music, business, audio recording technology, film/video, education, theater and mass communication. The Library subscribes to hundreds of periodicals, ranging from scholarly journals to popular magazines and daily newspapers. In addition to a vast collection of books and other print reference materials, the Library also provides information in many different formats for your educational pursuits and personal enjoyment. Please stop in and ask one of the librarians for assistance in navigating the Library.

All students are required to register for a credit-bearing Information Literacy course, which will enhance their understanding of the research process and will also provide instruction in the use of the Library and its resources.

Outlining: A Key To Better Writing and Learning

The ability to use outlines is a learning skill, the uses and values of which should be fully recognized by students. Once students understand how outlines can clarify their ideas, they will certainly make more use of them in their academic work.

SUMMARIES AND SUMMARIZING FOR BETTER LEARNING

What is a summary?

We should all be familiar with summaries, as we often run across one at the end of a chapter in our textbooks or in abstract form for journal articles. Print and online media often use them to give their readers a glimpse of longer, trending news stories.

So that we can learn to write better summaries and to use them more effectively, we ought to take a closer look at what they really are. A summary is a much shortened version, oral or written, of information that we have either heard or read. To summarize something (a paragraph, an essay, a chapter, a lesson, a talk, etc.) is to find and express its thesis or its central thought in as few words as possible. The ability to summarize effectively depends upon one's ability to select that which is most important in what one reads or hears and one's ability to state what one selects as concisely as possible.

When and Where to Use Summaries

When and where should students prepare summaries in connection with their academic work?

- At Five Towns College, instructors generally ask students at the end of a class to summarize what they have learned during that particular session. Whether or not you are called upon to make such a summary statement orally or in writing, the fact is that after the lesson, that same day, you could prepare a summary of the most important concepts covered during that lesson.
- To conclude a report, an essay, an oral presentation, or a term paper, you might write a summary reviewing with your readers or listeners the basic points of your written or oral presentation.
- When you are reciting and writing as part of the SQ3R reading study method, you are essentially involved in a summarizing activity. The answers you give to the questions you have formulated are, in effect, summaries.
- Another procedure when studying your textbook is to summarize an assigned chapter section by section.
- You can also summarize novels (chapter by chapter), short stories, poems, and plays (act by act) read and discussed in your English or other Liberal Arts courses.
- Sometimes it is helpful in an essay about a novel or a play to summarize a situation for the purpose of using that summary as a springboard for some important points you wish to make about the novel or play.
- Walter Pauk in his book, *How to Study in College*, describes a “Summary Sheet System” which he recommends as a technique for studying for exams. He believes that after organizing and consolidating notes into easily remembered headings or categories, one can then safely put aside voluminous notes taken in class and from the textbook. He recommends that two sets of summary sheets be prepared; one for the classroom notes, and the other for the textbook notes.

How to Summarize Effectively

Various suggestions have been made for preparing effective summaries. Some of them are as follows:

- Search for the most important message contained in whatever it is you wish to summarize, and focus on general concepts rather than on details.
- Express as much as possible of that message in your own words.
- In composing your own brief statement, you may wish to use the author's or speaker's key terms.
- Try to determine what the author's or speaker's point of view is; this can cue you in on what he/she is seeking to communicate.
- The author or speaker may have included a summary in his/her piece of writing or oral presentation. How does yours compare with it?

You may want to use the following guidelines to decide on the length of your summary:

- To summarize a paragraph or a poem, one should need no more than a sentence or two.
- To summarize a short story or an essay, a brief paragraph should be efficient.
- To summarize a textbook chapter, several paragraphs might be needed.
- Do not include your opinion or your agreement or disagreement with the author or the speaker.
- A well-written paragraph should contain no more than one main idea.

HOW TO APPROACH MIDSEMESTER AND FINAL EXAMINATIONS

In order to plan ahead, you should note the following about midsemester and final examinations at Five Towns College:

- The midsemester examination generally includes the material and skills covered in class during the first six weeks of the semester, and the final examination includes the material and skills covered since the midsemester examination (although some instructors do give cumulative final exams).
- The midsemester examination is usually given during the seventh week of the course; the final examination is always given during the fifteenth week.
- Your instructor will often tell you which types of questions to expect on these tests. In almost all of the courses, objective, short-answer, and essay questions are included in exams. In other courses, exams may focus on performances or demonstrations, such as playing an instrument, giving a speech, or acting out a scene.
- The grades you receive on these tests are a percentage of your final grade. Between them, they can be worth up to 50% of your semester grade. The *Course Overview* specific to each class will list the specific weighted percentages.
- Midsemester exams should be returned to students with both the examination grade and the midsemester grade. This makes it possible for you to determine how you can improve your test-taking skills, know where you stand in the course, and seek academic support should you need it.
- Final examinations are retained by the department and the College.

Long-Range Strategy to Prepare for Midsemester and Final Examinations

The optimal preparation for examinations calls for a solid study program beginning with the very first day of class. Such preparation is a continuous process in which you build a mastery of the subject matter and skills from session to session. You master material and skills by completing your assignments when they are due, by getting the most out of each class session, and by reviewing what you have learned.

Psychologists concur that we tend to forget and unlearn rapidly *right after* a learning experience. The way to keep newly learned material from slipping away is to review it right after you have learned it.

Review is different from repetition; to review a topic is to "view" it again, to get a different perspective on it. You can do this in many ways, one of which is to ask yourself questions about the topic that have not been posed before.

Short-Range Strategy to Prepare for Midsemester and Final Examinations

There is continued debate over whether or not "cramming" for exams is ever a good idea. Granted, cramming can never be regarded as a substitute for hard work over a long period of time, but some authorities believe that in special cases it does pay to cram, but to cram sensibly. If cramming is the only possible answer to a special situation in which the student may find himself/herself, the student should not try to learn everything but rather select some topics or areas to concentrate on. Using your own class notes or those of a classmate and reading selected chapter summaries, you might compile a summary sheet consisting of main ideas from both the notes and text summaries. It is important to write and recite in addition to reading to make the best of such last-minute studying.

Some recommendations for preparing for examinations during the week they are given include the following:

- Discuss the subject with fellow students. Ask one another questions and supply answers.
- Give special attention to phases of the subject in which you know you are weak.
- Prepare your own objective/short-answer and essay questions with answers.
- Read, review, recite all classroom and textbook notes.

Test-taking Tips

Objective/short answer questions:

- Practice answering objective/short answer questions.
- Make outlines of topics or compile summary sheets based upon your class notes, text notes, and notations made in the margins of your text.
- Answer those questions which you are sure of first.
- Trust your first instinct; stay with your first answer unless you are sure you have made a mistake.
- Check questions you did not answer the first time around. After completing those you know, make sure to return to those you did not answer.
- Some words—*usually, always, most, none, some*—give insight into when and under what conditions a statement is valid.
- Read the objective question carefully. Be sure you understand the question before you attempt to answer it.

Essay questions:

- After quickly reading through all the essay questions first, select the one you think you understand best. Beginning with the easiest question will give you confidence to answer remaining questions.

You cannot be too careful about deciding what a particular question means. What the question means will determine how you will answer it. The clue as to how you are to answer a particular question is given in a key word. One writer has listed a number of key words and the types of responses to be made to them as follows:

Key Word	Type of Response
Analyze	Break idea into its parts
Compare	Show how two things or ideas are similar
Contrast	Show how two things or ideas are different
Define	Provide the meaning or synonym
Describe	Create a word picture
Discuss	Give the main ideas plus examples
Draw	Diagram or sketch
Evaluate	Criticize, judge degree of success of ideas
Explain	Tell or teach how an idea or things works
Identify	Name
Interpret	Provide insight into meaning of idea
List	Make short answers of steps, reasons
Summarize	Condense ideas

- Your answer should be a direct response to the question.
- Before you write the complete answer, prepare a *very brief* outline of the main ideas and details that you want to include in the answer.
- Give each question *only* the time it deserves. Its credit value should tell you what that amount of time ought to be. An overly complete answer will not get you more credits than the total assigned to it. Time spent over-doing an answer could be more wisely used to strengthen an adequate answer and earn you *some* additional credits.
- If you do not know the answer to a question, try to reason it out. It may be less difficult than you think it is at first glance, and you may have enough information with which to construct a response.
- Before handing in your paper, make certain that you've answered *all* the questions.
- Practice writing answers to broad questions.
- Use time management to determine how much time you should spend on the parts of the test. Those questions with higher point values may require more time than those questions with less value.

MEETING THE CHALLENGE OF RESEARCH PAPERS, PROJECTS AND ARTIFACTS

As stated above in the section, "Everything You Need to Know About Your Courses," a research paper or other project, often counted as the artifact, is required in many courses offered at the College. As an important phase of course work, it can count for as much as 25% of the semester's final grade. The *Course Overview* for the particular course you are taking will tell you exactly how much it is worth.

In order to provide students with ample time to prepare such papers, and to give instructors time to evaluate these papers, a College-wide schedule has been set up according to which selections for research papers must be made no later than the end of the third week of the semester, completed papers submitted no later than the eleventh week, and returned, with a grade and an evaluation, no later than the thirteenth week. This should also give students an opportunity to discuss, if they wish to, both the grade and the evaluation with their instructors.

A research paper, project, or other artifact assignment can be a daunting task, even for those students who usually address daily assignments calmly and competently. However, if you break the task down into its component parts, into small units and even smaller sub-units, you need now face only one small step at a time. Thus, what appears to be challenge initially can be changed into a series of small challenges, each of which can be met comfortably.

Instead of having to deal with the entire paper or project at once, you can break the project down into the following (or other similar) series of small steps or tasks:

- Decide what it is you are really interested in and wish to research.
- Raise questions about this topic to which you would like to find the answers.
- Convert these questions into main ideas.
- Make an outline of these ideas.
- Locate information about these ideas in the Library.
- Take notes systematically about the information you find.
- Write a rough draft.
- Review and revise the rough draft.
- Prepare the finished draft.
- Use the services of the Academic Support Center and the Library for additional assistance.

When assigned a research paper or project, you could use the following strategy:

Lay out a schedule of work, prepare an overall time schedule to accompany this schedule, and then tackle *each* task on the schedule as if it were the *first and only one* to be concerned about. This focus and attitude should help you achieve your goal—a creditable research paper ready to be turned in on time—with a minimum sense of discomfort and a maximum sense of satisfaction.

Who Can Assist You in Your Project?

Your instructor will not only discuss the specifics of the research paper or project assignment when he/she distributes the guidelines sheet explaining the assignment at the beginning of the semester but will also make suggestions regarding sources, approaches, etc., once your topic has been approved. In some cases, you will be asked to submit an outline and/or rough draft of your project prior to submitting the final version. The College's librarians can help you use the Library's reference tools and locate materials, and can assist you with the research process. The Academic Support Center can provide additional assistance, as needed.

Books That Can Help You with Your Research Paper

The textbooks used in English Composition I and II contain materials on the research process and how to use Library resources. Other English textbooks on our Library shelves contain similar material.

Most study skills books include chapters on the preparation of research papers and projects; some volumes address *only* the research paper. There are also manuals with instructions on how to use the Library and its various databases and resources.

Research Papers: A Requirement or A Learning Experience?

Research papers and major course projects provide students with opportunities to:

- Explore areas of interest.
- Develop research and library skills.
- Promote reading comprehension and critical writing skills.
- Show initiative and motivation for learning and inquiry.
- Experiment with a self-management techniques.
- Acquire a sense of achievement.

CHAPTER IV

PLANNING YOUR PROGRAM

IMPORTANT FACTS FOR YOU TO KNOW

Class Schedules

The *Day Class Schedule*, issued in the middle of September and February, lists the courses being offered in the Spring and Fall semesters. The *Summer Class Schedule* is issued in the middle of March. Copies of these schedules may be obtained in the Registrar's Office. These schedules are also posted on the official bulletin boards and on the Five Towns College website.

The courses listed in the *Class Schedules* are selected in accordance with the recommended sequence of courses listed in the *College Catalog*. You should try your best to take the required courses in those semesters specifically recommended as the best time to take them. This will be determined during meetings with your designated Academic Advisor.

The *Class Schedules* contain the following information about each course:

- The course title and number.
- A letter to indicate the particular section if there is more than one section.
- The number of credits the course bears
- The day, time, and room number.
- The name of the instructor.

Preparing a Program

You will receive assistance in the preparation of your program for your first semester at the College from the Admissions Office or designated Academic Advisor.

As a continuing student, you must prepare your program for the second and subsequent semesters in consultation with your Academic Advisor.

For certain courses, such as those required in English, you may not take an advanced required course if you received an "Incomplete" in the course preceding it. You may not take the next required course unless you take the necessary steps to remove the "Incomplete" before registration time.

With the approval of the Academic Advisor, a student may repeat any course in which a repeated or better grade has been received. The student will receive credit for only one of the two repeated courses taken toward completion of his/her degree program. The higher grade remains on the record, and is used in computing the cumulative GPA. However, if the student is receiving financial aid and is repeating a grade of "D" for a higher grade, the repeated class is not considered part of the full-time course load, since this could affect financial aid. Only a grade of "F" can be repeated with financial aid, as a "D" grade is considered a passing grade.

If you are a transfer student, the earlier you obtain a transcript of credits earned at another College, the sooner and most effectively your Academic Advisor can suggest what courses you still need to take at Five Towns College. The Admissions office and the Registrar will assist in determining those courses taken at another college that will be transferable to Five Towns College.

Using the Program Worksheet

Prior to registration, you will prepare a *Program Worksheet* (obtainable in the Registrar's Office and all Departmental Offices) with your Academic Advisor. By entering your tentative daily class schedule on this sheet, you can view at a glance any conflict(s) in the classes you have chosen. A completed *Program Worksheet* will also tell you if you have allowed enough time for lunch, activities, study time, work, etc.

Certain courses, specifically at advanced levels, have prerequisites. You should check the prerequisites of your course selections in the *College Catalog*. You may not apply for a course if you do not meet the prerequisite requirement. If you are having conflict, consult with you Academic Advisor and/or the Division Chair.

IT'S REGISTRATION TIME!

The Importance of Prompt and Accurate Registration

Registering promptly will ensure admission to classes before they are closed because of size, which does occur on occasion. Current full-time students, after a certain date, are subject to a late registration fee. These dates are published in the *College Catalog* and on the Five Towns College website.

Preparing for Registration

Review the *College Catalog* for the sequence of courses recommended for your degree as well as the descriptions of the courses you are thinking of taking. Verify this information with your Academic Advisor and/or Department Chair.

Discuss the content of the next level course(s) in your field of interest with your instructors. Consult with your Academic Advisor regarding your next semester's program. You will need his/her written approval of your program at the time of registration.

Registration Procedures

1. Check the courses you wish to take on a *Day Class Schedule* sheet up to the maximum number of credits for which you wish to register. A full-time program generally consists of 14-16 credits. For official purposes, such as financial aid, full-time attendance is defined as 12 or more credits.
2. Check the *Class Schedule* on the bulletin board outside the Registrar's Office or on the Five Towns College website. Enter your courses on a *Program Worksheet* to be certain that there are no conflicts in your schedule.
3. Complete the *Registration Form*. Have your Academic Advisor check the form for accuracy indicate his/her approval by signing and dating the *Registration Form*.
4. Go to the Bursar to be sure your account is up to date, and then Registrar's Office to submit your *Registration Form*. After the *Registration Form* has been cleared, you will receive your student copy.

5. Go back to the Bursar's Office where you will receive a copy of your schedule and bill for the next semester after signing a promissory note.
6. Go to the Financial Aid Office to complete outstanding application forms and submit requested supporting documentation.

Changing or Withdrawing from Classes

Students may apply for program changes for valid reasons at the beginning of a semester, prior to the designated Drop/Add period.

To change a degree program of study, students are required to secure the approval of their Academic Advisor, complete a *Change Request Form*, pay the designated fee in the Bursar's office, and file the completed form in the Registrar's office.

Students who withdraw from a course or courses are required to notify their Academic Advisor, secure his/her approval, and complete an official *Withdrawal Form* for the class.

Students may withdraw from courses without penalty prior to Final Examinations. During this time, he or she will receive a "W," which is not computed in the grade point average.

A student who is not attending class and who has not filed an official *Withdrawal Form* will be assigned a grade of "WU" (Unofficial Withdrawal), which is equivalent to an "F" grade.

Withdrawing from classes or from the College may impact financial aid eligibility and satisfactory academic progress. Students must maintain a minimum enrollment of half-time (6 credits) to be eligible for financial aid each semester. The effects of withdrawing on financial aid include funds being revoked, loss of future funding, account balances due to the College, length of time to complete degree and increased debt. Students are encouraged to consult with the Financial Aid Office prior to dropping or adding classes.

Financial Aid Questions to Consider Prior to Dropping Classes or Withdrawing from College

1. When my financial aid package was complete was it based on full-time enrollment, and after I drop the class(es), will I still be considered full-time?
2. Did I drop after the last day permitted to receive a refund of my tuition?
3. Will any of my financial aid funds have to be returned?
4. Will I owe the College money?
5. How will dropping a class or withdrawing affect my Satisfactory Academic Progress (SAP)?
6. Have I taken this class previously and if so, was it completed even with an "F" grade?
7. How much have I borrowed in federal and private loans? Will I have enough aid to cover future semesters?

The more knowledgeable you are about your degree requirements, College rules and regulations, and Financial Aid guidelines, the better your chances will be to stay on track for graduation with minimal debt.

CHAPTER V

STUDENT LIFE

An essential part of your education can in fact take place outside of the classroom. You will need to involve yourself in activities that will:

- Enable you to share your interests with others.
- Engender new leisurely pursuits.
- Provide opportunities to capitalize on your talents.
- Encourage you to socialize with fellow students.
- Afford you an opportunity to develop and exercise leadership skills.
- Make it possible for you to work with other students and faculty members on College-wide issues and projects.

THE STUDENT GOVERNMENT ASSOCIATION (SGA)

The Student Government Association (SGA) serves as the representative governing body for all students enrolled at Five Towns College.

The SGA consists of 11 members, 4 officers, and up to 6 delegates, elected by the student body in a general election at the end of the Fall semester. The newly elected members may appoint 1 new entering student to membership.

The 2 elected officers include a President and a Vice President. The Secretary and Treasurer are appointed. Students are eligible for election to the SGA after achieving sophomore standing (successful completion of 27 credits with a 2.7 GPA). The officers shall be responsible for setting the agenda for each meeting. The Secretary shall prepare the minutes of each meeting and distribute them to appropriate College offices and individuals.

The SGA is charged with the responsibility of recommending policies and procedures to the College Council that affect student activities and student life on campus. It has the power to recommend authorization of student clubs and appoint students to College committees, where appropriate, and serves as the main communication link between the students and the College community.

The SGA holds at least two posted meetings per semester. The meetings are conducted according to *Robert's Rules of Order* (revised). A quorum consists of fifty percent of the membership, plus one.

The SGA works closely with all other governance groups of the College to ensure the realization of the mission and goals of the institution.

College Committees

Students are invited to participate in the work of selected College Standing Committees. A minimum of 2 students, appointed by the College administration, serve on the Advisory Committee on Campus Safety. Students are selected to sit on additional Standing and Ad-hoc Committees, as needed.

Library Information Services

This Committee works to find ways of improving and expanding the Library's holdings; to improve services to students and faculty; to promote better and more frequent use of the Library's resources and facilities; and to suggest arrangements for linking the aims of the Library program to the goals of the College in general and to course objectives in particular.

Campus Security

The Campus Safety Committee monitors safety conditions and ensures the College's compliance with applicable Federal and State campus security regulations. In accordance with the crime awareness and Campus Security Act of 1990, the College collects information, which is available to all students and employees. The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

Student Clubs

At the beginning of each academic year, students who wish to organize a club can file an application in the Student Activities Office. The Student Government Association reviews all applications to determine approval or not. Membership in clubs such as the Music Business Club, Music Education Club, Audio Club, Jazz Club, Guitar Club, Performing Arts Club, Poetry Club, Gospel Choir Club, Mass Communication Club, etc., is open to all students.

College Newspaper

The Record, the College newspaper, is issued periodically and features student-written articles about campus events and activities. Mass Communication and Journalism majors may be required or encouraged to contribute to *The Record*.

College Yearbook

Keynotes is the annual College yearbook, published annually. It is compiled by students interested in writing, art, and photography under the guidance of a professional faculty or staff member.

COLLEGE FACILITIES AVAILABLE TO STUDENTS

The Student Center

Located in Symphony Hall, The Student Center is the focal point for campus-community interaction, where students can congregate for recreation, study, or work on special projects.

The College Theatre/Dix Hills Performing Arts Center (DHPAC)

The acoustically perfect Theatre has a 600-seat capacity with state-of-the-art audio and video capabilities. The Theatre provides a wide variety of musical and theatrical entertainment open to students, faculty, staff, and the surrounding community. Students are expected to exhibit proper recital/concert protocol at all College events.

The Upbeat Café

The Upbeat Café serves as the dining hall for students as well as a rehearsal and recreational center for Instrument Showcases and other designated College activities.

The Downbeat Café

Located in Symphony Hall, the Downbeat Café is used for evening snacks, Internet Café, recreation and student socials.

The John Lennon Center for Music and Technology

The John Lennon Center for Music and Technology houses the offices of Career Services and Audio Recording Technology. This area is commonly referred to as "The Bubble."

The Courtyard

The Courtyard is an extension of the Upbeat Cafe and is also used for concerts, events sponsored by Student Activities, student recreation and study.

The Box Office/Ticket Office

Ticket sales to College sponsored theatrical and musical performances are available at the Box Office/Ticket Office.

The Gymnasium and Athletic Field

The gymnasium is used for Theatre Arts and Music Division classes and ensemble practice, student activities, recreational sports, job fairs and for hosting the Long Island High School Media Arts Show. The Athletic Field is also used for recreational sports.

WFTU

WFTU is the College's student-generated, student-operated radio station: "The Voice of Five Towns College" broadcasts at 1570 AM and WFTU.net.

The Media Center

Located in the Library, the Media Center provides listening and viewing materials and equipment for student enjoyment, assignments, study and research.

Living/Learning Center

The Five Towns College Living/Learning Center provides a residence life experience for those students who live on campus. The private, residential section of the Living/Learning Center is open only to students residing on-campus. This portion includes the gated courtyard separating the residence halls, the common areas of each building, and the private rooms assigned to students and staff. The public sections of the Living/Learning Center are open to the entire College community.

Non-resident students may be present in a residential portion of the Living/Learning Center when they are the invited guests of a resident student, when attending a college-wide function at the Center, or when they have permission from the Residence Life Office. Non-resident students are bound by the terms and conditions of the Five Towns College Residence Life Handbook when they are present in the residential section.

Non-resident students who wish to stay on campus overnight should familiarize themselves with the Living/Learning Center Guest Policy, a copy of which is available from the Residence Life Office. Guests who wish to park a vehicle on campus overnight must also obtain a Temporary Overnight Parking Permit from the Department of Public Safety. Non-resident vehicles parked on campus overnight are subject to towing.

Non-resident students who are interested in residing on-campus in the future should contact the Residence Life Office for additional information and applications.

STUDENT CODE OF CONDUCT

Five Towns College expects all of its students to accept responsibility for their own behavior and to conduct themselves in a manner that is reflective of the values and standards of the College. All students are required to abide by the rules and regulations set forth in the *Five Towns College Catalog Student Handbook*, and *Residence Life Handbook*.

Students at Five Towns College, as individuals and in groups, are obligated to make judgments in the best interest of the College community. Therefore, the *Student Code of Conduct* identifies, but is not limited to, the behaviors that the College deems appropriate and acceptable. Infractions of the *Student Code of Conduct* may be subject to a disciplinary hearing and/or the imposition of sanctions.

General Behavior

1. There shall be no disorderly, indecent, violent, defiant or unruly behavior or conduct in violation of any College or governmental law or regulation that leads to a hostile, offensive, intimidating, abusive, learning/living environment. This includes behavior that is discriminatory or harassing based on gender, race, color, creed, ethnicity, religion, age, marital status, veteran status, national origin, sexual orientation, or disability.
2. Students shall not possess or use any weapon (or device that has projectiles), alcoholic beverage, or controlled substance, including marijuana, narcotic, chemical, or inhalant, unless prescribed by a student's treating physician and used solely by that student as directed.
3. Students are expected to use socially acceptable language and to conduct themselves in a socially acceptable manner at all times.
4. Students shall not interfere with the affairs of the institution, or the educational process, through behavior that disrupts academic endeavors, interferes with the administration of the College,

endangers life or property of the College community, or infringes on the rights of other members of the College community.

5. Failure to comply with directions of College officials acting in the performance of their duties will not be tolerated. **ID Cards** must be carried at all times and available upon request of College officials.
6. The College reserves the right to take appropriate action with respect to any student who, in its sole judgment, may endanger the health and/or safety of any other student, staff or faculty member.

Academic Dishonesty

7. Academic dishonesty includes, but is not limited to, cheating on an examination, plagiarizing, submitting work from another course (unless receiving prior approval to do so), using complete or partial papers from Internet sources, and taking a test for or completing an assignment for another student. Academic dishonesty may result in disciplinary action.

Use of Electronic Devices

8. Unauthorized use of electronic or other, devices to make an audio/video recording of any person (instructor, student, or staff member) without consent is prohibited.
9. Cell phones or electronic devices may not be used in College classrooms with the exception : of laptop computers when approved by the instructors.
10. Misuse of the College's IT systems (computers, networks, telephones) will not be tolerated. Prank, threatening or harassing calls, misuse of social networking sites, or email messages (cyber-bullying) are prohibited.

Theft, Vandalism

11. Theft or vandalism of College property and/or property of a member of the College community will not be tolerated.
12. Failure to return College property (e.g., Library materials, audio/video equipment, theater props) will result in disciplinary action.

Financial Obligations

13. All students are required to fulfill their financial obligations to the College. College transcripts and diplomas may be held for failing to comply with resolving any accounts due.

Gambling and Smoking

14. Gambling is not permitted in any building or on campus grounds.
15. Smoking is not permitted in any College building or Residence Hall.

Parking

16. Students are prohibited from parking on any public road in the vicinity of the campus while at the College. Students may park in the College's designated parking area other than restricted areas.

Visitors/Guests to the College

17. Students are required to obtain proper authorization in order to invite day visitors and guests on campus. The Admissions Office will issue passes.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. and 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Students may sign a waiver of their FERPA rights allowing college personnel the opportunity to discuss the students' academic progress with designated family members or guardians.

Plagiarism and Cheating

Students shall comply with acceptable standards of academic conduct. Cheating and plagiarism will not be tolerated.

The College regards both plagiarism and cheating on examinations as unacceptable and provides for penalizing the student who engages in either practice.

A student is guilty of plagiarism when he/she submits a paper or project done by someone else as his/her own work. Another form of plagiarism is copying material from a source without rewording such material and without giving due credit to that source.

Cheating involves the unauthorized giving and/or receiving of information during an examination.

In either case - plagiarism or cheating - the penalty is a failing mark in the particular activity or examination. Should there be a repetition of either, the student is subject to failure in the course, and dismissal from the College.

College Sexual Harassment Policy

Acts of harassment or sexual assault will not be tolerated.

It is the policy of Five Towns College to require a work and academic environment in which there is mutual respect for all members of the college community — students, faculty and staff. Sexual harassment, in any form, is unacceptable behavior.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, oral or written communications or physical conduct of a sexual nature. Behavior described in this definition, by any member of the college community, is in direct violation of college policy and should be reported immediately to the Office of the Dean of Students and/or Public Safety. Sexual harassment is illegal under federal and state law and will not be tolerated. Students found to have engaged in such conduct shall be dismissed from the College.

Disciplinary Procedures

Students in violation of the Student Code of Conduct on pages 26-27 of this Handbook are subject to the following penalties: Warning Probation Suspension Expulsion

A student refusing to obey an instruction given as to conduct and/or behavior may be required to leave the premises forthwith. Failure to do so shall be grounds for immediate disciplinary action.

If, in the judgment of the administration of the College, continued attendance by the individual charged with misconduct will endanger the safety and well being of the individual and/or members of the College community, the following procedures shall be set aside:

1. A disciplinary hearing is held before a committee consisting of faculty and/or administrative personnel chosen by the College.
2. At the hearing the student may present a written statement or state his/her case orally. The parent or guardian of a minor student may also be present.
3. The Dean's Office notifies the student of the Disciplinary Committee's decision.

Grievance Procedure

A student who believes he or she has been personally aggrieved by a staff or faculty member in a matter dealing with his/her coursework or the carrying out of a College regulation should first seek to resolve the problem through discussion with the individual involved. Failing a resolution of the matter, the student may then file a formal complaint with the Dean of Students and/or Associate Dean of Students. The formal complaint will then be investigated by the Dean of Students and/or Associate Dean of Students and the results of such investigation will be forwarded to the complainant. Students are assured that no adverse action will be taken as a result of filing a complaint. If the student remains dissatisfied with the decision reached at this level, he/she may then appeal to the Provost of the College for redress.

Fundraising Policy

The current policy at Five Towns College regarding fundraising is the following: There shall be no student fundraising at any performance in the Dix Hills Performing Arts Center (DHPAC). Students who wish to fundraise for academic projects and clubs are permitted to do so within the College community during regular school hours. A formal request on a College form must be signed by the Academic Chair of the Program that the student is enrolled in or by the Club Advisor, and approved by and filed with the Office of the Dean of Students before any fundraising may take place.

Upbeat/Downbeat Café Decorum

Students are expected to act in a socially acceptable manner in the Upbeat and Downbeat Cafés.

Ordinary decency and sanitary regulations require that adult individuals do not put feet on chairs or sit on tables. Respect for others requires students to refrain from shouting, littering, or disturbing other students in any way. The College expects students to clear their tables after eating and avoid littering the floor with food wrappings and napkins. Students who behave inappropriately will have their ID card taken and will not be allowed to use the Upbeat and Downbeat Cafés.

CHAPTER VI

SERVICES FOR STUDENTS AT FIVE TOWNS COLLEGE

ORIENTATION SESSIONS

Orientation sessions are usually held in late August and January. Incoming students are notified about these meetings well in advance of the dates of these sessions and are expected to attend all of them. Apart from making vital information available to new students, these workshops enable students to meet informally with faculty, staff, and administration members, who explain the functions of each Division/Department.

FINANCIAL AID

Financial aid packages may consist of any combination of grants, scholarships, student loans, and federal work study. Each package is specific to individual personal income and circumstances. Students interested in any type of financial aid must complete the Free Application for Federal Student Aid (FAFSA) on the web (www.fafsa.gov) each academic year. A federal pin number is required for the FAFSA for every student and for the parent of dependent students. To obtain a PIN, apply at www.PIN.ed.gov. Five Towns College Federal Code: 012561

New York residents should also complete a NYHESC TAP grant application online www.hesc.ny.gov. Five Towns College NYHESC Codes: Undergrad: 2075 and Graduate: 5810.

The recommended filing deadline for FAFSA each academic year is April 30. This will ensure priority processing and provide the best opportunity to access limited federal, state and institutional funds.

For new students, merit, transfer and other limited institutional scholarships are determined by Admissions and Division Chairs upon entry to Five Towns College. Need-based federal, state and institutional aid will be determined by Financial Aid and notification of all awards will be included in your Award Notification Letter. For returning students, renewable scholarships will automatically be applied. Application for new scholarship is due no later than April 30 to be considered for the upcoming award year.

Five Towns College requires each financial aid applicant to supply the Financial Aid Office with detailed information necessary to package and process aid, including:

- 1) Financial Aid Data Verification Statement - will be sent upon receipt of your FAFSA or may be downloaded from the FTC website or picked up in the Financial Aid Office.
- 2) All income information and supporting documentation, supplied upon request, when selected for federal Verification or for the purposes of clarifying information.
- 3) Signed institutional scholarship letters, as applicable.
- 4) Award Letter Notification must be signed and returned to the Financial Aid Office.
 - a. Students interested in borrowing Federal Direct Stafford loans must return the Award Letter Notification specifying the loan amounts desired for each semester, even if that amount is \$0.

- b. An electronic master promissory note (MPN) and Entrance Counseling must be completed online by Five Towns College first-time borrowers www.studentloans.gov. Your federal PIN is necessary to access these items.
 - c. Loan proceeds (less 1.051% origination fee charged by the government) will be electronically transferred to Five Towns College and applied by the Bursar to your account. You have fourteen days from the date of notification of disbursement to cancel any loan applied to your account.
- 5) Applications for **Federal Work Study** are completed annually. An application will be included with your Award Letter Notification or may be downloaded from the FTC website. Applications are due to the Financial Aid Office by August 1 to be considered. Federal Work Study funds and jobs are limited and require a meeting with Career Services.
- 6) **Book Voucher** forms are included with your Award Letter Notification. A student may complete the form if (s)he wishes to receive a voucher to purchase books prior to or at the beginning of the semester. To be eligible for a voucher, proceeds from financial aid must exceed all charges applied to the account.
- 7) **Parent PLUS Loans** may be borrowed by a parent or step-parent up to the total cost of attendance less any other aid applied. PLUS applications will be included with the Award Letter Notification. Please return the completed and signed application with the Award Letter Notification to initiate a credit check and loan processing.

Once the Award Letter Notification is received and aid applied, the Bursar will have a record of your expected financial aid. It will not be paid to your account until the funds are received by the school.

The Financial Aid Office provides computer kiosks and personal assistance to guide you with the completion of the FAFSA and other financial aid forms/processes. Please contact the Financial Aid Office with any questions or concerns you may have at (631) 656-2164 or financialaid@ftc.edu. We are here to support and assist you throughout your education at Five Towns College.

BURSAR

The Bursar keeps track of your tuition account, insures its accuracy, and is responsible for timely billing. The Bursar also accepts payments on your account. You will need to talk to the Bursar when you:

- | | | |
|------------------------|-----------------------------------|---------------------------|
| • register for classes | • receive a tuition refund | • request transcripts |
| • add or drop a course | • purchase a meal plan | • file graduation fees |
| • make a payment | • make telephone/laundry payments | • pay for parking tickets |

Tuition Bills

The Bursar will mail a “Statement of Account” to you monthly. You will continue to receive a Statement until your tuition account is paid in full. You will receive a credit each time a payment is made by you or by a financial aid program. These credits will be reflected on your “Statement.” Unpaid balances are subject to finance charges.

Payment Plan

Some students prefer to pay their cash balances in monthly installments. In order to accommodate you, the College will accept the Tuition Pay Plan that permits you to pay your cash balances in ten equal monthly installments. The Bursar can provide you with additional information.

Credit Cards

The College accepts Visa, MasterCard and Discover for tuition balances.

Payroll

Students employed by the College are required to complete forms W-4 and I-9 before starting to work. They file the necessary paperwork with the Payroll Manager in the Business Office, Room 316.

ACADEMIC ADVISEMENT

Each entering student is assigned an Academic Advisor. Your advisor's name is on your student information folder, which is distributed on Orientation Day.

COUNSELING

The College Counselor sees individual students in his/her office, Room 307A. Services provided are strictly confidential and are a venue to address any issues that interfere with academic success at the College. Students are encouraged to either schedule appointments or come in as needed.

ACADEMIC SUPPORT CENTER

The primary goal of the Academic Support Center (ASC) at Five Towns College is to provide the tools necessary for all students to achieve academic success. The ASC staff consists of the coordinator, faculty, and peer tutors for various subject areas. Students improve or maintain strong grade point averages by learning to set goals, manage their time, complete assignments, and perform well on tests and quizzes. Most importantly, students are encouraged to ask for help when needed, and as a result establish a rapport with peers and faculty. The ASC is located in Room 104B and is open to registered Five Towns College students. Hours of operation are Monday through Friday, 8:00am to 5:00pm. We welcome all students to make use of our services and look forward to providing them with any assistance they may need.

STUDENT ACCIDENT AND SICKNESS INSURANCE

All full-time students are required to present proof of accident and sickness insurance. Full-time students will be automatically enrolled and charged for a college sponsored insurance plan if you do not present proof (known as a waiver) of having outside insurance. Waivers for this purpose must be submitted to the Business Office before the first day of classes. Brochures describing the plan are available in the Student Center and Business Office, Room 316.

CAREER SERVICES

The Office of Career Services assists student with professional development skills and job opportunities. This office features individual counseling in resume and cover letter development, interviewing techniques, and internship and job placement. Offering "cutting edge" materials for research and a broad array of contacts in the entertainment field, Career Services encourages students to start exploring professional goals early as part of their college curriculum.

BLACKBOARD

Blackboard is an online course platform aimed at providing class content to students. This includes: announcements, notes, slideshows, forums, online tests, and a grade book. Students are required to check Blackboard on a regular basis for the classes they are enrolled in. To log in to Blackboard, go to: <http://ftc.blackboard.com/>. Your username is the same as your email (e.g., smithj123) and your password will be set to the last five digits of your social security number. For assistance, please send an email to: blackboard@ftc.edu.

PASS-PORT

PASS-PORT is a web based digital portfolio system for collecting, storing and evaluating student work with the goal of assessing student learning of diverse proficiencies. Student work, called “artifacts,” is collected to provide evidence of learning. Students will work with professors to produce artifacts that meet the college’s standards regarding proficiencies relating to both general education and specific degree programs. PASS-PORT may be accessed at <https://ftc.pass-port.org>.

EMAIL

Five Towns College provides every student with an email address. You must check your Five Towns email on a regular basis. Important messages, news updates, and correspondence with faculty and staff will be sent to you via the Five Towns email. You may access your email at www.ftc.edu website. Your username and password are the same as for Blackboard.

STUDENT LEARNING ASSESSMENT STANDARDS

The College’s Student Learning Assessment System (SLAS) is designed conceptually as a hierarchical structure. At the apex of the system is each degree program. Next, each program is categorized by a number of competency areas, termed “**Proficiencies**.” Each Proficiency designates an important aspect of learning for a particular degree. Each of the Proficiencies required in a Degree Program or for General Education is deemed critical for any graduating student to acquire.

Next in the hierarchical structure is **Graduation Standard** established for each Proficiency. The Graduation Standard indicates the types of specific behaviors or performance expected of a student in a required course in order to demonstrate that the student has been able to minimally meet the level of aptitude required for the Proficiency. Graduation Standards are behavioral, objective and measurable so that they do not leave much latitude for variability in an instructor’s judgment of whether a standard has or has not been met.

In each required course for a Proficiency, a student must provide a specified document, final examination, presentation, research paper, project or other type of material. This material is evaluated by the appropriate division faculty and becomes evidence to determine if the student has met the Graduation Standard. The required material to document the attainment of a Graduation Standard is referred to as the **Artifact**. Artifacts are stored electronically in the College’s assessment software for later reporting to the student and analysis by advisors and the College.

Instrumental components of the SLAS are designated timeframes in a student’s matriculation when an assessment is made of that student’s progress towards the expected degree. These timeframes are termed **Portals** and generally occur at four periods: (1) Upon a student’s acceptance and enrollment at the

College to ensure that the student has the requisite capabilities to complete the program successfully, (b) Upon completion of one year of full-time enrollment at the College or approximately 27 credit hours, (c) Upon completion of three years of full-time enrollment at the College or approximately 87 credit hours, and (d) Upon filing an *Application for Graduation*.

To capture data on student learning, the College utilizes the software program **PASS-PORT**. PASS-PORT has been specifically designed for student learning assessment and has proved quite successful for individual and program-level analysis and reporting. Each newly enrolled student at the College pays a student learning assessment fee that entitles the student to have access to the software, whether or not enrolled at the College, for a specified number of years. The student may renew his or her license with PASS-PORT when notified by the software company, Innovative Learning Assessment Technologies (ILAT, www.ilat.org) that the existing license for use is expiring. Separate training and learning materials on PASS-PORT are provided to students during their years at the College.

A complete and detailed explanation is available in the booklet, “Graduation Requirements: Guide to Student Learning Assessment Standards.”

CHAPTER VII

MORE USEFUL INFORMATION

Car Registration and Parking

All vehicles operating on College roadways and in parking lots must be registered with the Public Safety Office, and a valid registration sticker must be properly displayed on the vehicle. Unregistered vehicles may be towed away at the owner's expense. Registration forms and parking stickers may be obtained in the Public Safety Office. Students must adhere to all posted traffic and parking regulations including:

- 10 MPH Speed Limit on all campus roadways and parking lots shall be observed.
- A valid parking permit shall be properly displayed at all times.
- "Disabled Persons" and "Reserved" parking restrictions shall be adhered to.
- Park in marked stalls only.
- No Parking and No Standing restrictions shall be observed.
- Student vehicles shall not be parked in "Visitor's Parking" areas.
- Students shall not park on public roads in the vicinity of the campus, including, without limitation, Burr's Lane, Half Hollow Road, Lone Hill Place, and Pettite Drive. Parking on public roadways while at the College shall be a violation of the *Student Code of Conduct* and subject to the jurisdiction of the local police force.
- Only vehicles with a "Resident Permit" registration sticker may be parked overnight.
- Students shall observe the directions of Public Safety Officers at all times.

Any violation of these College Parking Regulations shall carry a significant fine. Students who are found to repeatedly violate parking restrictions, including *Student Code of Conduct* regulations banning parking at the bus turn near the flagpole, and on public roadways, may be subject to additional disciplinary action.

Fire Drills and Other Emergencies

In order that students and staff may be able to leave the College building in a sudden emergency in the shortest possible time and without confusion or panic, several practice fire drills are held each year. Please note the locations of fire extinguishers in all corridors and the procedure for such drills:

- A gong signals the inception of the drill.
- Instructors lead students from classrooms to points sufficiently far from the building so all are safe and out of the way of fire apparatus.
- The exits to be used by occupants are posted in the various classrooms and hallways.
- A visual signal from Public Safety Officers will signal the end of the drill. Instructors are to lead their classes back to classrooms.
- Evacuation routes are posted in all hallways with directions for disabled students in wheelchairs.

ID Cards

These cards are prepared for distribution to incoming students during orientation. All students are required to wear their College ID cards whenever they are on campus for identification purposes and in order to use College facilities, including the Library. A \$25.00 fee is charged for the replacement of a lost card.

College Store and ftcbookstore.com

The on-campus Five Towns College Bookstore now hosts an online store where almost all of your textbooks may be purchased. It is competitive to other online bookstores and allows students the option of purchasing used books at lower prices. Purchases can be shipped directly to the College or to your home, often arriving the next day.

The on-campus store continues to stock stationery and school supplies, Residence Hall necessities, FTC logo apparel, theatre-size candies, small electronics and computer accessories, ear buds, flash drives, batteries, CDs, audio cassettes, electronic pianos, health and beauty aids, laundry and cleaning supplies, posters, backpacks, etc. You can also send faxes or make photocopies. Postage stamps, envelopes, boxes, and packing material are also available. Please observe the FTC Bookstore policy as posted throughout the Bookstore.

Store hours are posted at the entrance to the store. The booklist is made available pre-registration and during registration. An online version of the booklist is published thirty days before the first day of class and can be viewed at: ftc.edu/administration/admin_bookstore.html

The Five Towns College Store accepts cash, personal checks, Visa and Mastercard. All checks must be made payable to "Five Towns College Store."

Unadvertised sales are run periodically. Stop in and browse. If there is something you need that is not in stock, ask. Special orders are encouraged.

Backpacks and book bags must be left at the front of the store.

The Five Towns College Store is your store. Suggestions for improvement are always welcome. For further information contact the Five Towns College Store at 631-656-2137.

No Smoking

Smoking is not permitted in any building in compliance with the New York State Clean Indoor Air Act.

No-Eating and No-Drinking Regulations

Department of Health Regulations require that all food and liquid consumption be confined to either the Upbeat Café or the Downbeat Café.

Snow Emergency/College Closing

When the College cancels classes because of inclement weather conditions, you will be informed by the following radio/television stations/channels: WCBS (880 AM), WABC (770 AM), WALK (97.5 FM), WBLI (106.1 FM), WBAB (102.3 FM) and News 12 Long Island (Cablevision Channel 12), or call the Five Towns College Snow Phone (516) 424-7000.

The MIR3 system is the Emergency Notification System that contacts students, faculty and staff when weather situations (or other emergencies) preclude the institution's closing. All students should enroll in the Emergency Notification System in the Office of Public Safety (Room 302).

Student and College Property

Students are responsible for the protection of their property on College premises. As the College does not reimburse nor insure against the loss of student property from any cause, it is strongly suggested that students possessing property of value insure such against loss with their own broker. Any loss or damage of equipment borrowed from the College must be paid for by the student.

Lost and Found

The Lost and Found department is located in the Security Office of Public Safety (Room 302).

Faculty Office Hours

These hours, posted on the Faculty Office doors, show when and where faculty members and specifically, Academic Advisors, are available for consultation with students.

Use of College Facilities

All groups wishing to use the College's facilities for an event are to comply with the following procedures:

- Obtain a faculty sponsor for the event. The faculty sponsor is to be present during the event and takes responsibility for the orderly completion of the event.
- File an *Application for Student/Faculty Use of College Facilities* in Room 302 and obtain approval from the Dean of Administration well in advance of the time of its intended use.
- The "purpose" section of the Application must fully describe the event, including the date and time of the event, and the names and ID numbers of the participants.

Special Student Performances

Special student performances may be scheduled periodically throughout the academic year. Interested students should obtain a faculty sponsor and file an application in the Student Center.

Immunization

New York State Law requires that all student show proof of **full** immunity against Measles, Mumps and Rubella. Any student failing to fulfill this important state mandate will be barred from attending class. In addition, current revision of NYS Health Law demands that all students sign a Meningococcal Meningitis Vaccination Response Form indicating whether or not they have been vaccinated to protect-against meningitis. At the present time, this inoculation is **mandatory for all Residence Hall students, but optional for commuters.**

Attendance

Each student is expected to attend classes regularly and be on time to achieve maximum benefit from the educational program. The student is responsible for all missed class work regardless of the reasons for absence. Excessive, unexplained absence will result in a lowered grade especially when it affects participation in class activities. Absence from more than twenty percent of the total class meetings of a course may result in a failing grade.

Class attendance is a vital part of your class grade. You may contact your instructor via Blackboard or email to explain your absence and to check assignments. If long term absences are anticipated due to illness, hospitalization, accidents, etc., contact the College Counselor at 656-3191. Leave the names of your instructors and class section numbers so that the instructors can be notified, if necessary.

Absence/Lateness

- All lateness will be recorded in Blackboard and in roll books.
- Two latenesses will be marked as an absence from class.
- Students arriving more than twenty minutes late will be recorded as absent, but the student may remain in class.
- Students who enter the class and then leave without permission will be marked absent.

CHAPTER VIII

STUDENT RIGHTS/PRIVILEGES AND RESPONSIBILITIES

WHAT ARE YOUR RIGHTS AND PRIVILEGES?

- Participation in College-wide standing committees.
- Election to the Student Council.
- Eligibility for placement on the Dean's Honor List.
- Eligibility for membership in the Honor Society, *Phi Sigma Eta*.
- Earning of academic awards and departmental recognition.
- Obtaining course overviews and research paper guidelines.
- Withdrawal from courses under conditions specified in the *College Catalog*.
- Having a student copy of a Transcript of Record mailed to your home at the end of each semester
- Having an official transcript of your academic record mailed directly to institutions and persons at your written request.
- Applying for refunds under conditions specified in the *College Catalog*
- Applying for a scholarship/financial aid, if eligible

WHAT ARE YOUR RESPONSIBILITIES?

Fulfilling Academic Requirements

Matters which require action on your part include:

- Complying with the sequence of courses for your degree as listed in the catalog.
- Conferring with your academic advisor any time before or after registration.
- Meeting the requirements of each course undertaken.
- Following the procedures required for withdrawing from a course, changing a program, and withdrawing from the College.
- If on probation for two semesters, applying for reinstatement to the College from the Provost.
- If a candidate for graduation, completing the Application for Graduation form.
- Refraining from plagiarism and cheating on examinations.

Complying With College Regulations

These College regulations include:

- Observing the No-Smoking, No-Eating, and No-Drinking regulations.
- Conducting oneself in a manner appropriate for a College campus.
- Observing the drug-free campus policy.
- Participating in fire drill exercises.
- Supplying one's own or rented instruments for instrumental class instruction.
- Using a College ID card when withdrawing materials from the College Library.
- Returning such materials on time and in good condition.
- Obtaining and returning music materials and equipment promptly.

- Completing, in a timely manner, the various financial aid forms required by governmental agencies and the College.
- Obtaining a Parking Permit in the Public Safety Office (Room 302), if you travel to the College by car.
- Displaying the permit in your vehicle.
- Observing all parking regulations.
- Complying with the rules and regulations set forth in the College's Handbooks and the *Student Code of Conduct*.

CHAPTER IX

GUIDE TO A DRUG-FREE CAMPUS

Five Towns College maintains a zero tolerance policy regarding any drug or alcohol violations on campus. Federal Trafficking Laws for drug usage have been revised as of October 1999. For details regarding penalties, consult the US Drug Enforcement Administration's website at www.dea.gov. The Counseling Office offers assistance and support to students who are having problems with drugs and alcohol.

Campus Policy On Alcohol and Substance Abuse

In compliance with the Federal Drug Free Workplace Act, Five Towns College is totally committed to addressing the problems of alcohol and other substance abuse on the College campus.

The College will continue to adhere to its alcohol policy and does not sponsor activities on or off campus where alcohol will be served. Violation of the College alcohol policy will not be tolerated.

Article 220 of the Penal Law carries severe penalties for drug violators who sell or use controlled substances ranging from one year in prison to life. No special privileged status is granted to students, and it is expected that all students will abide by the law or be subject to its penalties.

Counseling and referral programs will be available for those students or persons who need this type of assistance.

New York State Alcoholic Beverage Control Law

The Amendments to sections 65-b and 65-c of the Alcoholic Beverage Control Law provide:

Effective January 1, 1990, 1) Persons under the age of 21 are prohibited from possessing any alcoholic beverage with intent to consume the beverage. Exceptions are provided for consumption in an instructional setting and in cases where the alcoholic beverage is provided by a parent or guardian.

Violators are subject to a fine of up to \$50.00 per offense, but are not subject to arrest. Alcoholic beverages involved in alleged violations of this law may be seized by authorized law enforcement officials.

Effective November 1, 1989, 2) Persons under the age of 21 who present falsified or fraudulently altered proofs of age for the purpose of purchasing or attempting to purchase alcoholic beverages are guilty of a violation, punishable by a fine of up to \$100.00 and a community service requirement of up to thirty (30) hours. Previously, violations of this section were punishable only by the imposition of a one-year probationary period and a fine.

Effective October 19, 1989, 3) A person under the age of 21 who presents an altered New York State driver's license for the purpose of illegally purchasing an alcoholic beverage may be subject to a suspension of that driver's license for up to ninety (90) days, and may also be required to apply to the Department of Motor Vehicles for a restricted use driver's license following the suspension.

CHAPTER X

CAMPUS SECURITY AND SAFETY

Campus security and safety is the responsibility of the Public Safety Office. Students are advised about security matters and procedures at orientation sessions. In accordance with the Crime Awareness and Campus Security Act of 1990, the College collects information regarding campus security and alcohol and drug abuse. Campus crime statistics may be accessed at the U.S. Department of Education web site: <http://www.ope.ed.gov/security/> or obtained from the Director of Public Safety upon request at (631) 656-2196.

"The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education." Student representation on this committee is required by law.

Applicable Laws, Ordinances and Regulations on Sex Offenses

Because the commission of a sexual offense is a criminal matter, Article 130 of the New York State Penal Law makes the commission of a sexual offense punishable by imprisonment. You should also be aware that sexual misconduct, consensual sodomy, sexual assault, aggravated sexual assault and rape are punishable under the law and may have penalties of fines, imprisonment or both.

College Procedures for Dealing with Sex Offenses

Any incidents of sexual misconduct which occur on campus should be reported immediately to the Public Safety Office and a College Counselor.

Any allegation of sexual misconduct levied against a member of the Five Towns College student body or member of its faculty or staff shall be referred to appropriate campus and state law enforcement authorities for possible prosecution.

Students, faculty or staff members charged with or convicted of sex offenses shall be immediately suspended from the College, and, pending the outcome of trial, subject to disciplinary proceedings.

Counseling and Other Support Services for Victims of Sex Offenses

The College Counselor is available for all members of the Five Towns College community, including the victims of sex offenses. In some cases, victims may be referred to an outside health care professional.

Circumstances Relating to Sex Offenses on Campus

Contrary to popular belief, sexual offenses on college campuses are most commonly committed by a known acquaintance of the victim, and not by an "unknown assailant."

Missing Persons Policy

Five Towns College takes student safety very seriously. To this end, the following policy and procedures have been established concerning students who live in on-campus housing who, based on the facts and circumstances known at the time to FTC officials, are presumed and/or determined to be missing.

Most missing person reports in the College environment result from students changing their regular routines without informing roommates, friends and/or family members of the change. For purposes of this policy, a student will be presumed missing, if a roommate, classmate, faculty member, friend, family member or other campus person has not seen or heard from the student in a reasonable amount of time.

In general, a reasonable amount of time is 24 hours or more but may vary with the time of day and information available regarding the missing student's daily schedule, habits, and reliability. Students will also be considered missing immediately, if their absence has occurred under circumstances that are suspicious or cause concerns for their safety.

Anyone who believes that a student who lives in on-campus housing is missing should report his/her concern immediately to Campus Security. Missing student reports can be made to the Security Supervisor or any Security Officer.

At the beginning of each semester, Residence Hall staff will inform students residing in on-campus housing that an official from FTC will notify the appropriate law enforcement agency and the parent/guardian (if the student is under 18 years of age and not emancipated) within 24 hours of the determination that the student is missing.

At the beginning of each academic year, students living in on-campus housing will be asked to provide, on a voluntary basis, confidential emergency contact information in the event they are reported missing while enrolled at FTC. The contact information will be registered, and the information will be accessible only to authorized campus officials, and may not be disclosed, except to law enforcement personnel, in furtherance of a missing person investigation. This emergency information will be gathered and/or updated each semester by the Office of Residence Life.

FTC will follow these general notification procedures for a missing student who resides in on-campus housing:

1. Any and all official missing person report(s) relating to students residing in on-campus housing shall be referred immediately to Campus Security.
2. The official receiving the report will try to collect and document the following information:
 - a. The name and relationship of the person making the report.
 - b. The date, time and location the missing student was last seen.
 - c. Description of the student, clothes last worn, where the student might be, who the student might be with, vehicle description, information about the physical and mental well-being of the student, an up-to-date photograph, class schedule.
 - d. The general routine or habits of the suspected missing student (e.g. visiting friends who live off-campus, working off-campus) including any recent changes in behavior or demeanor.
 - e. The missing student's cell phone number (if known by the reporter).

Every missing student report will be followed up with an investigation to determine the validity of the missing person report. Once FTC receives a missing student report, the following officials/offices may have a need to know and be informed: President's Office; Provost's Office; Dean of Students; and Director of Residence Life.

If Campus Security, after investigating the official report, makes the initial determination that the student subject of a missing person report is missing, the processes listed below will be followed:

1. Campus Security will notify the appropriate law enforcement agency within 24 hours of the determination by Campus Security that the student is missing.
2. If the student is under 18 years of age and not an emancipated individual, the Dean of Students or his/her designee will also notify a custodial parent or within 24 hours of the determination by Campus Security that the student is missing.

Upon notification from any entity that a student who resides in on-campus housing may be missing, Five Towns College may use any or all of the following resources to assist in locating the student:

1. Contact the student via e-mail or phone.
2. The Director of Residence Life and staff may be asked to assist in physically locating the student by keying into the student's assigned room and talking with known associates.
3. Security may search campus locations to find the student and utilize the student's ID picture for assistance in obtaining pertinent information.
4. Staff and/or Campus Security will contact roommates, floor mates, known friends, family, faculty members or advisors to seek information on last sighting or additional contact information.
5. Staff and/or Campus Security will check the student's social networking sites (e.g. Facebook, Myspace, Twitter, etc.).
6. Security may access security camera and video recordings to determine last sightings of the missing student.
7. Security may access vehicle registration or license information for vehicle location and distribution to authorities.
8. Information Technology staff may be asked to research last login and use of FTC systems (e.g. e-mail, network, Blackboard, etc.).
9. If there is any indication of foul play or an immediate safety/security concern, the appropriate law enforcement agency will be notified.

Five Towns College considers these requirements of investigations of felony offenses and missing student's policy crucial to the welfare and safety of the College community. Therefore, all Public Safety Officers are well-versed in the procedures and all College constituents are informed as to the severity of timely reporting.

Student notification of this policy is Included on the FTC website, discussed during the beginning of term mandatory Residence Hall meetings, discussed at Student Orientation, and included in the annual Campus Security Report. Faculty and staff are advised during professional development workshops.

Where To Get Help

AIDS HOTLINES

1-800-541-AIDS

LIAC 385-2437 (local)

HIV COUNSELING HOTLINE — 1-800-872-2777

ALCOHOLICS ANONYMOUS — (631) 669-1124

Alcoholics Anonymous is a fellowship of men and women who share their experience, strength and hope with each other that they may solve their common problems and help others to recover from alcoholism. No fees or dues.

AMERICAN DIABETES ASSOCIATION — (800) 342-2383

AMERICAN HEART ASSOCIATION — (516) 777-8447

ARTHRITIS FOUNDATION — (631) 427-8272

CANCER ANSWERS — 1-800-UMC-2215

A cancer-help hotline on which concerned individuals can speak to an experienced Stony Brook Oncology Nurse.

CATHOLIC CHARITIES—FOOD & NUTRITION (FAN) PROGRAM — (631) 491-4166

Free supplementary food for pregnant women, postpartum women and children under age.

Mental Health Counseling – (516) 733-7045

COLLEGE PUBLIC SAFETY OFFICE

Students should contact the College Public Safety Office (631) 656-2196 for assistance when needed.

EPILEPSY FOUNDATION — (516) 739-7733

Learn about epilepsy and seizure first aid.

GAY MEN'S HEALTH CRISIS HOTLINE — 1-212-807-6655

JEWISH COMMUNITY SVCS. OF L.I. — FECS — (631) 234-7807 / (631) 691-3347

Individual, marital, family and group counseling, psychological testing, psychiatric services, psychiatric placements, family life institutes. Staffed by psychiatrists, psychologists and certified social workers.

LOCAL HOSPITALS

Huntington Hospital - (631) 351-2000

Nassau University Medical Center - (516) 572-0123

North Shore Hospital at Plainview - (516) 719-3000

North Shore Hospital at Syosset - (516) 496-6400

University Medical Center at Stony Brook - (631) 689-8333

Brunswick Hospital - (631) 789-7000

South Oaks Hospital - (631) 264-4000

South Nassau Communities Hospital - (516) 632-3000

North Shore Hospital at Glen Cove - (516) 674-7300

New Island Hospital - (516) 579-6000

LONG ISLAND GAY & LESBIAN YOUTH — (631) 665-2300

Social, support, advocacy, discussion groups offered throughout Long Island.

NARCOTICS ANONYMOUS HELP LINE— (516) 827-9500

Self help and referrals for those addicted to drugs and narcotics.

NATIONAL RUNAWAY SWITCHBOARD — 1-800-621-4000

NYS CHILD ABUSE HOTLINE — 1-800-342-3720

NYS DOMESTIC VIOLENCE HOTLINE

ENGLISH — 1-800-942-6906

SPANISH — 1-800-942-6908

Emergency Hotline and Shelter – Suffolk County Coalition Against Domestic Violence 631-666-8833

PLANNED PARENTHOOD/WOMEN'S HEALTH CARE CENTER - (631) 427-7154

PUBLIC HEALTH — NO COST IMMUNIZATION PROGRAMS

NASSAU COUNTY: (516) 227-9697

SUFFOLK COUNTY: (631) 853-3055

SEXUALLY TRANSMITTED DISEASE (STD) HOTLINE — (631) 853-3147

VD counseling and free treatment facilities in Suffolk County

SUFFOLK COUNTY AT BRENTWOOD HEALTH CENTER

ADOLESCENT HIV PROGRAM — (631) 853-3400

Brentwood location. Funded for adolescents aged between 13 and 24.

SUFFOLK COUNTY MENTAL HEALTH ASSOCIATION — (631) 226-3900

Referrals to various mental health agencies made by social workers familiar services offered in the local areas.

SUFFOLK COUNTY'S RAPE CRISIS CENTER — Victims Information Bureau of Suffolk County (631) 360-3606

Services include emergency room companion program, crisis intervention, counseling, client advocacy, community education, elder abuse project, and a men's program focused on the elimination of abusive behavior.

SUICIDE PREVENTION

In Nassau — The Long Island Crisis Center Hotline — **(516) 679-1111**

In Suffolk — Response of Suffolk County — **(631) 751-7500**

Lifeline 1-800-273-TALK

www.suicidepreventionlifeline.org

24-HOUR HOTLINES

Online 24-hour Crisis Center www.longislandcrisiscenter.org

or 24-Hour Hotline Response **(631) 751-7500**

VOCATIONAL & EDUCATIONAL SERVICE FOR INDIVIDUALS WITH DISABILITIES (VESID) — (631) 952-6357

State Education Department offers services in counseling and training for the mentally, physically and emotionally handicapped and learning disabled.

HELPING A FRIEND

There may be a time when you are concerned about a friend or family member with regard to drugs and alcohol. Your concern may make the difference! We urge you to take advantage of the sources of help listed above and encourage you to see the Five Towns College Counselor for guidance.