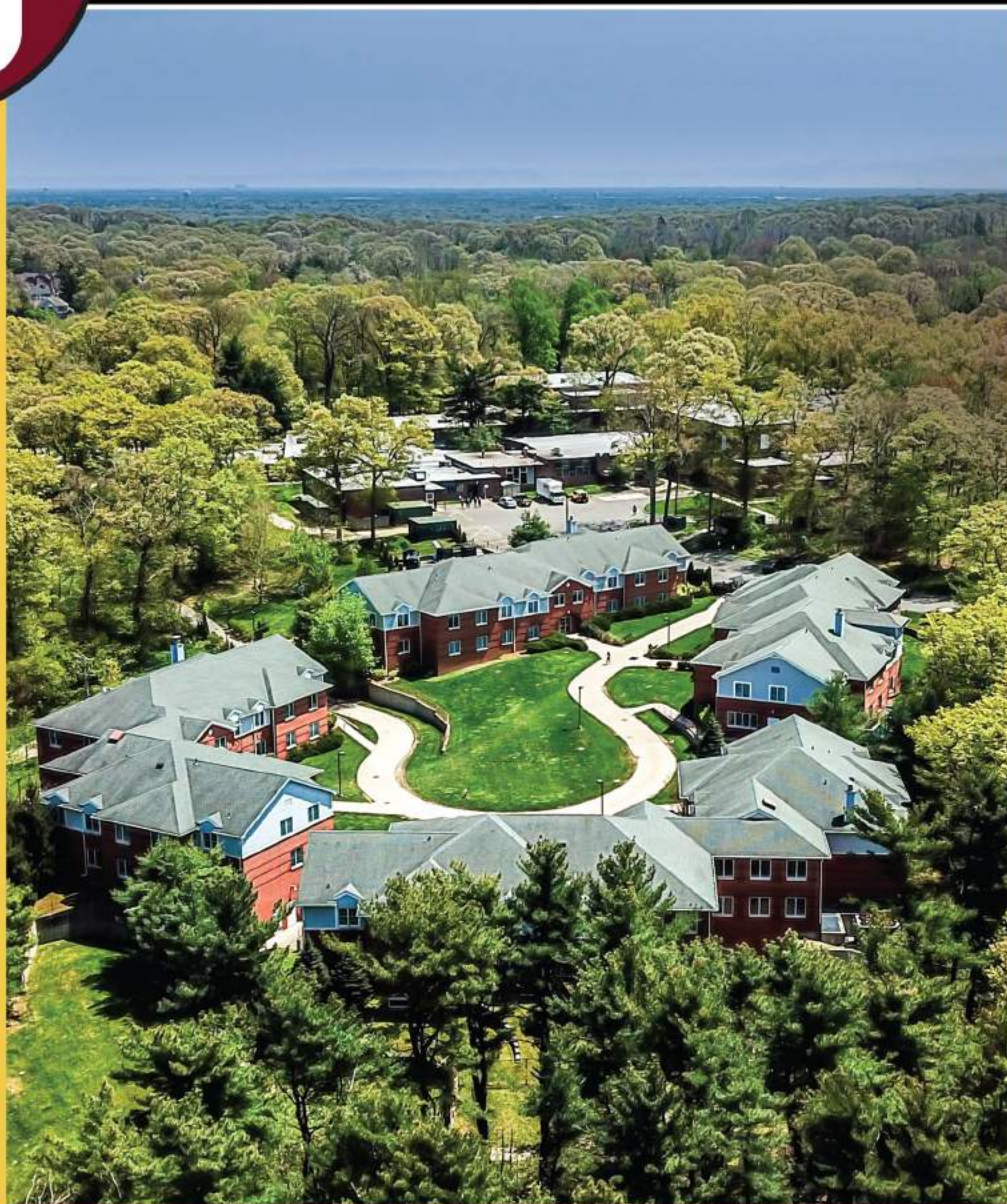




# FIVE TOWNS COLLEGE



## 2018 - 2020 CATALOG

631-656-2110 • 305 N. Service Road, Dix Hills, NY 11746



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# The College

## Accreditation

Five Towns College is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, (267-284-5000). MSCHE is a regional institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation, learn more about MSCHE. Visit them online at [www.msche.org](http://www.msche.org).

The Teacher Education Unit, offers programs for music education (K-12) teachers at the bachelor's and master's level, and is accredited by the National Council for Accreditation of Teacher Education (NCATE), 1140 19th Street, Suite 200, Washington, DC 20036 (202-223-0077). NCATE is a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. This accreditation does not include, however, individual education courses that institution offers to P-12 educators for professional development, re-licensure, or other purposes. Learn more about NCATE. Visit them online at [www.ncate.org](http://www.ncate.org).

Five Towns College holds an Absolute Charter granted by the New York State Board of Regents. Its curricula are registered by the New York State Education Department, 89 Washington Avenue, Albany, NY 12234 (518-474-3862). Learn more about NYSED. Visit them online at [www.nysed.gov](http://www.nysed.gov).

## Mission Statement

Five Towns College is a creative learning community that develops in students the knowledge, skills, and competencies necessary to pursue careers in the performing arts, media and communications, business and industry, and the teaching professions. Through programs that combine general education and content specialty areas, the undergraduate and graduate curricula integrate rigorous academic inquiry, industry standard technologies and facilities, experiential learning, and respect for diversity and ethical values. In so doing, the College helps each student to expand their unique talents to the fullest, while also preparing graduates to contribute to the advancement of society.

## Goals of the College

- To develop in undergraduate students' college-level proficiencies in general education.
- To develop in undergraduate students' content expertise within the context of specific career objectives.
- To strengthen graduate students' professional-level proficiencies in content-specific areas.
- To engage in strategic planning activities that nurture a culture dedicated to institutional and student learning assessment, and lead to clearly articulated student achievement outcomes.

## Affirmative Action Policy

Five Towns College is committed to the Federal Governments mandate for equal employment opportunity and has adopted the policy to recruit, employ, retain and promote employees without regard to sex, age, color or creed. Also, the College adheres to the New York State Human Rights Law and supports the opportunity to obtain employment without discrimination because of age, race, creed, color, gender, national origin, sexual orientation, military status, sex, marital status, religion or disability and applies this policy to the educational programs and activities it conducts as well. Questions, concerns or complaints about violations of this policy should be directed to the College's Vice President of Administration, who also serves as its Affirmative Action Officer.

## The Campus

Nestled in the rolling hills of Long Island's North Shore, Five Towns College offers students the opportunity to study on a beautiful suburban campus, with all of the incredible amenities of an urban metropolis right nearby. The 35-acre campus is located in the wooded countryside of Dix Hills, in the Town of Huntington, NY - the geographic and cultural center of Long Island. The campus is just a commuter train ride from the hustle and bustle of Manhattan to the west and the Hamptons to the east.

Occupying the heart of the campus, Old Main is the primary academic structure which consists of 12 interconnected buildings. These include the Five Towns College Performing Arts Center; Sound Arena; Television Studio 400; Upbeat Dining Commons; Student Success Center; and Library/Learning Resource Center; along with classrooms, and computer, piano, and MIDI laboratories, and more.

In the middle of Old Main is the John Lennon Center for Music and Technology (JLC), so named by Yoko Ono to honor the memory of the music legend and iconic member of The Beatles at a historic ribbon cutting ceremony on April 11, 2005. The JLC houses the College's industry-standard complex of audio recording studios – including SSL Studio A, Film Stage D,



Interactive Computer Graphics Lab, IT Help Desk, and radio station, WFTU. The JLC audio recording and film studios were designed and built by the world-class Walters-Storyk Design Group.

Adjacent to Old Main is the FTC Studio Theatre, a small black box theatre dedicated to developing the actor's craft. This dedicated facility allows aspiring actors to become immersed in the theatrical arts and is a workspace for students in the theatrical design and technology concentration.

The campus also is home to the Five Towns College Living/Learning Center (LLC). The LLC is a modern and secure complex of four residence halls for undergraduate and graduate students. The LLC is also home to the Five Towns College Center for Applied Music (CAM), Downbeat Cafe, College Store, and Film Stage E. Learn more about the College's highly specialized campus at [Facilities and Equipment](#).

## **Long Island/New York City Metropolitan Region**

The College is located in the downstate Long Island/New York City Metropolitan Region. Approximately 11 million people call this part of New York State home. While most people think of Long Island as encompassing just Nassau and Suffolk counties, in reality the New York City boroughs of Brooklyn and Queens are also located on the western end of Long Island.

The Long Island Expressway is the physical connector that links the eastern end of Long Island to New York City and the world. For those who travel by mass transit, the Long Island Railroad – the busiest commuter rail system in the United States – also connects the east end directly with the New York City subway system at Penn Station in Manhattan. Both of New York City's major airports, John F. Kennedy International and LaGuardia, are located on Long Island.

The region runs the gamut from small agricultural and maritime based communities to the largest urban city in the United States. Indeed, the region does not just host the financial capital of the world – Wall Street, but it is also home to the political capital of the world – the United Nations. Not only is the region the most important and largest economic engine in the United States, but it is also the cultural capital of the United States. Every major television network and media company is either based in the region or has a major physical presence here. And, of course, the region is also home to the Broadway Theatre scene.

Without question, Five Towns College students have the best of all worlds – the advantages of studying in a major population center, while enjoying the relaxed atmosphere of a quiet suburban campus.

## **Educational Relevance**

Five Towns College has an established and growing reputation for educational innovation and excellence. It is in the vanguard of those institutions that have recognized and responded to the unique responsibilities and opportunities that are the province of highly focused and specialized institutions. The College is committed to providing relevant educational opportunities to the widest mix of students. It is aware of its pivotal role in educating tomorrow's workers—and doing so in terms of what is required to succeed economically, technologically and culturally in the 21st century.

## **Faculty**

In addition to possessing the requisite professional preparation and appropriate educational experience, the members of the faculty are individuals who have demonstrated teaching skill, an ability to relate to students as individuals, and a genuine interest in enriching the life of the College community. They are committed to helping each student learn to the best of the student's ability. Faculty serve as academic advisors, lead various extracurricular activities, and provide support services to students as tutors.

## **Student Body**

The men and women who comprise the student body reflect the diverse characteristics of the greater Long Island/New York City Metropolitan Region. They also bring to campus a wide array of cultural and social perspectives that enrich the campus and broaden the academic discourse for the benefit of the entire community.

Of the First-Time Full-Time Freshman (FTF) who entered the College for the Fall 2018 semester, 35% identified as female and 65% identified as male.

Ethnically, 48% of the FTF identified as White/Non-Hispanic, 25% as Black/African-American, 12% as Hispanic/Latino, 4% as Asian, >1% as Native American, and 10% as belonging to two or more ethnic groups. These characteristics have been relatively constant for the three-year period 2016 – 2018.

Of the new FTF who entered for the Fall 2018 semester, approximately 31% enrolled in a program of study offered by the Business Division, 21% by the Music/Music Education Division, 16% by the Film/Video Division, 11% by the Theatre Arts Division, 9% by the Liberal Arts and Sciences/General Education Division, 6% by the Mass Communication Division, and 5% by the Interactive Computer Graphics Division. Of these students, the most popular majors by Division are Audio Recording Technology, Music and Entertainment Industry Studies, Musical Theatre, Music Performance, Broadcasting, and Interactive Computer Graphics. Newer majors, such as Show Production and Theatrical Design/Technology also are attracting growing interest from new students.

While high school grades play less of a role in the admissions process at colleges and universities with significant performing arts programs than at traditional liberal arts institutions (see, Admissions Standards, for related discussion), of the new Fall 2018 FTF the mean high school grade point average was 82, with 13% presenting a G.P.A. of 90 – 99, 23% 85 – 89, 27% 80 – 84, 22% 75 – 79, and 8% 70 – 74. Just 5% of new students were admitted with a H.S. GPA of under 70%. Students admitted on the basis of a G.E.D. or TASC score constituted >1%. The College does not admit students on the basis of an Ability-to-Benefit examination. Nearly every high school on Long Island and from around the region have been represented in the Five Towns College student population.

Data filed with the National Center for Educational Statistics indicates that, while the College is considered to be highly specialized by virtue of the unique programs of study it offers, in many ways its student profile is very traditional. 80% of students who matriculate are under the age of 24, while 20% are 25 and over. Similarly, the overwhelming majority of undergraduate students, 94%, pursue their studies on a full-time basis, while only about 6% attend on a part-time basis. Graduate students reverse this trend, with 57% of these primarily adult learners pursuing a master's or doctoral degrees on a part-time basis.

# Facilities and Equipment

The Five Towns College campus is equipped with industry standard information technology and a wide variety of facilities that support the College's instructional programs, student services and extracurricular activities.

## Theatre/Performing Arts Center

The College Theatre/Performing Arts Center (PAC) provides the space and opportunity for a wide variety of cultural performances by students, faculty, and visiting artists. Performances are exciting and enlightening for both the performers and the audience.

The Performing Arts Center (PAC) provides students with the opportunity to perform, act, sing and participate in professional quality productions and experience the realities and joys that draw individuals to the entertainment field. For sound mixing, the theatre is equipped with an Avid VENUE S6L 32 fader - 192 engine Front of House console, and an Avid VENUE S6L 24 fader -192 engine monitor console. An Ion digital lighting console by Electronic Theatre Controls lights up the space.

The Main Stage is a professional space which can be configured for concerts, lectures, award shows, and diverse theatrical productions. The Main Stage includes a single-purchase fly system equipped with 19 line sets featuring 3 full-stage travelers, draperies, and scrim. The concealed lighting catwalk rises over the auditorium to provide access to the lighting coves and a full array of ETC Source Four lekos, intelligent units by Martin and High End Systems, and other professional lighting and projection instruments. A scene and technical shop is located backstage, while an orchestra pit may be accommodated in front of the deck. The control room and mix position, from which industry standard lighting, sound, follow spots and control equipment are operated during performances, is located at the rear of the house. A professional box office is located in the lobby and is equipped with industry standard software by Tick-It! Trak Pro. The campus also includes a costume shop equipped with eight sewing machines, and storage areas for stage props, furniture, and scenery. The Main Stage has raked seating for almost 500 attendees and a rated capacity of 658. See, Five Towns College Performing Arts Center for additional information.

## Audio Recording Studios

Located in The John Lennon Center for Music and Technology, the audio recording complex was designed by internationally acclaimed recording studio architect John Storyk and contains eleven (11) studio/control room spaces. Each studio is unique and geared for specific learning and recording purposes.

### Studio A

The Studio A suite is equipped with the SSL 9000J 72-channel console, outfitted with an SSL SL959 5.1 monitoring system for stereo and multichannel mixing. The studio is equipped with a Pro Tools HDX recording system and a Studer A827 analog 24-track tape machine. Manley ELOP, Empirical Labs Distressors, dbx 160 VU, UREI 1176, Lexicon 960, Eventide H8000, Tube-Tech ICA 2B and a Tube-Tech PE 1C are some of the outboard pieces of equipment students can find within Studio A. Amps and speakers include Genelec 1031 for left, right, center and surround channels with two Genelec 7060 12" Sub for subwoofers, Yamaha NS-10 monitors, JBL LSR-32 Mains, QSC EX4000, and Yamaha P2100 Cue Amp are also installed. Studio A is also equipped with a Yamaha 6' 7" grand piano and a Yamaha Stage Custom Birch drum set.

### Studio B

The Studio B suite is equipped with a Pro Tools HDX system and an Otari MTR-90 24-track tape machine, a 32 channel API 1608 II recording console tailored with the API 550a EQs and on the stereo buss an API 529 stereo compressor. Additional outboard gear includes dbx 160s, Empirical Labs Distressors, Grace design M201, Presonus M80, Orban stereo parametric EQ, Lexicon PCM 91, Lexicon MPX 500, Aphex Compellor, and an Aphex Expander/Gate. Studio B uses Event 20/20 and Dynaudio BM5A for monitoring and is equipped with a TAMA Superstar drum set.

### Studio C

The Studio C suite features a Neve Genesys Hybrid console that is outfitted with the NEVE 1084 EQs and 1073 preamps. Studio C uses a Pro Tools HDX system with a variety of outboard equipment such as Amek 9098, Summit Audio TLA 100, Focusrite Red 7, Avalon VT737, HHB Radius 20 Parametric EQ, Manley ELOP Compressor, Manley Voxbox, and the Empirical Labs Distressor with the English Modification. Studio C offers students the ability to edit and mix music productions and Audio/Video post-productions in stereo and multichannel images using Genelec 1031 and Yamaha NS-10 monitors.



## **MIDI/Non-Linear Lab**

The MIDI Lab is comprised of 24 individual workstations equipped with a KORG Kronos Keyboards and iMac computers. Students learn how to use software for composing, sampling, nonlinear recording/editing, and notation. The workstations' computers are compatible with the software found in Studio A, B, and C. All workstations are connected to the FTC LAN and have access to the Internet.

Each studio and the MIDI Lab is equipped with the latest versions of Pro Tools, Ableton Live, Native Instruments Komplete Ultimate, Reason, Logic, Toontracks' Superior Drummer, Sibelius and Final Cut Pro. In addition to these applications, each of the audio facilities has professional audio plugins from Waves, Celemony, Sonnox, Slate Digital, Izotope, Toontracks, Antares, Syncro Arts, and AVID among others.

## **Microphones and Additional Audio Recording Resources**

Students have the ability to request and sign out additional equipment and microphones for their studio projects. Students have the ability to explore and evaluate numerous audio scenarios with equipment from API, A-Design, Daking, Chandler Limited, AVID, Manley, Universal Audio, GML, Apogee, Thermionic Culture, and Sound Devices. The Audio Recording Technology Department offers a collection of microphones that exceeds most recording studios. Microphone manufacturers represented include Sony, Telefunken, Blue, Schoeps, Coles, AEA, AKG, Sennheiser, Neumann, Rode, Audix, Cascade, Electrovoice, Heil, Royer, Studio Projects, Audio Technica, Shure, Beyerdynamic, Earthworks, Slate Digital, and Crown.

## **Film/Television Studio**

Located in The John Lennon Center for Music and Technology, the Film/Television Center is a multi-formatted suite consisting of a sizeable soundstage, fully equipped for both Broadcast Television or Film productions, with control room, classroom and screening area, and an industry standard complex of editing suites that handle 4K capacity workflow. The soundstage is a professional production facility equipped with lighting grid, cyclorama, 24ft. Triangle Jimmy Jib arm with a remote head, and full green screen capacity. The editing lab utilizes Adobe Premiere, Davinci Resolve Color Software, Maya Animation, as well as Avid and Final Cut Pro.

Representative cameras include the Red Scarlet Dragon, Canon C-100, Sony A7-S, Black Magic Pocket, Arriflex SR3 Super 16mm, SR2 Super 16 mm, S16 mm Film cameras, as well as the Canon 5D Mark II and 7D Mark I DSLR cameras. Lighting equipment includes IKAN LEDS, KinoFlo, Arri, Mole-Richardson, Chimera, and Lowell, with a full complement of Matthews and Bogen grip equipment. Camera support equipment consists of DJI Ronin 3-Axis stabilized gimbal system, Vario5 Easy-Rig Cinema 3 300N, Sachtler, Bogen, and Cartoni tripods. Dollies include Moviola, Matthews, and Fisher, as well as numerous curved and straight track. Additional

equipment includes light meters by Sekonic and Spectra, an array of professional portable audio recording devices, microphones and lavalieres by Sennheiser, Sony, Shure and Audio Technica, video monitors by JVC, Transvideo, and Marshall, and HD-Video monitors by Sony. There is also a full complement of video and film lens filters, and a wide assortment of gels and diffusion by Rosco and Lee. In all, the Film/Television Studio maintains enough equipment to fill several grip trucks.

## **Television/Multimedia Broadcast Control (TMBC)**

The Television/Multimedia Broadcast Control facility is located adjacent to Studio 400. TMBC is equipped with industry-standard technology for live and pre-recorded multi-camera student-led productions. Representative equipment includes Advanced Tricaster 8000 production switcher, NewTek 3Play instant replay system, Chyron broadcast graphics box, Blackmagic video/audio router, Behringer x32 audio console, Sennheiser wireless microphone system, Autoscript WINSPLUS-IP teleprompting software, AP ENPS NEWS rundown software, LT Scoreboard graphic package, and the complete Adobe Creative Suite software package. TMBC is linked via fiber optics to various campus venues to facilitate student broadcasts. These include the Sound Athletic Arena and the Five Towns College Performing Arts Center.

## **Studio 400**

Studio 400 is a multi-use facility that serves as a rehearsal space, black box theatre, and broadcast booth for home games of the Sound Athletic Department. It is equipped with a professional lighting grid that supports these uses.

## **Dance Studio**

The Dance Studio is characterized by its rubber-sprung marley dance floor, mirrored walls, and dance bars. The facility is used for rehearsing choreography, senior projects and smaller recitals/performances.

## **Center for Applied Music**

There are eight Wenger practice rooms in the Center for Applied Music (CAM) and three additional studio rooms, two with digital pianos and a larger studio for piano instruction. The 6,000 square footage also provides additional space for ensemble rehearsals.

## **Computer Graphic/Film Editing Mac Lab**

The Computer Graphic/Film Editing Mac Lab is equipped with Apple iMac desktop computers utilizing the latest Apple operating systems. Each computer is installed with Avid Media Composer, AutoCAD, and the Adobe Creative Suite which includes Photoshop, Premier, Illustrator, After Effects, InDesign, and Audition. The office suite software set up on every computer is Microsoft Office 2016. Access to the internet is provided through the College's network.

## **Pianos**

The College is equipped with a wide range of grand, baby grand and upright acoustic pianos by Baldwin, Kawai, and Yamaha. Frank and Camille's Pianos is one of the official purveyors of acoustic pianos at Five Towns College.

## **Keyboard Lab**

The Keyboard Lab contains Korg LP-30 digital pianos and is used for the teaching of functional piano skills. The Keyboard Lab is open on a convenient schedule to facilitate student practice.

## **PC Lab**

The PC Computer Lab is equipped with 24 workstations. Each unit contains a solid state disk drive, a dedicated graphics card, and uses a high definition monitor. These components provide a high-end performance experience for the user along with multitasking capability. Microsoft Windows 10 Professional is the operating system that runs on each unit. Additionally, the Microsoft Office 2016 Professional Suite and other various productivity-related applications are installed on every workstation. These units are connected to the College's network which provides internet access.

## **Sound Arena**

Home to the Five Towns College Sound Athletic Program, Sound Arena accommodates a regulation size basketball court, volleyball court, locker rooms, bleacher seating, and offices for athletic coaches. The Five Towns College gymnasium is the home of the Sound Men's and Women's Basketball and Volleyball teams (planned for fall 2019), which belong to the United States Collegiate Athletic Association (USCAA).

## **College Yard**

The College Yard is located in front of the campus and includes fields that may be organized for field events and athletic competitions. The Five Towns College Yard is home to the Sound Men's and Women's Soccer teams scheduled to take the field in the 2019-20 academic year.

## **Drones**

Aerial drones are utilized by Five Towns College in a variety of educational contexts, including SCI 112 Physics of Flight/Drone Technology. Representative drones include Walkera Runner 250, DJI Phantom III Advanced and DJI Mavic Pro. Drone simulators are by Real Flight. FPV goggles include the Fat Shark Dominator V3.

## **Dining Facilities**

The Upbeat Café is a full-service dining facility that is open each day. The Upbeat serves a wide assortment of hot and cold meals and late night snacks. For a full meal or just a gourmet snack between classes, the Upbeat Café is the ideal place to meet and eat on campus.

The Downbeat Café serves as an alternate venue to students for snacks and grab 'n' go and the opportunity to socialize. Located in the Student Center, the Downbeat Café is a favorite area for students to gather informally.

## **Internet Access**

All of the academic and residence halls at Five Towns College are equipped with high speed wireless connections to the Internet. Wired internet ports and charging stations are located around campus. Students can visit the Residence Life office for the password to gain access to the Wi-Fi network.

## **Student Activities Office**

Located on the lower level of Symphony Hall, the purpose of the Student Activities Office is to promote student life and to provide educational and social opportunities that increase student engagement on campus. Also, the Student Government Association (SGA) has a meeting space there.

The major goal that stems from this purpose is the programming of interesting events including club activities and College-wide functions. The Student Activities Office promotes events, happenings and activities available on campus or in the community that are worthwhile for student participation. The Office provides train and bus schedules and shares information about ride-sharing opportunities.

## **Interactive Computer Graphics Lab**

Five Towns College has designed its computer graphics lab to function as a multipurpose creative laboratory that fits within the goals of the Interactive Computer Graphics program. The lab was designed for students to learn both the fundamental skills as a creative professional while learning complex computer graphic applications. To maintain this dual purpose, it combines both analog and digital tools for students to develop creative artistic skills on paper and pen while having access to a brand new breed of computer graphic workstations for digital content creation.

These new computer graphic workstations take advantage of a newly released breed of CPU and Graphic Display Cards capable of handling today's compute intensive applications such as 3D animation and Virtual Reality for real-time feedback and near real-time rendering capabilities. Each computer graphics workstation has 32 gigabytes of memory and is equipped with an AMD RYZEN 1950X CPU, giving students 16 CPU Cores and 32 Threads. The Graphics card is the NVIDIA 1070TI capable of powering the latest Virtual Reality Headsets. For storage each computer has one terabyte for student data and a dedicated SSD, (Solid State Drive) to function as a cache for both the Adobe suite and Autodesk's 3D software. The computer graphics lab has 24" HD Wacom tablets for digital drawing, a Makerbot 3D printer, and an HTC Vive Virtual Reality headset.

Each computer graphic workstation runs a multitude of computer graphics software. The entire suite from Adobe is on each computer which includes, PhotoShop, Aftereffects, Illustrator, Interactive, 3D Character, In-design, Premiere, XD, along with a host of other applications from Adobe. The whole Autodesk suite runs on each computer, this coupled with the Nvidia 1070TI graphics board makes running these applications very powerful. Within the Autodesk suite each computer runs 3DS Max, Maya, Mudbox, AutoCad, Civil 3D, Revit, Fusion360, and Inventor to name the common applications. New this year is the addition of 3Ds Interactive, formally named Stingray. This allows new students learning 3D to create Virtual Reality Applications. As new applications become available they are tested and invested in for the computer lab. The render Arnold is a new application recently added along with Substance Painter.

## College Radio Station WFTU 1570AM

Five Towns College is licensed by the Federal Communications Commission to operate commercial radio station WFTU 1570 AM. The main broadcast studio is located on the College campus at Dix Hills. WFTU transmission facilities and an auxiliary studio are located in Riverhead, NY. WFTU is licensed to serve the east end of Long Island with 1000 kW during the day and 500 kW at night. The broadcast pattern extends from Manorville to Montauk, Long Island, and provides Five Towns College students with hands-on broadcasting experience. WFTU also streams over the Internet and can be heard online all over the world.

On May 16, 2018, the FCC granted Five Towns College a construction permit to establish a translator for WFTU at 104.9 FM. The College hopes to begin FM broadcast operations during the 2019-20 academic year.

The WFTU on-air radio studio and radio production studio is centrally located on campus where visitors can view the station's on-air operation through glass windows. The on-air radio studio is a fully automated IP-networked professional broadcast studio used for live, on-air production of radio programs, news, sports and entertainment productions. The on-air radio studio is set-up to accommodate guest interviews as well. The radio production studio is used for station productions and producing pre-recorded programs, while also including a distinct space for the

operation of on-line streaming and office space for students, staff and faculty.

The radio station is equipped with industry standard broadcasting gear, including the Wheatstone 24ch Fully-Automated Digital Audio Console, VoxPro 6 audio recorder/editor/playback system, Electro-Voice RE20 Microphones, Telos Streaming Audio Encoder, the latest in digital radio automation and music scheduling software, Adobe Audition editing and recording software, and with Blackmagic micro 4K cameras for video podcasts and online streaming.

WFTU features a variety of programming, including alternative music, news, sports, talk and special features. Student members of WFTU are active in all forms of campus life, such as broadcasting FTC sporting events, DJ-ing campus events, and promoting upcoming student activities. The station is operated largely by students with support from the Mass Communication Division's professional staff and faculty.

## Student Computer Requirements

Students should expect that college-level learning requires a personal computer. Although access to computer technology and the Internet is provided in a variety of locations across the campus, including wireless internet access, in order to fully participate in the academic process, students are expected to own or have unrestricted access to a computer and the Internet at their residence or where they prepare for class.

Students enrolled in the Film/Video program leading to the Bachelor of Fine Arts (B.F.A.) degree or who have declared Audio Recording Technology as their major area of concentration are required to have an Apple (Mac) computer that meets these standards or they may utilize a Windows PC that meets the minimum standards set forth here for PC computers.

The College does not endorse any specific computer hardware or software supplier. If students plan to purchase a computer, consideration of the program they are in should be taken into account. Many manufacturers will generally offer an educational discount to students who can provide proof of enrollment at a college or university.

The College reserves the right to make modifications to these requirements in response to industry specific technological advances.

### Apple Standards

- Latest MAC Operation System
- 3.0GHz quad-core Intel 7th generation Core i5 processor
- 8GB of RAM
- 1TB hard drive or larger with a minimum of 200GB of available space
- Microsoft Office 2016 for Mac
- Anti-virus and Anti-spyware software installed

## PC Standards

- Latest Windows Operating System
- Intel Core i5 or better
- 4GB of RAM memory
- 512GB hard drive with at least 100GB of available space
- Microsoft Office 2016 suite
- Anti-virus and Anti-spyware software installed

## Additional Hardware and Software for Film/Video Students Only

- AGP or PCI Express Quartz Extreme graphics card
- Display with 1024-by-768 resolution or higher
- Final Cut Pro Studio 2

## Additional recommended Software for Audio Recording Technology Students Only

Latest versions of Pro Tools, Logic Pro, Ableton Live, Native Instruments Komplete Ultimate, and Reason.

## AVID (Pro Tools) Learning Partner

Five Towns College is an Avid Learning Partner (ALP) and is authorized to offer educational programs leading to eligibility to sit for PT 101, PT 110, PT 210, PT 210M, and PT 210 P certification examinations.

The successful completion of AUD 304 Nonlinear Recording satisfies the eligibility requirements to sit for the PT 101 and PT 110 examination to be an AVID Certified User – Pro Tools. Although the College faculty administers this examination from time-to-time for an additional fee, students are not required to take the examination or to pass with a specific score.

Students who sit for the examination and pass will be notified and will receive a separate certificate from AVID. Students who do not take the examination when it is administered or who fail the examination may be permitted to retake it at a future date for an additional fee.

## Library/Learning Resource Center (LRC)

The Five Towns College L/LRC is a learning resource for students and faculty. L/LRC holdings include a collection of approximately 16,000 books, nearly 9,000 sound recordings, and over 3,600 video recordings. The collection also includes more than 2,500 scores/arrangements/ensembles and nearly 8,000 individual pieces of sheet music, as well as an impressive collection of sheet music books, all of which span many genres, but with a solid emphasis in jazz, popular music, and musical theatre to support the curricular needs of the College's academic programs. There are also approximately 3,000 custom musical arrangements from the Boston Pops and Saint Louis Symphony, among others, many of which were arranged by Richard Hayman.

The Five Towns College L/LRC includes a variety of outstanding online subscription research databases, including Academic Search Complete, Business Source Elite, Business Insights: Essentials, Vault Career Insider, Communications and Mass Media Collection, Expanded Academic ASAP, Encyclopedia Britannica Online, Fine Arts and Music Collection, Issues and Controversies, Music Index, and Vocations and Careers Collection. The Library also provides access to a digital collection of more than 162,000 full-text eBooks. Additionally, Jazz Music Library and Naxos Music Library are digital music streaming services available for student use.

The L/LRC provides students with the latest information technology including an online catalog, PC computers with high-speed internet access, a scanner, audio/video stations, and electronic device charging ports. Printing services are also available.

The L/LRC is affiliated with the Long Island Library Resources Council which, through its Research Loan Program, allows students to access materials from many other academic and public libraries throughout the region. Additionally, the L/LRC can arrange for interlibrary loans from libraries across the country. Acquisitions requests from both faculty and students are also welcomed.

Staffed by professional librarians, the L/LRC is a major resource for curriculum and instruction at the College. To help students become more aware of the holdings and to become more comfortable in utilizing its resources, orientation sessions may be scheduled by faculty members for classes requiring research. Students are encouraged to request the one-on-one assistance of a librarian in searching for and evaluating resources, as well as in citing their sources of information.

# Admissions

Five Towns College seeks applicants of who are both inquisitive and creative, and who have the interest and potential to benefit from the educational opportunities afforded by its programs. The College encourages applications from students who will engage themselves fully in its creative community, and who will contribute to the academic discourse with honor and integrity. The College values students whose interests reflect curiosity and commitment, as well as excitement for the spirit of intellectual pursuits.

Prospective students who are entering the college as first time freshmen must submit a completed Undergraduate Admission Application, official school transcripts, one letter of recommendation, a personal statement and any other requested documentation. The submission of SAT and/or ACT exam scores are optional, but may be reviewed for scholarship and placement purposes.

Prospective students who are entering the College as transfer students with an associate degree must provide the College with official transcript(s) from all institutions attended after high school (unofficial transcripts may be accepted for preliminary evaluation, but official documents are required before registration and for final evaluation). A high school transcript is not required but proof of the awarded degree is required.

Prospective students who are entering the College as transfer students who have not attained an associate degree need to provide the College with an official/final high school transcript, as well as official college transcripts from all institutions attended after high school.

## Entrance Exams and Auditions

All entering freshmen are required to take a placement exam. Most entering students may be reviewed and register for classes before taking the exam but for some entering students, the exam may be required in order to process their application for admission to the College. These exams may be required of students who may benefit from more specialized advisement programs at the College such as the HEOP program. The entrance exam may be computerized or written depending on the student's needs. Auditions are required of students who wish to be considered for the Jazz/Commercial Music, Music Education, and Theatre Arts programs. The audition process is described in the Audition/Portfolio Requirements brochure posted on the College's website.

## Standards for Undergraduate Admissions

As an institution with a significant performing arts component, the College recognizes that the results from standardized tests and high school averages do not necessarily predict the likelihood that a particular student will be successful at Five Towns College. While the College generally admits students who have attained the equivalent of a high school average of 85% or better, the Admissions Committee will consider the

entirety of a candidate's application before rendering a decision. In some cases, students with lower grades and/or scores may be offered conditional acceptance, and in some cases students with higher grades may not. Students submitting GED or TASC scores of at least 2500 are also invited to apply for admission.

## Bachelor Degree Program Audition/Interview/Portfolio Requirement

Select bachelor degree programs require auditions, interviews and/or portfolio reviews prior to admission. Specific requirements for each of the listed programs are available from the Admissions Office. Current Five Towns College students seeking to transfer into one of these programs are required to meet the same standards when they file a Program Change Request Form. Initial applicants, who do not meet the standards established for any of the elements indicated below, may still be permitted to matriculate into an aligned associate degree program and to transfer into the bachelor degree program at a later date - after they have demonstrated the appropriate standards pursuant to a Program Change Request Form.

Additional Audition/Interview/Portfolio Requirements by Degree Program						
Program, Degree	Department Interview	Portfolio Review	Acting/ Speaking	Dance	Vocal/ Instrument	Music Theory
Film/Video, B.F.A.	X					
Interactive Computer Graphics, B.F.A.	X	X				
Music, Mus.B.	X				X	X
Music Education, Mus.B.	X		X		X	X
Theatre Arts, B.F.A.	X		X	X	X	

## Additional Admission Standards for Music Education (K-12) Applicants

Candidates for admission to the Music Teacher Education Program are expected to have earned a New York State Regent's Diploma (or the equivalent for applicants from other states) with a minimum unweighted high school grade point average of 80%. Music Education applicants should also have a combined SAT-1 score of at least 1010 or 1400 (new version), pass a comprehensive audition and interview, and have such other credentials as shall be acceptable to the Music Education Department Chair. Transfer students should have a cumulative grade point average of 3.0 or higher from a regionally accredited college or university.

## Additional Requirement for Homeschooled Applicants

Five Towns College welcomes homeschooled applicants who have completed a secondary school education in a homeschool setting that is treated as a homeschool or a private school under state law in the jurisdiction in which they reside. Homeschooled applicants must meet all of the requirements for admission as set forth in this Catalog.

If the student is from a state that issues a secondary school completion credential to homeschools, a secondary school completion certificate. As established by the New York State Education Department (CEO 02-06), home schooled students cannot receive a high school diploma. Only public schools or registered nonpublic schools are permitted by law and regulation to issue diplomas. Self-reporting home schooling is not acceptable for financial aid purposes. To establish eligibility for New York State student aid (not the issuance of a postsecondary degree), the following options are available to a home schooled student in New York State:

- Obtain a letter from local school district officials confirming that the student has received an education "substantially equivalent" to instruction given to students graduating high school in the public schools;

- Take and pass the GED/TASC test; or
- Achieve a satisfactory score on an ability-to-benefit test approved by the U.S. Secretary of Education (may not be used for admissions purposes at Five Towns).

### In addition, homeschooled applicants should submit:

- A transcript from a reputable home school correspondence/umbrella program, or a detailed roster of academic coursework at the secondary level;
- Other formally presented work of any kind that well represents the range of academic and extracurricular accomplishment;
- A short narrative, written by the person other than the applicant who has been most responsible for the student's academic life, describing the nature of the applicant's secondary level education. The document should not be a recommendation, but rather a description of your instruction in recent years
- Scores from nationally recognized standardized tests, such as the ACT or SAT, and/or results from New York State Regent's Examinations or similar state assessments.

## International Baccalaureate (IB) Diploma Program (DP)

Five Towns College recognizes the IB DP and will award academic credit for the International Baccalaureate curriculum. The IB curriculum consists of six subject areas. Each area may be awarded six (6) semester credits for those students who earn a score of 4 or higher on the Higher Level Examinations, provided that such credit is applicable towards the student's degree program.



## Concurrent High School Students

In rare cases, the College will admit high school students to enroll concurrently at the College prior to earning a high school diploma. In such cases, students attend as non-matriculated students, but are subject to all of the policies and regulations pertaining to regular students. In such cases, the student does not receive an offer of admission. Rather, the high school issues a written consent to the College, whereby it certifies that upon the completion of specified Five Towns College courses it will issue a high school diploma. Concurrent High School Students are not eligible for financial aid.

Typically, such students must be at least 17 years of age and have compelling reasons for concurrent enrollment. Five Towns College is highly selective when approving Concurrent High School Students. Concurrent High School Students typically are approved for one semester. Upon the successful completion of the semester and award of a high school diploma, these students may apply for matriculation. Prospective students interested in this program should consult with the Director of Admissions for additional information.

## Exceptionally Talented High School Students Early Enrollment Track

Exceptionally talented high school students or adult learners with compelling reasons for not completing high school prior to matriculation may be admitted to the College with permission of the Provost, provided that they pursue a program of study that also leads to the New York State General Equivalency Diploma within one year of entering the College. Students admitted through the Exceptionally Talented Track are not eligible for Financial Aid until they have earned the GED/TASC.

As established by Section 100.7 of the Regulations of the New York State Commissioner of Education, a Five Towns College student can receive a high school equivalency diploma when the student has completed 24 college credits as a recognized candidate for a degree at the College. If a student never completed high school or is otherwise unable to document high school completion, the college can admit a student, and once the student has completed 24 college credits as the equivalent of having the GED, the student is eligible for NYS TAP, provided the credits satisfy the appropriate course distribution requirements specified in section 100.7 of the Commissioner's Regulations as amended. The required distribution is 6 credits of English, 3 credits of math, 3 credits of natural science, 3 credits of social science, 3 credits of humanities, and 6 credits applicable to the student's program.

## Rolling Admission

The College is guided by a rolling admission policy that allows applicants for admission to be filed at any time. Applicants seeking to begin their studies in any fall semester are encouraged to file a complete application no later than April 1. Spring semester applicants should file by January 1. All supporting materials, including auditions, interviews, portfolio

reviews, and letters of recommendation should be on file for an application to be deemed complete. Admissions decisions are generally within two to four weeks thereafter.

Due to the nature of performing arts and skills based programs, the College may establish enrollment caps for various programs from time-to-time. In furtherance thereof, the College reserves the right to close admission to any program prior to the published deadlines. Students seeking admission to performance and skills based programs are encouraged to apply as early as possible.

## Offers of Admissions

Offers of admission are conveyed in writing and signed by the Director of Admissions. A place will be held for admitted students for a period of 30 days. Applicants are required to accept the offer of admission within that period by submitting the required enrollment deposit.

## Wait List

The number of seats available to new freshmen and transfer applicants in each degree program and major area of concentration are limited. Students placed on the wait list are notified as soon as a place becomes available, but typically by May 1 for fall admission and January 2 for spring admission.

## Admission by Degree Program and Undeclared Majors

Five Towns College admits students into a specific degree program and/major area of concentration (major or concentration). New students seeking to change degree programs and/or majors prior to the first semester of study should contact the Admissions Office. After the start of classes, students seeking to change degree programs and/or majors must file a Program Change Request Form with the Registrar's Office. Students seeking to change degree programs or majors must meet the admissions standards in effect for the new program at the time of application. Decisions consider many factors, including the availability of seats in the new program of study.

Five Towns College does not accept undeclared majors. Prospective students who are uncertain of their career choices and who prefer to sample the curriculum prior to choosing a degree program are encouraged to consider enrolling in the program in Liberal Arts leading to the A.A. degree, since this program provides the widest range of elective choice and transfer-up opportunities.

## Readmission

Students seeking to return to the College after withdrawing, resigning, or having been dismissed are deemed to have

surrendered their matriculated status and must file an Application for Readmission. Five Towns College is selective in its readmission practices. Former students have no expectation of readmission. Unless permission is granted in writing, readmitted students are governed by the College Catalog in publication at the time of readmission, and not by their original Catalog.

Students who withdrew in good academic standing and seek to return within one year meet with the Reentry Coordinator to process their Application for Readmission, update their files, and to register for classes. Students who were not in good academic standing or who resigned or were dismissed for any reason, or those who seek to return after a period of more than one year are processed through the Admissions Office. These applicants must provide a letter that fully explains the circumstances surrounding the interruption of their studies, and which documents how any obstacles to their academic success have been resolved. In cases involving medical, legal, family, or financial difficulties, a letter from a third-party on official letterhead stationery should be submitted in support of the Application for Readmission. Letters from healthcare providers, attorneys, courts, and governmental agencies, clergy and public officials are most helpful.

Upon receipt of an Application for Readmission, the Academic Standards Committee will conduct a full review of the applicant's academic, disciplinary and financial record with the College. In appropriate circumstances, the Office will determine how much prior coursework must be made up to allow the applicant to regain Satisfactory Academic Standing with the College. A diagnostic examination designed to evaluate subject-matter knowledge may also be required. The College reserves the right to deny an Application for Readmission for any reason, in the exercise of its sole discretion.

An Application for Readmission may be made at any time. Decisions are made on a rolling basis. All students applying for readmission to Five Towns College must pay a non-refundable, \$35.00 Readmission Application Fee.

## **Residency Requirements**

### **Degree Program Residency Requirement**

Students must complete their last 30 credits in residence in order to be eligible for an associate degree; 60 credits for a baccalaureate degree. Master's degree candidates may be permitted to transfer up to 12 credits from other acceptable institutions. Transfer credit is not accepted for any Doctoral program.

### **Major Area of Concentration Residency Requirement**

Students must complete the last 50% of any major area of concentration in residence in order to have the major area of concentration noted on their official transcript.

## **Degree/Program Change Form**

Students are admitted into Five Towns College by degree and program, based upon the supporting materials submitted with their Application for Admission. Students who seek to change their degree and/or their major area of concentration are required to file a Degree/Program Change Form and to obtain the prior approval of the Division Chair and College Registrar. When changing programs and majors, students are required to meet the admissions standards for the new program/major in effect at the time they seek to change. Because changing programs may impact a student's class standing and financial aid eligibility, they are encouraged to also meet with their Academic Advisor and Financial Aid Office prior to changing programs.

## **Gainful Employment Disclosures**

In accordance with federal regulations, Five Towns College discloses information regarding the cost, financing, and completion rates for students enrolled in each of its programs. These Gainful Employment Regulation disclosures are published on the College website. Prospective students are advised to review these disclosures at [www.ftc.edu](http://www.ftc.edu) prior to enrolling at Five Towns College.

## **Student Retention and Graduation**

Rising academic standards and significant investments in faculty, technology and infrastructure over the last decade have led to higher persistence, retention, and graduation rates across the institution. Of the First-Time Full-Time Freshman (FTF) who entered a bachelor's degree program offered by the College for the Summer and Fall 2017 semester, 73% returned for the Fall 2018 semester. That retention rate, disaggregated by academic division is approximately as follows: Business Division 60%, Film/Video Division 82%, Mass Communication 91%, Music Division 79%, Music Education Department 75%, Theatre Arts Division 70%. While the College's overall on-time Graduation Rates for FTF who entered during the Summer and Fall 2014 semester is 36%, the 150% rate tracked by the United States Department of Education for the FTF Summer and Fall Semester is 47%. The College submits updated data to the National Center for Educational Statistics. Information about its Graduation Rates can be found here: <https://nces.ed.gov/collegenavigator/?id=191205>.

## **Placement of Graduates**

Five Towns College regularly conducts surveys to determine its career placement rates for those students who enter the College as first-time full-time freshman bachelor degree candidates, and who then graduate within 150% of the time normally allotted for program completion. The surveys are conducted using a variety of methods including email, telephone calls, formal graduate surveys, and a review of professional social media websites such as LinkedIn.com

A survey was conducted of the first-time full-time freshman who began their studies in the Fall 2012 semester and graduated by 2018. Of those graduates, 85% (N=75) responded. Of those who responded, nearly 91% indicated that they were employed, with the survey data further revealing that 68% were employed in a job directly related to their program of study at the College. In addition to reporting placement rates for first-time, full-time freshman, because many students attend Five Towns College after transferring from another college or university, Five Towns also conducts a survey of all graduates, regardless of their freshman or transfer status or when they began their studies.

A survey was conducted of the students, transfer and first-time full-time freshman, who graduated during the 2017-18 academic year (N=131) to determine the placement rate of these students within six months following graduation. Of those students who responded, 82.1% (N=60) indicated that they were employed, and 64.3% indicated that they were employed in a job directly related to their program of study at the College.

## **Teacher Education Supply and Demand**

The supply and demand for licensed teachers can vary greatly by subject, geographic area, and time period. Both the New York State Education Department and the New York City Education Department post online information regarding the job market for licensed teachers. Prospective, new and current students are advised to stay informed about the labor market supply and demand for licensed teachers in New York State by attending periodic job market seminars sponsored by both the Education Division and the Career Services Office, and by visiting the State and City Departments online at [www.teachny.com](http://www.teachny.com) and [www.highered.nysed.gov](http://www.highered.nysed.gov). Print versions of the data published on these websites are available in the Education Division Office. Additional workforce and industry data is available online from the New York State Department of Labor at [www.labor.state.ny.us](http://www.labor.state.ny.us).

## **Immunization Requirements**

In compliance with New York State Law and Regulations, all Five Towns College students born on or after January 1, 1957 must submit documentation acceptable to the New York State Department of Health of immunization against Measles, Mumps, and Rubella before they may attend classes. Additional information about this mandatory requirement is available from the Admissions Office.

In addition, current revision of New York State Public Health Law requires that all students sign a Meningococcal Meningitis Vaccination Response Form indicating whether or not they have been vaccinated to protect against meningitis. This inoculation is mandatory for all Residence Hall students.

## **International Students**

Five Towns College is authorized by the U.S. Department of Homeland Security to enroll non-immigrant students from other countries. Students from countries where English is not the

native language must be able to demonstrate English language proficiency. A score of 173 or higher on the TOEFL CPT (computer based test) or a score of 500 or higher on the paper-pencil TOEFL Test is typically submitted for this purpose.

Foreign students must also be able to demonstrate sufficient financial resources to attend Five Towns College and to support themselves for the entire period of enrollment. Typically, international students document the ability of family or sponsors to support them. Foreign students seeking to transfer to Five Towns College from another post-secondary school within the United States must be in-status and eligible for a transfer I-20. International students are encouraged to contact the Five Towns College International Student Advisor early in the admissions process.

While International students attending Five Towns College on an F-1 Student Visa are eligible to apply for Optional Practical Training (OPT), the final decision on whether to grant OPT approval rests with the U.S. Department of Homeland Security. As such, the College makes no guarantee that any international student attending the College will be approved for OPT.

Before an I-20 A/B Form is issued by the College, international students must submit proof of graduation or completion of a program of secondary-school studies equivalent to a U.S. High School Diploma. Such documentation must be evaluated by an Independent Third-Party Evaluation firm acceptable to the College. In addition, if such documentation is in a language other than English, it must also be accompanied by a certified English translation.

## **International Student Housing**

International students seeking to remain in residence halls during the Winter Intersession and Spring Break may request this but it is subject to approval and payment of related costs. Please review the section about Intersession Housing.

# Tuition and Fees 2018-19

Tuition and fees are payable in accordance with the Schedule of Payments set forth below, unless a monthly payment plan has been approved by the Bursar. Checks and money orders should be made payable to Five Towns College. The privileges of the College are not available to the students until completion of registration and the payment of all fees and tuition. College policy does not permit a student to register for a subsequent semester if the student is in arrears for a prior semester. The Board of Trustees of the College reserves the right to make changes in fees, tuition, curriculum, and regulations and to charge for additional services whenever such action is deemed advisable.

## Application Fee

A non-refundable fee of \$35 is required at the time of application to process either an undergraduate or graduate application. This fee is waived if the online application is submitted.

## Full-time Tuition

Undergraduate students taking 12 or more credits are full-time.

Full-Time Undergraduate Tuition per semester  
(12-17 credits)..... \$10,440

Graduate (Master's degrees) students taking 12 or more credits are full-time.

Full-Time Masters Tuition per semester  
(Up to 12 credits)..... \$8,250

Doctoral students taking 9 or more credits are full-time.

Full-Time Doctoral Tuition per semester  
(Up to 9 credits)..... \$8,670

## Part-time Students and Extra Credits

Undergraduate and Master's degree program students taking less than 12 credits are part-time.

Doctoral degree program students taking less than 9 credits are part-time.

Part-time students and full-time students taking extra credits above that which is published in the Recommended Sequence of Content for each program will be charged per credit for each registered credit or extra credit.

Undergraduate Tuition per credit.....	\$950
Master's Tuition per credit.....	\$690
Doctoral Tuition per credit.....	\$970

## College Fee Per Semester

12 + Credits.....	\$180
7-11 Credits.....	\$130
4-6 Credits.....	\$70
1-3 Credits.....	\$40

## Tuition Rate Guarantee

Five Towns College guarantees that the price of tuition will not be increased for any student who matriculates into a degree program, and who maintains continuous registration without interruption for up to eight consecutive semesters of study, except if they have interrupted their studies pursuant to an approved Leave of Absence. Students who do not successfully complete at least 30 credits per year with a GPA of at least 2.0 will be subject to the tuition rate applicable to new students when classes resume for the fall term. This Tuition Rate Guarantee will be prorated to the expected date of graduation for transfer students as determined by the College Registrar at the time of initial enrollment at Five Towns College. Tuition Rate Guarantee does not apply to any fees, including residence hall room and board charges, nor does it apply to summer or J-Term sessions when tuition is typically reduced. Tuition Rate Guarantee requires that each student register and re-register on time for each successive semester. Students who register during the late registration period forfeit the Tuition Rate Guarantee, unless they do so with the permission of the College Provost. Additional late registration fees also apply.

## Enrollment Deposit

After an acceptance letter from the FTC Office of Admissions is received, applicants should submit the required enrollment deposit as soon as reasonably possible. The required deposit is \$200.00 and is refundable until May 1st for the Fall semester or until January 1st for the Spring semester. The tuition deposit is applied towards the tuition balance. After May 1st, the deposit is nonrefundable.

**Housing Deposit**

A housing deposit of \$150.00 is required for new students seeking to live on-campus. This deposit is refundable until May 1st for the Fall semester and January 1st for the Spring semester. After either May 1st or January 1st, the deposit is nonrefundable.

**Schedule of Payments**

Fall tuition balances are due on or before June 1st. Spring tuition payments are due on or before January 5th. Students are required to pay their tuition and fees balance in full by these deadlines. The College will defer payment for those amounts covered by a final Five Towns College Estimated Financial Aid Award Letter and/or an approved NelNet Monthly Payment Plan.

**Monthly Payment Plan**

Students may elect to pay all or part of their tuition and fees account using the College's approved NelNet Payment Plan. The NelNet eBill and ePayment solution provides a secure and convenient way for students to view their bill, and make payments on the go. Students who sign up for this plan receive an automated, consolidated bill that includes: tuition and fees, residence hall and board fees, and other charges. Text and email notifications let students and their authorized representatives know in advance when their bills will be ready to view, and an embedded link takes them directly to the login page to schedule payments using an ACH electronic funds wire transfer. Users can make full or partial online and in-person payments, set-up payment plans, and /or manage third party access.

Students may sign up for the payment plan for one semester or for the two semesters of an academic year. Students who sign up to make between 2 and 6 payments for one semester are charged a fee of \$50 for the plan. Students who sign up to make between 7 and 12 payments to cover two semesters are charged \$90 for the plan.

**Student Activity Fee per Semester**

This \$60 fee is administered by the College and its Student Government Association, for student activities and other campus events.

**Credit Cards**

Mastercard, Discover Card and Visa are accepted for payment of tuition and fees up to a limit of \$500.

**Returned Check Fee**

Students whose checks are returned by their bank will be subject to \$35.00 reprocessing fee and will be required to make all subsequent payments by cash or certified check.

**Student Medical Insurance**

Due to the availability of medical insurance through the Affordable Care Act, Five Towns College does not provide medical insurance to students as of the Fall 2017 semester. All resident students are required to provide proof of medical insurance coverage prior to moving into a residence hall. International students are advised to consult with the Foreign Student Advisor prior to arriving in the United States, to determine whether or not their insurance plan will be acceptable in the local medical marketplace and to the College.

**Late Registration Fee**

Matriculated students are provided with a date by which they must re-register for the next academic term. Students who do not register on time may still register up to 5 days late without penalty. Students who register more than 5 days late will be assessed a Late Registration Fee of \$50. Students who re-register late are deemed to have forfeited their Tuition Rate Guarantee. Re-register on-time!

**Intersession Housing and Meal Plan**

International and other students requiring housing/food service during standard periods of non-enrollment, such as during the Winter Intersession and Spring Break, may apply for Intersession Housing and Meal Plan. Students requiring this service are typically required to apply prior to moving onto campus for the start of the academic year. Students who do not apply on time are not guaranteed the availability of Intersession Housing. Intersession Housing includes a mandatory meal plan.

Intersession Housing begins immediately following the Christmas/New Year's Holiday week and continues until the start of the spring semester. Intersession Housing also includes the week typically designated for Spring Break. The total period is approximately five additional weeks in duration. In no case will students be permitted to remain in residence during the Thanksgiving Recess and Christmas/New Year's Holiday week. Students needing Intersession Housing should plan accordingly for these periods when all residence halls will be closed. The Intersession mandatory meal plan includes two meals per day – brunch and dinner – seven days per week.

Intersession Housing and Meal Plan..... \$2,050

## 1098-T Form

The 1098-T tax form is a Tuition Statement provided by Five Towns College to all eligible students who pay qualified tuition and related expenses (QTRE) during the calendar year, January 1 through December 31. The 1098-T tax form also includes the total dollar amount the eligible student received in scholarships and grants. By enrolling at Five Towns College, students give their consent to receive their 1098-T forms electronically and are provided with access to their current and previous year 1098-T forms via the Five Towns College Student Portal. Students may elect to opt out of this electronic distribution process by notifying the Five Towns College Vice President of Finance and Administration of such election in writing. Students who opt out will receive a hardcopy 1098-T via U.S. Mail instead. More information regarding the 1098-T form may be found at [www.irs.gov](http://www.irs.gov).

## Refund Policy

Refunds are made solely at the discretion of the College for conditions beyond the student's control such as military service, serious personal illness, or other emergencies acceptable to the Committee on Refunds.

All requests must be accompanied by appropriate documentation.

Refunds will be based on the date of receipt of written notification of withdrawal. Nonattendance in a course does not constitute an official withdrawal. Students are responsible for payment for all tuition and fees until an official withdrawal is presented to the Registrar.

- Withdrawal from the College on or before the end of the Add/Drop week— 100% of tuition and fees less an administrative fee of \$100.
- Withdrawal from the College during the second week of classes — 60% of tuition and fees less an administrative fee of \$100.
- Withdrawal from the College during the third week of classes — 40% of tuition and fees less an administrative fee of \$100.
- Withdrawal from the College during the fourth week of classes — 20% of tuition and fees less an administrative fee of \$100.

After the completion of the fourth week of classes, there will be no refunds granted.

The application fee is non-refundable.

## Late Payment Fee

Students are required to pay their tuition and fees by published deadlines. Unpaid balances of student accounts are subject to a monthly Late Payment Fee of \$50.00 per month. Unpaid balances after the term ends are subject to a monthly 1% interest charge.



# Financial Aid

The Financial Aid Office is dedicated to providing students financial aid information, service, and support along their pathway to success at Five Towns College. There are various types of financial aid available through federal, state, institutional and other resources. Students and their families are encouraged to meet with the College's financial aid administrators to discuss their individual circumstances. Additionally, the Financial Aid Office provides assistance in completing the FAFSA (Free Application for Federal Student Aid) and other forms.

Five Towns College adheres to federal regulations and institutional policies to determine and distribute financial aid. Awards are based on the information submitted on your FAFSA.

## Applying for Financial Aid

The earlier students apply for financial aid, the sooner their aid may be determined and processed. Some aid, such as grants, scholarships, and Federal Work Study, is limited. The recommended filing date for returning students is April 30th for the fall semester. All new students are urged to apply as early as possible and not less than eight weeks prior to the beginning of the semester of attendance.

**Application Procedures:** Students must complete a FAFSA in order to receive any Federal Title IV, New York State, or institutional aid. It is recommended that you file the FAFSA online at <http://www.fafsa.ed.gov>. In order to be eligible for aid, you must have the FAFSA completed by the last day of the semester. The College Financial Aid Office can assist you with completing the FAFSA or the Department of Education can be reached at 1-800-4FED- AID (1-800-433-3243).

Apply for your FSA ID (Federal Student Aid ID) at <http://fsaid.ed.gov>. Parents of dependent students must also apply for an FSA ID. This allows you to apply, sign, and submit your FAFSA electronically to the Department of Education and to Five Towns College. **The Five Towns College Federal School Code for the FAFSA is 012561.**

## Estimated Family Contribution (EFC)

This is the figure used to determine your eligibility for federal student financial aid. This number results from the financial information you provide in your FAFSA, the application for federal student aid. Your EFC is reported to you on a Student Aid Report (SAR).

## Financial Aid Payments

Funds from federal and state entitlement programs such as Federal Pell, TAP, and Federal SEOG and scholarships from the College are credited to a student once each semester. Federal Direct Loans are always disbursed in two payments for each loan period according to regulations.

The College will defer tuition payments for a student who has established eligibility for a grant or loan of equal amount. Monies received by the College on behalf of a student will first be applied towards the student's tuition, fees, and housing. After the

student's tuition and housing is paid in full, the student may request any credit balance on the account via check. Payments due from proceeds of a Federal Parent Loan (PLUS) will be made directly to the parent.

The Financial Aid Office may consider arrangements between the College and the student receiving financial aid to advance money for education related expenses, as deemed necessary. Expenses are limited to transportation, food, rent, and other items that enable a student to attend a college. Payments are only issued once per semester and will not exceed 50% of the total credit due on the student's account

## New York State Aid Programs

### Tuition Assistance Program (TAP)

Students must complete the Free Application for Federal Student Aid (FAFSA) to receive Tuition Assistance Program (TAP). The application deadline for 2018-2019 academic year is June 30, 2019. New York State (NYS) Residents attending NYS schools will have the option to link directly to the TAP application from the FAFSA submission confirmation page. If you exited the FAFSA before selecting this option, you can complete the application after The New York State Higher Education Services Corporation (HESC) receives your FAFSA data. HESC will send you an email notifying you to complete the TAP application online or you can visit [hesc.ny.gov](http://hesc.ny.gov). HESC determines the applicant's eligibility and emails an Award Certificate directly to the applicant. It is the applicant's responsibility to check for any errors. **Five Towns College TAP School Code: 2075.**

**Selection of Recipients and Allocation of Awards:** TAP is an entitlement program and is available to every student meeting the eligibility requirements. There is neither a qualifying examination nor a limited number of awards. Awards are determined on an individual basis based on New York State net taxable income for the preceding tax year and are prorated and paid on a term basis.

Students registered in a two (2) year program are limited to three (3) years of TAP. All other students are eligible for four (4) years of TAP.

## Who is Eligible?

### To be eligible for TAP, a student must:

- Be a United States citizen or eligible non-citizen.
- Be a legal resident of New York.
- Study full-time (at least 12 credits per semester) at an approved postsecondary institution in New York.
- Have a United States High School Diploma or the recognized equivalent.
- Be matriculated in an approved program of study and be in good academic standing.
- Have at least a cumulative "C" average after receipt of two annual payments.
- Be charged at least \$200 tuition per year.
- Not be in default on a student loan guaranteed by HESC or any repayment of a State award.
- Meet income requirement.

### Aid for Part-time Study (APTS)

**Application Procedures:** Application is made through the College Financial Aid Office, which is responsible for determining who receives an APTS award and the amount.

**Eligibility Requirements:** To be considered for an award a New York State resident student must: not have exhausted TAP eligibility for full-time study, be matriculated in an approved program, be enrolled for at least three (3) credits, be in good academic standing, meet the citizenship requirements, and be within the required income guidelines.

**Award Schedule:** Awards may not exceed \$1,000 per semester or the amount of student tuition.

## Special Programs

New York State has other Scholarships and Awards for students with special qualifications or circumstances. Get more information if you think you are eligible by contacting New York State Higher Education Services Corporation at <http://www.hesc.ny.gov>.

- Memorial Scholarship for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers and Emergency Medical Service Workers
- Military Service Recognition Scholarship (MSRS)
- NYS Scholarships for Academic Excellence
- NYS World Trade Center Memorial Scholarship
- NYS Aid to Native Americans
- Segal AmeriCorps Education Award
- Veterans Tuition Awards
- Higher Education Opportunity Program (HEOP)

## Vocational Rehabilitation

Persons with disabilities may obtain a list of local ACCES offices at <http://www.acces.nysed.gov>.

**Selection of Recipients and Allocation of Awards:** Any disabled person with a substantial employment handicap who can become employable within a reasonable period of time may be eligible. ACCES serves those having any physical, emotional, or mental disability except blindness. The legally blind are served by the Commission for the Blind and Visually Handicapped, through the State Department of Social Services located at 40 North Pearl Street, Albany, NY 12243. <http://ocfs.ny.gov>.

## Federal Title IV Programs Federal Pell Grants

**Selection of Recipient and Allocation of Awards:** The Federal Pell Grant Program eligibility and award amount are based on need and enrollment status. Financial need is determined by a formula applied to all applicants. This formula is written into federal law. Applicants must: (1) be a U.S. Citizen or eligible non-citizen; (2) be an undergraduate enrolled as a matriculated student at an eligible institution; (3) not be in default or refund status for any federal Title IV aid at any institution; and (4) if applicable, be registered with Selective Service.

The amount of Federal Pell Grant funds a student may receive over the student's lifetime is limited by federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600%. This equates to approximately 12 payments of Pell Grant funds, assuming two full payments per academic year.

**Award Schedule:** 2018-2019 awards range from \$0 to \$6,095. The amount of the award will be affected by estimated family contribution (EFC), costs of attendance and full or part-time enrollment status. The Federal Pell award is not duplicative of State awards.

## Federal Supplemental Education Opportunity Grants (FSEOG)

FSEOG grant funds are available to exceptionally needy full-time and at least half-time students, who have the lowest expected family contributions (EFC) as determined by the Department of Education and the students' financial aid application.

**Award Schedule:** FSEOG funds are limited based on funding provided by the Department of Education. The College Financial Aid Office will distribute funds automatically to eligible students until funds are exhausted. Awards for the 2018-2019 full academic year range from \$100 to \$1,000. Awards are determined on an annual basis depending on EFC and need.

## Federal Work-Study Programs (FWS)

**Application Procedures:** Application is made through the Career Services and the Financial Aid Office. The eligibility is determined following federal guidelines for need-based aid, full-time enrollment, and a minimum 2.5 GPA.

**Selection of Recipients and Allocation of Awards:** The College makes employment reasonably available to all eligible students in the institution who are in need of financial aid. In the event that more students are eligible for FWS than there are funds available, preference is given to students who have great financial need and who must earn a part of their educational expenses. Factors considered by the Financial Aid and Career Services Offices in determining how many hours the recipient may work under this program include financial need, class schedule, and academic progress.

**Award Schedule:** Job assignments may include on or off campus locations, as arranged through Career Services, with public or private nonprofit agencies, such as libraries and art councils, for no more than 20 hours per week. Students may expect a salary level of at least the minimum wage. Maximum wage is dependent on the nature of the job and the applicant's qualifications.

## William D. Ford Federal Direct Loan Program

### Student Loans

#### Federal Direct Subsidized Stafford Loans

FSEOG grant funds are available to exceptionally needy full-time and at least half-time students, who have the lowest expected family contributions (EFC) as determined by the Department of Education and the students' financial aid application.

#### Federal Direct Unsubsidized Stafford Loans

Unsubsidized loans are available to all students regardless of grade level and financial need. These loans accumulate interest while the student is in school and continues upon exiting. Students may elect to pay the interest while attending school.

## Federal Direct Stafford Loan Amounts

Year	Dependent Students (Except students whose parents are unable to obtain PLUS Loans)	Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First Year Undergraduate	\$5,500 – No more than \$3,500 of this amount may be unsubsidized loans	\$9,500—No more than \$3,500 of this amount may be in subsidized loans.
Second Year Undergraduate	\$6,500—No more than \$4,500 of this amount may be in subsidized loans.	\$10,500—No more than \$4,500 of this amount may be in subsidized loans.
Third Year and Beyond Undergraduate	\$7,500 per year—No more than \$5,500 of this amount may be in subsidized loans.	\$12,500 per year—No more than \$5,500 of this amount may be in subsidized loans.
Graduate or Professional Degree Students	Not Applicable	\$20,500
Maximum Total Debt from Stafford Loans	\$31,000—No more than \$23,000 of this amount may be in subsidized loans.	\$57,500 for undergraduates – No more than \$23,000 of this amount may be in subsidized loans. \$138,500 for graduate or professional students. The graduate debt limit includes all federal loans received for undergraduate study.

**Selection of Recipients and Allocation of Awards:** To be eligible for Federal Direct Stafford Loans students must be: (1) a U.S. citizen or permanent resident alien; (2) enrolled or admitted as a matriculated, at least half-time student; (3) in good academic standing and making satisfactory academic progress; (4) not in default of a previous student loan; (5) if applicable, registered with Selective Service; and (6) assigned a social security number.

### **Responsibilities of All Student Loan Recipients:**

Repayment by the student begins 6 months after the student has graduated or ceased to be enrolled at least half-time (minimum 6 credits) with repayment terms between 10-25 years. Students may choose to repay Direct Subsidized Loans and/or Direct Unsubsidized Loans through one of these eight repayment plans:

- Standard Repayment Plan
- Extended Repayment Plan
- Graduated Repayment Plan
- Income Contingent Repayment Plan (ICR)
- Income Sensitive Repayment Plan (ISR)
- Income-Based Repayment Plan (IBR)
- Pay as You Earn Repayment Plan (PAYER)
- Revised Pay as You Earn Repayment Plan (REPAYE)

All Direct Subsidized and Direct Unsubsidized Loans require the same type of repayment plan. If you do not choose a repayment plan, your loans will be placed in the Standard Repayment Plan. A minimum repayment of \$50 plus interest per month is required.

Students who graduate or fail to maintain at least half-time status and who have participated in the Federal Family Education and/or William D. Ford Federal Direct Loan Program must complete exit counseling. This counseling will include, but will not be limited to, information concerning total student loans borrowed, terms of repayment, debt management, counseling, and deferment eligibility. To manage loans and stay current on important loan details forms, repayment options, and get help visit the Federal Student Aid website <http://studentaid.ed.gov>. or federal Student Loans website <http://studentloans.ed.gov>.

## **Parent/Graduate Student Loans Federal Direct Plus Loan**

Parents and Graduate Students with good recent credit history may borrow a PLUS loan on behalf of their dependent students or themselves, up to the cost of attendance.

Financial need is not a requirement for a PLUS loan. The total loan amount borrowed in any year cannot exceed educational costs less all other financial aid received.

**Application Procedures:** To apply for a Federal Direct PLUS loan, the dependent student's parent must complete a Federal Direct PLUS application and sign a Master Promissory

Note, available at <https://studentloans.gov>. Your Direct PLUS Loan enters repayment once your loan is fully disbursed (paid out). If you are a graduate or professional student, your loan will be placed into deferment while you are enrolled at least half-time and for an additional six months after you cease to be enrolled at least half-time. If you are a parent borrower, you may contact your loan servicer to request a deferment while you or your child are enrolled at least half-time and for an additional six months after your child ceases to be enrolled at least half-time.

If your loan is deferred, interest will accrue on the loan during the deferment. You may choose to pay the accrued interest or allow the interest to capitalize when the deferment period ends. Your loan servicer will notify you when your first payment is due.

**Rights and Responsibilities of Recipients:** Satisfactory academic progress must be maintained as defined in the College catalog for all Federal Programs.

Because of continuing changes in Federal and State regulations, students should check with the Financial Aid Office regarding the latest official information about these programs, or when they have any question or concern about eligibility criteria.

## **Veterans Administration (VA)**

### **Educational Benefits**

Many programs of educational assistance benefits are available to those who have served in the active military, naval or air service and to their dependents. Detailed information on all veterans' benefits and assistance in applying for benefits can be obtained from the offices of the Veterans Administration <http://www.gibill.va.gov>. Five Towns College proudly participates in the Yellow Ribbon Program.

### **Return of Title IV Funds**

Five Towns College is required to determine the earned and unearned portions of Federal Title IV aid as of the date the student ceased attendance. Through the 60% point in each payment period or period of enrollment, a calculation determines the amount of Title IV aid a student has "earned" by dividing the number of days completed by the number of days in the semester. The return of any unearned Federal Title IV funds will be processed within 45 days of the date the school determines the student withdrew. Institutional refund policies should be reviewed. Students completing more than the 60% point in the payment period or period of enrollment have earned 100% of the Federal Title IV funds scheduled during the period.

Federal Title IV funds earned by the student have no relationship to the student's incurred institutional charges. Institutional charges may not be fully covered after calculating the return of Federal Title IV funds and any balances due are the student's responsibility.

If a student withdraws before 100% tuition liability, the charges and any institutional scholarship will be reduced accordingly.

The Bursar will not issue a refund to the student until the return of Title IV funds calculation is performed to determine if any financial aid funds need to be returned to the Department of Education. After adjustments are made, the student will either receive a refund for any remaining credit or a bill with the balance due.

## Standard of Satisfactory Academic Progress and Eligibility for Student Aid

Students, who are not maintaining satisfactory academic progress (SAP) and pursuit of program according to established guidelines, are not eligible for Federal Title IV, New York State financial aid and some scholarships administered by Five Towns College. Federal Title IV aid includes Federal Direct Stafford Loans (Subsidized and Un-subsidized), Federal Direct Parent Loan (PLUS), Federal PELL Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal College Work-Study. New York State awards include Tuition Assistance Program (TAP), the Higher Educational Opportunity Program (HEOP) and all other programs through New York State Higher Education Services Corporation.

## Federal Criteria and Requirements

Upon matriculation at the College, a student must meet Federal Satisfactory Academic Progress standards consistent with the College catalog and the U.S. Department of Education regulations. Students are expected to achieve qualitative (grade) and quantitative (pace) benchmarks as outlined.

Undergraduate		
Credits Attempted	Credits Earned	Cumulative GPA
0-30	50%	1.75
30 +	67%	2.0

Graduate and Professional		
Credits Attempted	Credits Earned	Cumulative GPA
0-12	67%	2.5
12 +	67%	3.0

Students are expected to complete their program of study within 150% of the time required as published in the College catalog. Students attempting between 0-30 credits must earn 50% of their attempted credits with a GPA of at least 1.75. Students attempting more than 30 credits must earn 67% of their attempted credits with a GPA of at least 2.0.

Every semester is taken into account when measuring students' progress regardless of whether they received Federal Title IV financial aid.

Attempted hours are defined as the hours for which the student is enrolled and charged by the 7th day of the semester. All

credits attempted, whether transfer credits or due to a change of major, are taken into consideration. Earned hours are defined as the sum of hours in which a student has earned a grade of A, B, C, or D. Withdrawals, Incompletes, Audits and Failures are not earned hours. An 'Incomplete' must be graded prior to the start of the next semester to be considered earned for Federal Financial Aid purposes. The higher grade of a repeated 'F' or 'WU' will be considered in calculating the student's CGPA.

Students who met SAP requirements in their prior review but are now failing to meet the requirements for the upcoming semester will be granted a Financial Aid Warning status. This will allow the student to continue eligibility to receive Federal Title IV aid for the upcoming semester. It is expected that students will use the semester to improve their SAP standing and regain Federal Title IV eligibility.

Students not meeting SAP requirements at the end of the Financial Aid Warning semester or students who have exceeded the Maximum Time Frame requirement are determined to be ineligible to receive federal financial aid. At the College's discretion, students with extenuating circumstances who are not meeting SAP requirements may be placed in a Financial Aid Probation Status via an appeal from the student.

## Appeal Process

Students found to be ineligible to receive federal financial aid, based on a SAP review, will be notified of their ineligibility and provided instructions on how they may appeal. The appeal must include:

- Reason(s) the student failed to meet SAP requirements
- A description of changes that will now allow the student to meet the SAP requirements moving forward

Appeals may be granted as follows:

### Financial Aid Probation - One Term

A review of the appeal documentation indicates it is reasonable for the student to achieve the minimum SAP requirements within one term. Financial aid eligibility will be reinstated for one term only. Failure to meet the SAP requirements in that term will result in suspension of financial aid eligibility.

### Financial Aid Probation - Academic Plan

A review of the appeal documentation includes an academic plan outlining steps required of student to meet the minimum SAP requirements. Financial aid eligibility is reinstated and progress is monitored on a term by term basis by the Student Success Center and students' respective Academic Advisors. Continued financial aid eligibility under the academic plan is contingent upon the specific terms as described in the student's appeal approval notification. Students in this status must achieve a minimum term GPA of 2.0, be successfully completing

coursework towards degree completion in the upcoming semesters, and meet academic plan requirements.

Students who do not have a successful appeal will remain ineligible to receive Federal Title IV aid until they meet all Federal SAP requirements. Once this occurs, aid will automatically be awarded in the future term(s). Students denied an appeal may submit a second appeal if they successfully complete a minimum of one term at the College and meet all SAP standards for that term. Students denied due to exceeding maximum time frame are not permitted to appeal a second time.

Students must be aware that credits not earned each semester according to the overall required time frame (i.e., six years for Baccalaureate programs) will make it increasingly difficult to complete their program of study on time and prohibit them from withdrawing from any future courses that they take beyond that time frame.

### New York State Requirements

#### Satisfactory Academic Progress/Program Pursuit for TAP Program

To meet NY State SAP, a student must earn a minimum number of credits with a minimum grade point average each term an award is received.

### Full-time Student in a Baccalaureate Program (first payment received Fall 2010 or later)

Before being Certified for this TAP payment	Completed credits in prior semester	A Student must have accrued at least this many credits	With at least this Grade Point Average
1	0	0	0
2	6	6	1.5
3	6	15	1.8
4	9	27	1.8
5	9	39	2.0
6	12	51	2.0
7	12	66	2.0
8	12	81	2.0

### Full-time Associate Program (first payment received Fall 2010 or later)

Before being Certified for this TAP payment	Completed credits in prior semester	A Student must have accrued at least this many credits	With at least this Grade Point Average
1	0	0	0
2	6	6	1.3
3	6	15	1.5
4	9	27	1.8
5	9	39	2.0
6	12	51	2.0



**Full-time Baccalaureate Program (HEOP, EOP, SEEK students with first payment in 2010 and there- after or non-remedial students with a first payment received 2006-2009)**

Before being Certified for this TAP payment	Completed credits in prior semester	A Student must have accrued at least this many credits	With at least this Grade Point Average
1	0	0	0
2	6	3	1.1
3	6	9	1.2
4	9	21	1.3
5	9	33	2.0
6	12	45	2.0
7	12	60	2.0
8	12	75	2.0
*9	12	90	2.0
*10	12	105	2.0

Only semesters that a student receives a TAP payment are considered for SAP. Students who have received four semester payments of New York State TAP (24 payment points) MUST have a cumulative 2.0 GPA. This includes students who may have received TAP payments at another college prior to enrolling at Five Towns College.

If students fail to make progress at Five Towns College toward a degree, either by failing to accrue sufficient credits or by failing to achieve a sufficient cumulative grade point average they lose eligibility for a subsequent award. Students will be notified in writing by the College and provided instructions on how they may appeal. Students can regain eligibility by:

1. Complete coursework and make up the deficiency without benefit of State financial assistance;
2. Submit paperwork to the College requesting a Good Academic Standing waiver, provide reason/documentation of the extenuating circumstances contributing to the failure to meet NY SAP, and be eligible for and granted a one-time waiver;
3. Remain out of school for one calendar year;
4. Students not achieving a 2.0 GPA after 4 semesters of TAP payments may appeal for a C-waiver based on undue hardship based on: (1) the death of a relative of the student; (2) the personal injury or illness of the student; or (3) other extenuating circumstances. C-waiver requests will be reviewed and approved, if eligible, by the College. It is possible, should circumstances warrant it, for a student to receive more than one C-average waiver.

## Repeated Courses and Financial Aid

New York State regulations mandate that if a student repeats a course in which a passing grade acceptable to the institution has been received previously, the course cannot be included as part of the student's full-time course load for New York State financial aid purposes. However, when a failed course is repeated it may count toward full-time study.

## Withdrawals and Leaves of Absence and Financial Aid

Students who received New York State aid for a semester from which they withdraw or take a leave of absence and do not earn any academic credit are not considered to be meeting the state's pursuit of program requirements and will not be eligible to receive state aid the following semester. The courses taken by a student that withdraws during a semester is considered attempted but not completed in determining State aid eligibility.

## Incomplete Grades and Financial Aid

A student with incomplete courses at the end of the semester must complete the coursework prior to the start of the next semester or may lose state financial aid eligibility. If a student completes these courses during the next semester and regains academic progress, state aid may be reinstated upon student request.

## Community Service

Community Service is a strong component of the College's values and teaching philosophy. While all students are encouraged to engage in community service activities, recipients of institutional grants, scholarships, and prizes are typically required to complete between 10 and 20 hours of community service per semester. Additional information is available from the Financial Aid Office and Career Services Office.

# College Scholarships and Grants

Five Towns College offers institutional financial assistance to students on the basis of academic merit, talent, and/or financial need. During the 2018 - 19 Academic Year, Five Towns College awarded approximately \$2.3 million dollars in Institutional assistance in the form of one-time non-renewable awards, renewable scholarships, graduate assistantships, teaching fellowships, and academic prizes. The specific forms of institutional assistance and the terms and conditions available for the 2018 - 19 Academic Year are set forth herein.

Eligibility for institutional assistance is determined through the student financial aid application process. Decisions are based on the Free Application for Federal Student Aid (FAFSA) and such other additional materials as may be required for each specific program. For international students, eligibility is determined through review of the materials submitted in support of the I-20 A/B and such additional supporting materials as may be requested.

The determination of initial eligibility for assistance to first-time freshman and transfer students is made prior to the first semester of study. Continuing students who have not received assistance from Five Towns College or who seek an increase in assistance, may apply or reapply after completing four semesters of full-time study – or sooner when significant changes in the student's financial situation are documented. Recipients of renewable awards are required to establish their eligibility annually by reapplying for financial aid by April 30th prior to the next academic year. Recipients who do not meet by this deadline may not have their awards renewed.

Students who withdraw or resign or are dismissed from the College for any reason, must reapply for financial assistance when they seek to return. There is no presumption of renewal for any student who interrupts their studies for any reason, except pursuant to an approved Leave of Absence. Unless otherwise specified, all forms of institutional support require continuous registration, not including Standard Periods of Non-Enrollment (SPNE) such as winter J-Term and summer sessions. Pursuant to the Five Towns College Responsible Student Loan Borrower Policy, College assistance is expressly contingent upon the student being a Title IV recipient and limiting the student's loan borrowing to the Federal Direct Guaranteed Student Loan Program. Students who borrow from other sources, such as through the private Sallie Mae and other private loan programs, are immediately ineligible to receive institutional financial assistance of any kind or amount. In addition, pursuant to the Responsible Student Loan Borrower Policy, the College may link the award of a College funded grant or scholarship to a requirement that a student voluntarily limit their borrowing under the Federal Direct Guaranteed Student Loan Program. Typically, the student agrees to voluntarily reduce their loan borrowing limits in amounts equal to the College grant or scholarship.

All undergraduate recipients are required to perform not less than 20 hours of Community Service during each semester

covered by an award. In cases where additional hours are mandated, the number of required Community Service hours will be specified in the award letter. Community Service must be performed at the College or at an outside agency approved in advance and in writing by the Career Services Office. Students must supply documentation that this Community Service requirement has been completed prior to the start of the next academic term. Full-time students who document that they are employed at least 10 hours per week are only required to perform 10 hours of community service.

The College expressly discloses that scholarships, awards, and prizes are earned by students and posted to tuition accounts at the end of the applicable academic semester, and not before. Unless otherwise noted, students who have a pending scholarship, award, or prize may defer payment of their tuition in an amount equal to the scholarship, award, or prize until the end of the applicable semester, or they may pay their tuition account and receive a refund when the scholarship, award, or prize is posted to their account. Students who are notified of their eligibility for a scholarship, award, or prize but who fail to complete the applicable academic term by posting final grades, forfeit their eligibility and will not receive the scholarship, award or prize. In such cases, the student will be responsible for any outstanding tuition or other charges on their account that may result from such forfeiture. Students seeking to interrupt their studies without permission during the middle of an academic term are advised to consult with the Financial Aid Office prior to doing so. Conversely, students who have good cause for interrupting their studies may apply for and receive a waiver of this rule. The College does not pay for attempted college work, only for completed college work.

Unless otherwise specified, scholarships, awards, and prizes may only be used for the payment of tuition, and may not be used for the payment of fees. In determining student loan eligibility, institutional financial assistance will be applied first when determining the unmet Cost of Education for the determination of student loan eligibility. In cases where the amount of state, federal, and institutional aid combined exceed the cost of tuition, the institutional assistance will be reduced or capped so that the combined awards do not exceed the cost of tuition.

Unless otherwise specified, scholarship awards are not cumulative. When a student is determined to be eligible for more than one institutional award, only the higher award will be granted. In addition, unless otherwise specified, scholarships are not applicable towards winter (J-Term) and summer sessions study, when tuition is typically half of the regular per credit charge.

Full Tuition Scholarships cover the cost of full-time tuition up to and including the number of credits set forth for on the Recommended Sequence of Courses for each degree program or 17 credits, whichever is higher. Unless otherwise specified in writing, scholarship recipients who register for more than

that number of credits are responsible for any charges incurred for additional credits over and above the recommended amount. In addition, institutional assistance may not be utilized to repeat completed courses or to cover the charges for auditing a course or for course credits that do not satisfy any requirements of the applicable degree program.

Pursuant to the College's Finish-in-4 Policy, undergraduate scholarship recipients are required to attempt at least 15 credits and to complete at least 12 credits each semester with a term grade point average of at least 2.5. Recipients who do not achieve these outcomes will be placed on Scholarship Warning. Failure to meet this academic achievement requirement for two consecutive semesters will result in a prospective loss of the scholarship. Students who do not complete the semester for which a scholarship is pending are subject to a loss of the current award as set forth above. Students who do not accumulate at least 15 credits in any academic term may be required to make-up the deficiency during the next J-Term or summer term as a condition for continued scholarship assistance.

Unless otherwise specified, undergraduate scholarships and grants are renewable for up to four semesters of associate degree program study and eight semesters of baccalaureate program study.

All students are required to register and re-register on-time as a condition of their scholarship or grant, and in order to maintain Tuition Rate Guarantee as described in other parts of this Catalog. Students who register late, without permission, are deemed to forfeit their scholarship or grant. Re-register for classes on time!

## **SCHOLARSHIPS**

### **Dr. George Alterman Memorial Scholarship**

Established in the name of the first Chairperson of the Five Towns College Board of Trustees, a \$3,000 per year award to a student with a minimum high school average of 90% and/or outstanding talent and a record of community service. This is renewable for up to four consecutive years of full-time study.

Applicants should submit a letter detailing their community service record together with a letter or other documentation from community agencies attesting to the service.

### **Ida and Benjamin Cohen Memorial Scholarship**

Established to celebrate the founding of Five Towns College in 1972, a limited number of \$1,000 per year awards to students enrolled in an undergraduate degree program who have earned a cumulative high school grade point average of 85% or higher and who demonstrate academic potential, talent, and/or financial need. This is renewable for up to four consecutive semesters of full-time associate degree or eight

consecutive semester of bachelor degree study. No separate application required.

### **College Housing Assistance Grant**

A limited number of grants in an amount of up to \$1,500 per semester to resident students to defray the cost of on-campus housing, selected on the basis of financial need and/or academic merit. This is renewable up to eight semesters. May be combined with other grants and scholarships.

### **Five Towns College Family Scholarship**

A scholarship equal to 75% of the cost of tuition to children of full-time members of the Five Towns College faculty or staff, who have been employed by the College for at least three years and continue in that status through the period covered by an award. Partial awards available to the children of less-than-full time members, at the discretion of the College. This is renewable up to eight semesters. Conflict of Interest Policies apply: Recipients may not be enrolled in a program of study for which their parent is a member of the divisional faculty. Letters of application may be approved in the sole discretion of the College Provost or designee.

### **Graduate Assistantship**

Graduate assistants are students enrolled in master's and doctoral degree programs, who, by virtue of their academic preparation and/or musical talent, are invited to caucus with a program faculty committee and teach undergraduate courses under the close mentorship of a full-time faculty member. Graduate assistantships are designed to prepare artists and scholars to join the professorate. Graduate assistants receive financial support in various forms, including full and partial scholarships, stipends, and housing assistance. Graduate assistances are selected through a competitive application process by the Music and Music Education Program Faculties.

### **Half Hollow Hills Central School District Scholarship**

Two scholarships equal to 25% of the College tuition to enable one graduate each from Half Hollow Hills High School East and High School West to pursue a bachelor's degree program in their home community. Recipients must have the recommendation from their high school principal. Community Service Hours must be performed at an eligible Half Hollow Hills community organization, such as the HHH Public Library, REACH Community Youth Agency, or Hills on Stage.

### **HEOP Institutional Scholarship**

A scholarship determined annually by the Higher Education Opportunity Program (HEOP) Director to eligible students selected to participate in the Five Towns College HEOP program. Recipients are limited and subject to the guidelines established by the HEOP Office in coordination with the New York State Education Department.

## **Legacy Scholarship**

A \$2,000 annual scholarship to undergraduates who are the children of Five Towns College alumni. Recipients must demonstrate eligibility prior to initial enrollment. This is renewable for up to four years of continuous full-time study.

## **Leo and Alice Kleinman Memorial Scholarship**

Established to recognize the original benefactors of Five Towns College, a limited number of full-tuition scholarships to students with a Title IV EFC of Zero who are also NYS TAP Full Grant recipients. Recipients are required to maintain a 2.5 cumulative grade point average and forego student loan borrowing of any amount. This is renewable for up to four years of baccalaureate degree study. No separate application required.

## **Long Island Superintendent's Scholarship**

Each year Five Towns College invites the Superintendent of Schools from each Long Island school district to nominate up to three high school seniors to receive a Long Island Superintendent's Scholarship. Recipients must be recent high school graduates and enroll at Five Towns College in the fall semester immediately following their graduation from high school. Recipients must demonstrate academic merit and financial need. An award up to 50% of the Five Towns College tuition charges is available. This is renewable for up to eight semesters of full-time bachelor's degree study. Recipients must be recommended by participating School District Superintendents.

## **Lorraine Kleinman-Cohen Memorial Scholarship**

Established to honor the memory of the co-founder of Five Towns College who, by virtue of her dedication and compassion for students, was responsible for the College's growth and development. A \$5,000 annual grant to a student with a minimum high school average of 88% and musical or theatrical talent. This is renewable for up to four consecutive years of full-time study. Applicants should submit a letter detailing their community service record together with the results of their audition for admission to the Five Towns College Jazz/Commercial Music or Theatre Arts degree programs.

## **Resident Assistant Housing Grant**

A grant equal to the cost of a single room to students selected to serve as Resident Hall Assistants (RAs). Recipients are selected by the Dean of Students/Director of Residence Life and serve at the pleasure of the College. A separate application is available from the Student Housing Office. Recipients are required to serve as RAs for the complete

semester for which an award is granted. RAs who discontinue their service during a semester for any reason without the prior permission of the Dean of Students/Director of Residence Life will only receive a pro rata award.

## **Responsible Borrower Incentive Grant**

A grant of \$500 to any Title IV recipient in their last semester of study who has borrowed less than \$1,000 through student loan programs offered through Five Towns College to finance their college education.

## **Stay on Long Island Initiative (SoLII) Scholarship**

Two full-tuition scholarships to graduates of Suffolk County Community College each year to encourage associate degree recipients to continue their education on Long Island at Five Towns College. One recipient is selected for the fall semester and one for the spring. Recipients are required to enroll directly into a bachelor degree program at Five Towns College for the semester immediately following graduation from community college, and maintain a cumulative grade point average of 3.0. Awards may be applied to tuition charges only, and may be renewed for up to four consecutive semesters of full-time study. Additional requirements apply. All students recommended for SOLII may still be considered for partial SOLII Merit Awards by the College.

## **Academic Prizes**

Academic Prizes include those special and one-time grants for tuition offered to winners of various academic and talent-based competitions sponsored by third-party not-for-profit organizations supported in whole or in part by Five Towns College, or identified by the College's Board of Trustees to memorialize the service of retired or deceased members of the Five Towns College staff and faculty.

Unless specifically provided otherwise, recipients of academic prizes are required to establish their eligibility by enrolling at the College in the first academic term for which they are qualified. For secondary school students, this is typically the first semester following graduation from high school. Recipients who fail to claim an academic prize awarded by an affiliated organization by delaying enrollment without the express permission of the College, are deemed to have forfeited the prize.

All academic prizes are expressly contingent upon the recipient meeting the admissions standards established by the College at the time of enrollment, and not at the time the prize was offered. Academic Prizes have no cash value and may only be used to attend Five Towns College.

## **Bursar's Prize**

Established to honor the memories of the dedicated staff members who served the students of Five Towns College in the Bursar's Office, including Hannah Blackshaw, Ruth Gipp, and Georgia Salamina. An award of up to \$2,000 to a student with senior standing and financial need to help them complete their final semester of study in a baccalaureate program. This is not renewable.

## **Cooperating Teacher Graduate Credit Voucher**

A voucher equal to 3 graduate credits to cooperating teachers who host Five Towns College Teacher Education Candidates. This is transferrable one time to other eligible graduate students. Must be redeemed within 24 months from the date of issuance.

## **Mildred Gardner Memorial Prize for Excellence in Graduate Research**

Established to honor the first Library Director at Five Towns College, who was responsible for founding and organizing the College's library collection and the protocols that guide it to this day. Recipients must be matriculated in a graduate degree program. Awards up to \$2,500. This is not renewable.

## **Mary Gottsch Memorial Prize for College Service**

Established to honor the founding Registrar of Five Towns College who set a standard of excellence in academic records management, advisement and student service, an award of up to \$1,500 to a student with sophomore standing or higher with unmet financial need. This award is not automatically renewable.

## **William H. Nosofsky Memorial Prize for Excellence in Writing**

Established to honor the second Dean of Five Towns College, who was responsible for leading the College to accreditation by the Middle States Commission on Higher Education, and for many other significant advances during the founding years of the College. Recipients should possess a New York State Regents Diploma with an unweighted average of 90% or better in English Language Arts subjects and pursue a program in Mass Communication at Five Towns College. Awards of up to \$5,000 per year. This is renewable for up to eight semesters of continuous study.

## **Long Island Media Arts Show Academic Prize**

A limited number of academic prizes to winners of the Long Island Media Arts Show Best in Show Competition, held each spring at Five Towns College for Nassau and Suffolk County High Schools. Categories include Film, Photography and Graphic Design. Award recipients are announced at the Best in Show Film Screening Event. Terms and conditions of awards are set forth in award certificates.

## **Music Educator Fellowship Award**

A grant to enable NYS licensed music educators (K-12) to participate in large ensembles for graduate credit or audit, in an amount up to the full tuition charge for each ensemble. Requires the approval of the ensemble conductor and the Music Division Chair.

## **Charles Strouse Award**

Established in honor of the gifted pianist, songwriter and composer of Bye Bye Birdie, Annie, Golden Boy, Nick and Nora, and Rags, who was awarded an honorary Doctor of Music Degree (Mus.D.) from the College for his outstanding artistic and musical achievements. This award of \$2,500 is given annually to a performing music student who best exemplifies the virtues of this talented and dedicated music professional, to defray the cost of on-campus housing. This award is not renewable.

## **Morton Vogel Memorial Prize**

Established in honor of a beloved and respected Five Towns College Distinguished Professor of Music who founded and developed the early Music Instrument Technology Program. This award of \$2,500 is given annually to either a music or business degree program student majoring in Audio Recording Technology, who by virtue of their service to the Audio Recording Technology Department exemplifies the virtues of this talented educator who played a significant role in the establishment of the College. This award is not renewable.

## **Ward Melville Heritage Foundation – Long Island's Got Talent Academic Prize**

Up to \$25,000 in combined academic prizes each year for tuition only at Five Towns College to winners of the Long Island's Got Talent competition sponsored by the Ward Melville Heritage Foundation and the Long Island Music Hall of Fame. Prizes must be redeemed during the first semester of eligibility to attend Five Towns College following high school graduation. Award recipients must be certified to Five Towns College each year following the award competition.

# Academic Information

Students are expected to achieve appropriate levels of academic performance, to be knowledgeable about prerequisites for admission to specific courses, and to be aware of graduation requirements and College codes, policies, procedures and regulations in the College's official publications.

The Registrar's Office is responsible for the registration of students and the maintenance of all academic records and credentials. Students should address all requests and/or petitions about matters of academic standing to the Academic Standards Committee.

## Assignment of Credit Hour/Unit of Credit

The semester hour is the unit of credit used by Five Towns College. A credit hour is defined as requiring at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments over 15 week semester. The manner in which the College defines a credit hour is consistent with the Regulations of the New York State Commissioner of Education and with standards promulgated by the United States Department of Education. See, 8 CRR – NY 50.1 (o).<sup>[1]</sup> See also, 34 CFR 600.2<sup>[2]</sup>

The College uses the following grading systems:

### Undergraduate Grading System

Grade	Quality of Achievement	Grade	Quality
A	Excellent	95-100	4.0
A-		90-94	3.7
B+		87-89	3.3
B	Good	84-86	3.0
B-		80-83	2.7
C+		77-79	2.3
C	Average	74-76	2.0
C-		70-73	1.7
D+		65-69	1.3
D	Passing	60-64	1.0
F	Failure	0-59	0.0
FF	Failure in a Pass/Fail Course	–	0.0
WU	Unofficial Withdrawal	–	0.0
WF	Withdrawal - Failure	–	0.0
I	Incomplete	–	
W	Official Withdraw	–	
WA	Withdrawal - Administrative	–	
P	Passing	–	
AU	Audit (Not For Credit)	–	
T	Transfer Credit	–	

## Graduate Grading System

Grade	Quality of	Grade	Quality
A	Excellent	90-100	4.0
B	Good	80-89	3.0
C	Passing	70-79	2.0
F	Failure	0-69	0.0
WU	Unofficial Withdrawal	–	0.0
I	Incomplete	–	
W	Official Withdrawal	–	
AU	Audit (Not For Credit)	–	
T	Transfer Credit	–	

### Explanation of Withdrawal grades:

- W - Issued when a student withdraws from a course with the permission of their Advisor on or before the last date of classes in the semester.
- WA - Withdrawal by the College before the 10th week of the semester.
- WF - Withdrawal by the College in the 10th to the 15th week of the semester (impacts GPA and may affect SAP for Financial Aid).
- WU - Assigned by an Instructor if a student misses a final exam or is excessively absent (impacts GPA and may affect SAP for Financial Aid).

### Quality Point System (or Grade Point Average)

Academic standing is based on the cumulative quality point index or grade point average (G.P.A.) determined by assigning a numerical value for each letter grade earned. For each semester, grades of A through F yield the quality points listed above. No other grades carry quality point values.

The G.P.A. for the semester is determined by dividing the number of quality points earned during the semester by the number of credit hours carried during the semester for all courses in which grades were received. The following example illustrates how the G.P.A. is determined for one semester.



Course	Semester Hours Carried	Grade	Quality Points	Semester Hours Earned	Total Quality Points
AUD101	3	B+	3.34	3	10.02
ENG101	3	A	4.0	3	12.00
PSY101	3	C	2.0	3	6.00
CHE111	3	C-	1.67	3	5.01
HIS 101	3	B	3.00	3	9.00
<b>Total</b>	<b>15</b>				<b>42.03</b>

$$\text{GPA} = \frac{\text{Quality Points Earned } 42.03}{\text{Semester Hours Carried } 15} = 2.80$$

In the example, 42.03 quality points divided by 15 credits attempted yields a semester G.P.A. of 2.80.

The cumulative G.P.A. is determined by dividing the total number of quality points earned by the total number of credit hours carried for all courses in which weighted grades were received.

$$\text{Cumulative G.P.A.} = \frac{\text{Total Quality Points Earned}}{\text{Total Semester Hours Carried}}$$

Passing (P), failing (F), incomplete (I), and withdrawal (W and WA) grades are not computed in the G.P.A. When "I" grades are replaced by a permanent grade, the semester and cumulative G.P.A.'s are recomputed. Only grades earned for course work completed at Five Towns College are included in the computation of the G.P.A. G.P.A.'s are truncated, not rounded. For example, a 2.64666 mathematical computation means the student's G.P.A. is 2.64.

## In Progress (IP)

Students enrolled in MUS800 or MUS801 receive a Temporary Grade of IP-In Progress until completion of EDU653, at which time all previously issued instances of IP are changed to P-Pass by the Registrar.

## Incomplete Grades (I)

An Incomplete "I" is a Temporary Grade, which may be given to a student when illness, necessary absence from the final exam, or other reason(s) beyond the control of the student prevent completion of course requirements by the end of the academic term. Incomplete grades must have the approval of the Instructor, Chairperson, and Provost.

The last day to remove an Incomplete grade is three weeks after the end of the semester. Failure to resolve the Incomplete grade will result in a failing grade. Responsibility for removing an "I" within this time limit rests with the student.

Incomplete grades may be given only in the following circumstances:

- Attendance has been satisfactory through at least 60% of the semester;

- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date;
- Required work may reasonably be completed in an agreed upon time frame;
- The Incomplete is not being given as a substitute for a failing grade;
- The Incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time;
- The student initiates the request for an Incomplete grade before the end of the academic term;
- The instructor and student complete and submit the Incomplete Request Form before the end of the academic term;
- In certain circumstances, the Instructor or another College Official may make the request on a student's behalf; and
- If the Instructor does not approve the Incomplete, the student may submit the request to the Provost who will render a final decision.

Appropriate grades must be assigned in all other circumstances. A failing grade and last date of attendance should be recorded for students who cease attending class without authorization. Students who are unable to complete a course and who do not meet these circumstances should consider withdrawing from the course.

The following provisions for Incomplete grades apply:

- The coursework may be completed while the student is not enrolled in other courses at the College.
- Incomplete grades will expire 3 weeks following the last day of the semester. See the Academic Calendar for exact dates. At that time, a grade of F-Failing will be entered if a Final Grade has not been issued by the Instructor.
- This policy affects Incomplete grades given in Fall 2016 and thereafter.
- An Incomplete grade may not be considered passing for purposes of determining academic standing, federal financial aid eligibility, athletic eligibility, or other purposes.
- An Incomplete should not be assigned when it is necessary for the student to attend additional class meetings to complete the course requirements.

An Incomplete is not to be assigned where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses.

## Grade Appeal Policy

For final grade appeals, the student must initiate the process no later than thirty (30) calendar days from the time student grades are posted by the Registrar's Office at the end of each semester.

Students are encouraged to meet with the instructor first. In the event that the student and the instructor do not confer, or the matter cannot be resolved through discussion, the student will next speak to the Chairperson.

The Department/Division Chairperson will review the matter with the faculty member. If the Chairperson and the faculty member are in agreement about the appropriate grade, the faculty member will either change or retain the grade, and the student will be contacted. If satisfaction is not achieved at that level, then the student can appeal the grade in writing to the Academic Standards Committee. The Committee, in cooperation with the Registrar, will secure all tests, papers, attendance records, grade breakdowns, and outlines before an outcome is decided. The Committee will render a decision in writing, usually within ten (10) school days after the appeal is submitted. A Grade Change will only be accepted through the end of the following semester from when the class was taken. After that time period, grades cannot be changed.

## Official Email Notices

All Five Towns College students are provided with an official email address when they initially register for courses. Students are expected to check their official email box regularly for official notices and other important information from the College. Once the College has transmitted notifications to their email address, students are deemed to have been notified.

## Make-Up Final Examinations

All requests for make-up of final examinations must be submitted in writing to the instructor for written approval. Should the instructor not be available, the Program Chairperson or the Provost may give their written approval. Such requests for make-up of final examinations should be submitted no later than one week after the date of the regular final examination. Permission to take a make-up examination is given only for compelling reasons, such as illness, a death in the family, or a breakdown in transportation.

## Repeating Courses

Courses in which a grade of F, WF, WU, W, D+ or D have been given may be repeated once without permission. In such cases, the highest grade will be computed in the G.P.A. and the lower grades will remain on the transcript without credit or being computed in the cumulative G.P.A. Students who fail to earn a passing grade in a required course after two attempts or who withdraw from a required course twice may be required to withdraw from a program of study. (See Financial Aid section for additional information.)

## Auditing

Beginning with Spring 2017 semester, matriculated undergraduate students who wish to take a course outside of their degree programs must register for the course as an Audit.

This includes all ensemble and performance courses taken above the amount allowed in the student's degree program.

Courses taken as an Audit do not earn academic credit and appear on the transcript with a grade of AU, which has no impact on the G.P.A.

In order to receive financial aid based on full-time status undergraduate students must register for at least 12 credits in addition to courses taken as an Audit.

Audit course registration is subject to the same policies and processes as all other course registrations. Students taking a course as an Audit are required to abide by all College, departmental, and course guidelines.

Audit courses are billed at the same tuition rate as all other courses and are subject to the same billing schedules for all other courses.

## Independent Study

Students desirous of undertaking an independent study arrangement must receive the approval of the Chairperson and the Provost. A regular instructor at the College must be willing to enter into such an arrangement with the student in accordance with the guidelines in the Faculty Handbook. The fee for an Independent Study is \$550.00 per course plus tuition.

## Credit by Assessment

Credit by Assessment (CBA) is a method by which academic credit is awarded to recognize prior college-level learning. To be awarded CBA you must complete a comprehensive examination or other assessment(s) that encompass the stated objectives of the course.

CBA must be requested before you have completed 30 credits at the College and you must be able to demonstrate a significant record of accomplishment and competence in the subject matter. In addition, you must hold a cumulative GPA of 3.0 or better; be registered for a full-time credit load; and be approved by the Chair of the Division offering the course. Your Academic Advisor will work with you to determine your eligibility and arrange for the Chair to review your request.

Credit by Assessment may only be awarded with the permission of the Provost. In addition, if approved, the student must successfully complete one of the following examinations, with a minimum score as shall be determined by the Provost:

- *Credit by Assessment*

The student must be able to demonstrate competence by successfully completing, with a grade of B or better, a comprehensive examination administered by the faculty, which encompasses the stated objectives of the subject course. There is a \$50 fee for the administrative cost of these comprehensive examinations. Students who pass such an examination shall be charged one-

third of the regular tuition for credits earned in this manner.

- **Excelsior College Examination**  
Successfully complete an Excelsior College Examination (ECE). Excelsior College Examinations are available in business, education, health, liberal arts and sciences, and nursing. Learn more about Excelsior College Examinations at [www.excelsior.edu](http://www.excelsior.edu).
- **College-Level Examination Program (CLEP)**  
CLEP offers five general examinations in English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences and History, which validate non-traditional learning equal to what is usually taught during the first year of college. Five Towns College may award transfer credit for CLEP scores of 50 or higher, when such an award is appropriate to the degree program being pursued at Five Towns College. Learn more about CLEP at [www.collegeboard.com/clep](http://www.collegeboard.com/clep).

## Advanced Placement (AP) Examinations

Students may be eligible for credit for Advanced Placement (AP) examinations for which a grade of three (3) or better has been achieved. Examinations are administered to high school students in more than a dozen different college subjects. Prospective students who have taken AP examinations must provide the College with official score reports sent from the College Board to the Admissions Office during the admissions process. The College will consider requests for AP credit only when made by new students for examinations taken prior to matriculation. AP credit is not awarded to students after they have matriculated.

## Substitution/Waiver Policy

Students may request permission to substitute a degree program requirement. Approval of such a request is generally limited to situations where the substitute course contains the same or similar learning objectives as that offered by the required course, or where the application of a specific policy causes an unreasonable hardship with limited educational benefit. Course substitutions of other degree program requirements may also be requested in order to accommodate a documented learning disability. In order to process a substitution or waiver request, the student must complete an Academic Waiver/Course Substitution Request form, have it signed by his/her Academic Advisor, reviewed and approved by the Chair, and then returned to the Registrar's Office together with supporting documentation. Requests of this nature may be approved solely at the discretion of the College, in the exercise of its educational judgment.

## Academic Probation and Dismissal Policy

A student is placed on academic probation and may be dismissed if the student fails to maintain a Cumulative Grade Point average (CGPA) of 2.0 or does not earn the proper percent of attempted credits in the term. (See the section of Financial Aid in this College Catalog regarding the criteria that must be

met in connection with the Federal regulations for Satisfactory Academic Progress.)

If a student is placed on academic probation, they may not hold appointed or elected offices in any student organization, may not participate in intercollegiate athletic competition, and may not carry an overload of credits during the probationary term.

If a student is placed on academic probation, they must follow the academic plan during the probationary term to bring the CGPA to the minimum standards stated.

## Dismissal

A dismissal may occur at the end of one probationary term. Dismissals may be imposed on a student for the following situations:

- Fails to follow the academic plan and attain a satisfactory GPA.
- Chronically withdrawing from courses and does not make academic progress. (See the Financial Aid section in this College Catalog for information about the College's Financial Aid Satisfactory Academic Progress policy.)

An academically dismissed student may be reviewed for readmission to Five Towns College after the absence of one Fall/Spring semester

## Academic Dismissal Appeal

A student may appeal the academic dismissal decision or opt to resign from the College. To appeal an academic dismissal, a student must submit a completed Student Appeal Form to the Academic Standards Committee. The student's record is reviewed and a decision is made regarding eligibility and conditions of return. Returning to the College is not automatic and does not establish student eligibility for financial aid.

## Final Dismissal

A student will be dismissed a second and final time if they are granted readmittance after the first dismissal and fails to achieve a satisfactory Cumulative Grade Point average (CGPA) after the next term (semester). If dismissed a second time the student may not reapply.

Students who find it necessary to withdraw from a course or courses are required to notify their academic advisors, secure their approval, and complete all necessary forms to the Registrar's Office.

Students may withdraw from courses without academic penalty up until the last day of regular class, not including the final examination period. During this time period, they will receive a "W," which is not computed in the grade point average.

A student who has not filed an official Withdrawal Form and who has been excessively absent will be assigned a grade of "WU" (Unofficial Withdrawal) or "WF" (Withdrawal Failure), which are equivalent to an "F" grade.

## Academic Resignation

Students who are subject to academic dismissal are so notified by the College Provost and may elect to resign from the College in advance of an appeal. A student choosing this option will waive his or her right to appeal their academic standing and/or any course grade not already under appeal by the end of the semester in which they become subject to academic dismissal. Upon resignation, the College will remove all indication of academic dismissal or academic dismissal pending from its transcript records. Any resigned student who later seeks readmission to Five Towns College may be subject to additional conditions when they return (see, Readmission). Complete information on the process for dismissal, appeal, and resignation is available from the Registrar's Office.

Students who choose neither to resign nor appeal their dismissals, students whose appeals are denied, and students who fail to meet the conditions for reinstatement following appeals that are granted are formally dismissed from the College. Such students are required to complete all exit procedures as specified by the College Registrar, in order to avoid being refused readmission at a later date or having a hold placed on their academic records.

## Time Limitation

Students whose cumulative Grade Point Average falls below 2.0 and/or who do not earn 67% of the credits and equated credits they attempt in any semester will be placed on probation and may be limited to no more than 12 credits per semester, or academically dismissed from the College. Students will be removed from probation upon attaining the required G.P.A. and/or the required completion rate.

Students who do not attain the minimum 2.0 G.P.A. are not making satisfactory academic progress. Such students are subject to dismissal unless an appeal is granted.

A minimum cumulative G.P.A. of 2.0 is required for graduation. The College reserves the right to require the withdrawal of any student who, in the opinion of faculty, is not working to their full academic potential. Probation and/or Dismissed Status is noted on Official College Transcripts.

## Attendance

Five Towns College operates as a single-session institution and schedules classes accordingly. Classes may be scheduled to meet at any time between 7:30 a.m. and 9 p.m., and on any day or days Monday – Friday as the Registrar shall determine. It is the expectation of the College that students shall be available for courses at any such time, and that all students will be required to attend classes in order to meet the degree program

and financial aid eligibility requirements of full-time students. Students who attend part-time do so with the understanding that class schedules are prepared by the Registrar to meet the needs of full-time students only. Part-time students are expected to adjust their personal schedules to conform to the class schedules offered by the College. When necessary, Five Towns College reserves the right to schedule or reschedule any class session out of this block; at night, on weekends, or over a holiday; when such action is necessary to make-up seat time due to the unexpected cancellation of classes due to a weather or other emergency.

When at least one section of a required class is scheduled during the normal block as defined herein, additional sections of the same required class may be scheduled out of block, such as on weekends.

Full-time students have no expectation that they will be able to pursue a degree program on a schedule that is less than four days per week, even if the schedule of classes may have afforded them that opportunity in any one or more semesters. Students seeking the most convenient schedules that meet their personal circumstances are encouraged to register and re-register for classes as early as possible.

## Attendance Policy

Each student is expected to attend classes regularly to achieve the maximum benefit from the educational program. He or she is responsible for all class work missed regardless of the reason(s) 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 (20%) of class meetings in a course may result in a failing grade.

All students are required to post attendance in each class for which they are registered during the first two weeks of classes. Students will be dropped from the official roster of any class in which they fail to meet this requirement.

Thereafter, students are expected to regularly attend all classes. Students will be administratively withdrawn from any class that they fail to attend more than two consecutive weeks (not including holidays or other standard periods of non-enrollment), unless they have informed the College in writing of the circumstances that require their absence for a longer period. To be considered for reinstatement, the student must present the required information to the Dean of Students.

A student who is administratively withdrawn after the ninth (9th) week of the semester will receive a grade of WF which will impact his or her Grade Point Average (GPA) and may affect SAP for Financial Aid.

## Last Day of Attendance

The Last Day of Attendance (LDA) is the last date of documented class attendance by a student. Students who fail to return to the College following an approved Leave of Absence or are withdrawn for failure to attend classes, will be withdrawn as of their LDA.

## Date of Determination

Five Towns College monitors student attendance. Students who have not attended classes for a period of ten consecutive days without having notified the College of the reasons for an extended absence in accordance with the Attendance Policy are deemed to have unofficially withdrawn from the College. This is the Date of Determination. The College will then adjust the student's tuition account in accordance with its published Refund Schedule and, in appropriate circumstances, make appropriate refunds and returns of government funds within 45 days thereafter.

## Leave of Absence

Students who find themselves in an unforeseen situation and can no longer attend after the Drop/Add Period has ended may request a *Financial Leave of Absence (FLOA)*. If approved, payments made on the FLOA semester will be accepted as payment for the return semester, which may be no more than 180 days following the last day of the FLOA semester.

The situations for which an FLOA will be approved are:

- Student becomes medically incapacitated.
- An original statement from a medical professional on letterhead or prescription paper is required and will be retained for the file.
- If the student is not physically able to make the request, a member of his/her family or a medical professional can make the request on his/her behalf.
- Student is called to active military duty.
- Original orders should be brought to the Registrar's Office – they will make a copy for the file and return the original to the student.
- Student is called to extended Jury Duty.
- An original statement from the court must be brought to the Registrar's Office and will be retained for the file.

The Registrar will collect supporting documentation and review the student's situation with the *Academic Standards Committee*. The decision of the Committee is final.

In order to be considered for an FLOA a student must:

- Have successfully completed at least one full-time semester at the College;
- hold a cumulative GPA of at least a 2.0 (Good Academic Standing);
- be in good financial standing with the Bursar's Office; and

- be able to return to the College within 180 days of the end of the FLOA semester.

Students electing an FLOA must register for the same courses in the next semester.

If the courses are not offered; if the student no longer wishes to take those courses; or if the student does not return in the next semester, the agreement will be voided and the student may be financially liable and/or may have forfeited any loan deferment period as the courses will be withdrawn using the student's last date of attendance. The Financial Aid Office can counsel students on the potential impacts.

## Grievance Procedure

Generally, as pertains to students/employees, and the Five Towns College Code of Conduct, a grievance is defined as a charge that a student/employee believes they have been adversely affected in a direct, personal, and material way by a decision or action of another individual. Such a dispute may involve another student, faculty, or a staff member. There are two ways to resolve a grievance-informally and formally.

### **Informal:**

A student/employee 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 or email with the individual involved. If speaking with the individual, i.e. staff or faculty, does not bring a resolution, students/employees are encouraged to contact the Department/Division Chair. Should further assistance be needed, the Dean of Students Office should be consulted.

### **Formal:**

Failing a resolution of the matter informally, the student/employee may then file a formal complaint with the Dean of Students Office. The Dean of Students, Associate Dean of Students/Director of Residence Life, or appropriate designee will investigate this complaint. The student/employee may be asked to provide additional information and/or the results of such investigation will be forwarded to the complainant.

Students/employees are assured that no adverse action will be taken as a result of filing a complaint. If the student/employee remains dissatisfied with the decision reached at this level, they may appeal within three (3) days to the Provost or their designee for redress. In some instances, depending on the nature of the grievance, the Provost or the designee has the discretion to assemble a panel of three members, including staff, faculty or students to review the facts, informal decision, and may request additional investigation, hearing, or supplemental documentation. In any event, the decision of the Provost or the designee, including panel, is final.

If there is a vacancy in any of these positions, the grievance shall be filed with the next level institutional official. Grievances

against the President shall be filed in writing directly with the Provost or designee, who shall forward such grievances to the FTC Board of Trustees to avoid any conflict of interest.

All other formal complaints in the form of Incident Reports should be filed through the Public Safety Office. Depending on the nature of the grievance, the above procedures will be followed. If the alleged complaint potentially falls under the ambit of Title IX of the Education Amendments of 1972 or the N. Y. S. Education Law, Article 129-B, or the N.Y.S. Sexual Harassment Prevention law, the particular policies and procedures adopted and promulgated thereunder by the College will take precedence and be followed. In such instance, the matter will be forwarded to the attention of the Five Towns College Title IX Coordinator. The FTC Sexual Misconduct Policies and Procedures are located here: <https://www.ftc.edu/nys-education-law-article-129-b/?preview=true> and [https://www.ftc.edu/wp-content/uploads/2014/09/FINAL-TitleIX.7.27.18\\_links-1.pdf](https://www.ftc.edu/wp-content/uploads/2014/09/FINAL-TitleIX.7.27.18_links-1.pdf). Further information about informal/formal procedures are stated in the Five Towns College *Student Handbook*, page 29.

## **Student Complaint Policy**

A Student Complaint relates to an incident, concern, or institutional process at the College that does not necessarily fall under the definition of a grievance as stated above but is a matter of fact that a student would like to present for administrative attention. Should a student have a particular concern related to their enrollment at the college, they should complete a "Student Complaint Form" in the Dean of Students Office and/or complete the form online and submit to [dos@ftc.edu](mailto:dos@ftc.edu). The online form is available here: [https://www.ftc.edu/forms/STUDENT\\_COMPLAINT\\_FORM.pdf](https://www.ftc.edu/forms/STUDENT_COMPLAINT_FORM.pdf). Within a reasonable time frame, college personnel will explore the concern and attempt a resolution; any modifications and/or improvements made as a result of information obtained in handling such complaint(s) will be noted. Upon resolution, the Dean of Students Office will complete the complaint procedure by noting what action was taken and that it was resolved on the Student Complaint Form. Further, the Dean of Students Office maintains the Student Complaint log and is charged with enforcing this process.

## **Student Conduct**

### **I.D. Cards**

Five Towns College seeks to provide a safe and secure campus. All members of the College community are required to display a valid Five Towns College identification card while on campus, and to present it to College officials upon request. While in residence halls, students are merely required to have an I.D. card in their possession. If the most recently issued ID card becomes unusable due to normal wear and tear, it will be replaced at no charge. If for any other reason an ID card needs to be replaced, there is a \$25.00 non-refundable ID card replacement fee.

## **Title IX of the Education Amendments of 1972**

In compliance with Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Age Discrimination Act of 1975 and other federal, state and local laws, and in accordance with institutional values, Five Towns College does not discriminate on the basis of race, color, religion, creed, national or ethnic origin, sexual orientation, age or disability in the administration of any of its educational programs and activities or in its employment practices. Five Towns College does not discriminate on the basis of alienage or citizenship status, gender (including gender identity), marital partnership status, military status, predisposing genetic characteristics or domestic violence victim status in its employment practices. Further, in accordance with Title IX of the Education Amendments of 1972, Five Towns College does not discriminate on the basis of sex in its educational programs, activities or employment practices.

Five Towns College students and community are required to adhere to the provisions, policies and procedures adopted by the College under this statute. Please refer to the College's website for the full policies adopted by the College related to Title IX located here: <https://www.ftc.edu/title-ix/>.

## **NYS Education Law Article 129-B: Sexual Assault, Dating Violence, Domestic Violence and Stalking Prevention and Response Policy**

Five Towns College has adopted and implemented the regulations under Article 129-B of the N.Y.S. Education Law. The full policy statement is published by the College in its Student Handbook and on its website. Students are responsible for knowing and abiding by this policy statement. Go to <https://www.ftc.edu/five-towns-college-enough-enough/> and [https://www.ftc.edu/wp-content/uploads/2014/09/FINAL-Title-IX.7.27.18\\_links-1.pdf](https://www.ftc.edu/wp-content/uploads/2014/09/FINAL-Title-IX.7.27.18_links-1.pdf) for the Sexual Misconduct Grievance policies and procedures. Also, this information is available in the Student Handbook and should be reviewed.

## **N.Y.S. Sexual Harassment Prevention Policy Pursuant to Section 201-G of the Labor Law**

Five Towns College is committed to maintaining a workplace free from sexual harassment. Sexual harassment is a form of workplace discrimination. Five Towns College has a zero-tolerance policy for any form of sexual harassment, and all employees are required to work in a manner that prevents sexual harassment in the workplace. This Policy is one component of Five Towns College's commitment to a discrimination-free work environment. This entire policy is located online here: <https://www.ftc.edu/nys-sexual-harassment-prevention-policy/>.

## Transcripts

Official transcripts are released only at the written permission of the student. Official transcripts may be mailed to outside parties only and cannot be faxed or emailed. The student's signature must be included on the request, which may be delivered, faxed, emailed, or mailed to the Office of the Registrar.

Unofficial transcripts, ones that do not bear the signature of the Registrar, are available at no cost. Official Transcripts, bearing the seal of the College and the signature of the Registrar, cost a nominal fee of \$10.00 per transcript. Payment is due at time of request.

## Transcript Notation Policy

Pursuant to New York State Education Law Article 129B, §644, for crimes of violence, including, but not limited to sexual violence (defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C. 109 et seq.), it is the policy of Five Towns College to make a notation on the official transcripts of students found responsible, after a conduct process, that they were "suspended after a finding of responsibility for a code of conduct violation" or were "expelled after a finding of responsibility for a code of conduct violation." For a student-respondent who withdraws from the institution while such conduct charges are pending, and declines to complete the disciplinary process, Five Towns College will make a notation on the transcript of such students that they "withdrew with conduct charges pending."

Students and former students seeking a review of a Transcript Notation decision or seeking to appeal therefrom, must adhere to the process for disciplinary appeals, as set forth in the Five Towns College Student Handbook. Unless such transcript notation decision is vacated, applications to have notations of "suspension" removed rest with the discretion of the College Provost or her designee; but, shall not be granted prior to one year following the conclusion of the suspension. Unless the decision is vacated, applications to have notation of "expulsion" removed shall not be granted.

Further, it is the policy of Five Towns College to publish this Transcript Notation Policy in both the *College Catalog* and *Student Handbook*.

## Replacement Diploma

A lost or damaged diploma will be replaced for a \$50.00 fee when you submit a request for a replacement diploma. If possible, please enclose the damaged diploma along with your application.

A replacement diploma is not the same as an original. A replacement diploma is printed with the original graduation date, but with the current Dean's and President's signatures.

## Student Records and Rights under the Family Education Rights and Privacy Act (FERPA)

Five Towns College fully complies with the federal Family Educational Rights and Privacy Act (FERPA). The purpose of the Act is to protect the rights of students and to insure the privacy and accuracy of education records. Generally, students have the right to inspect and review certain of their education records within 45 days of the day the College receives a request for access. A student has the right to request amendment of education records that they believe are inaccurate or misleading. Also, FERPA gives a student the right to consent to disclosures of personally identifiable information contained in his/her education records, except to the extent that the law authorizes disclosure without consent.

FERPA permits the release of directory-type information without the written consent of the student, provided that the student has been given the opportunity to withhold such disclosure. Five Towns College considers the following to be directory-type information: name, email address, address and telephone number (both local and permanent), and date and place of birth, major field of study, participation in officially recognized activities, dates of attendance; degrees and awards received, the most recent previous educational institution attended by a student, student level, and full/part-time status. Students who do not want this information released must give written notification to the Office of the Registrar's Office.

The United States Department of Education permits students the right to file a complaint if they believe a college has failed to comply with FERPA. The College provides annual notification to students of their rights under FERPA each year in the College's catalog and on the College website. In addition, more information about FERPA is available in the Office of the Registrar.

## Full-Time Status and Course Load

Unless otherwise specified in writing in the offer of admission to the College, all students are admitted as full-time students. Students are required to maintain their full-time status and make progress towards graduation in accordance with the Standards of Satisfactory Academic Progress, as set forth in this Catalog. Students who wish to register for more than the number of credits contained in the Recommended Sequence of Courses must obtain permission in advance, unless they have a cumulative G.P.A. of 3.0 or are registering for their final semester. This regulation does not apply to one (1) credit Performance Ensembles. Full-time students will not be permitted to reduce their course load to part-time without the prior permission of the College Provost, except in their last semester.

Students who need to interrupt their studies or reduce their course loads for any length of time may only do so pursuant to an approved Leave of Absence. Students who interrupt their studies without having first obtained a Leave of Absence may forfeit their matriculated status with the College. Resident

students are required to maintain full-time status, except in their last semester.

## **Transfer of Credit Policy**

Generally, the Registrar evaluates credit earned at other institutions soon after admission. To be eligible, official transcripts from all post-secondary institutions previously attended must be received before students have completed their first semester. For credit earned through traditional classroom work, evaluation is conducted on a course-by-course basis for all work in which grades of C or above have been earned.

Five Towns College routinely accepts credit from regionally accredited institutions of higher education. The College will also accept credits earned at institutions which are not regionally accredited on a case-by-case basis. In these instances, students must also furnish the College with a copy of the course description for each course they seek to transfer, a copy of the transferring institution's catalog, and such other information as may be reasonably necessary to determine course equivalency.

Once matriculated at Five Towns College, students do not have the right to transfer credits to the institution, except as set forth herein. An undergraduate student who seeks to transfer credit from another institution after matriculation at Five Towns College must request approval in advance. Students should file a written request for permission to take courses at another institution with the Registrar at least six (6) weeks in advance. Such a request should contain the rationale for taking courses at another institution, as well as the course descriptions as published by the school the student wishes to attend. No credit will be transferred without prior approval, nor will credit be transferred for coursework with a grade below a C.

Credit may be available for courses sponsored by organizations that are recommended in the Guide to Educational Programs in Non-Collegiate Organizations of the State University of New York. The decision to award credit in such cases may be determined by the Dean of Academic Affairs or the Registrar.

The decision to award transfer credit by any college or university is done solely in the discretion of the receiving institution. Five Towns College makes no representation or warranty that transfer credit for any work completed at this institution will be accepted by another college or university in fulfillment of their degree program requirements.

## **Graduate Credits for Bachelor's Degree**

Qualified seniors (those with a 3.25 or higher cumulative G.P.A.) may take graduate courses at the undergraduate tuition rate to complete the requirements for a bachelor's degree. A qualified student must have his/her advisor's and Division Chair's approval at the time of registration. The credits earned in these courses may not subsequently be applied toward graduate study.

Graduate courses require a significant increase in student effort hours. They include, but are not limited to, more rigorous, expansive and demanding research projects and papers than courses taken for undergraduate credit.

## **Articulation Agreements**

The College has several Articulation Agreements with other institutions. These agreements facilitate the acknowledgement of credits that align with programmatic academic offerings of the College. To learn more about this, go to <https://www.ftc.edu/about-five-towns-college/consumer-information-student-right-know/> and read about Transfer of Credit Policies and Articulation Agreements.

## **Residency Requirement**

Students must complete their last 30 credits in residence in order to be eligible for an Associate's Degree or 60 credits for a Baccalaureate Degree.

## **Freshman Standing**

A student who has earned 0 to 29 credits toward the degree program in which they are matriculated has Freshman standing.

## **Sophomore Standing**

A student who has earned 30 to 59 credits toward the degree program in which they are matriculated has Sophomore standing.

## **Junior Standing**

A student who has earned 60 to 89 credits towards the degree program in which they are matriculated has Junior standing.

## **Senior Standing**

A student who has earned 90 or more credits towards the degree program in which they are matriculated has Senior standing.

## **Graduate Student**

A master's degree candidate who has already earned a baccalaureate degree and is enrolled in classes at the 500 level or higher is a graduate student.

## **Doctoral Student**

A student who has earned a master's degree and has been accepted for matriculation into a program of study leading to the Doctor of Musical Arts (D.M.A.) degree is a Doctoral student. A Doctoral Candidate is a doctoral student who has completed all of their coursework and has moved into the candidacy phase



with an accepted dissertation proposal. Students will pay a Doctoral Advisement Fee of \$210.00 per semester.

## **First-Time Freshman**

A student who begins his or her college education at Five Towns College having never attended another institution of higher education, regardless of whether or not they may have advanced standing due to AP or similar credits earned prior to high school graduation, is a First-Time Freshman. Used primarily for statistical analysis.

## **Transfer Student**

Five Towns College welcomes transfer students, who come to the College after attending or graduating from two-year colleges, or after they have had a change of heart or change of interest from a four year school. Transfer students who have encountered academic obstacles or other challenges are encouraged to apply, provided that they are now ready to resume their education with seriousness and purpose.

Approximately 37% of new students who entered the College for the Fall 2018 were transfer students. Of these students, the mean cumulative grade point average earned at prior schools was 2.7. 42% of transfer students presented a mean cumulative G.P.A. between 3.0 and 4.0. 41% presented a mean cumulative G.P.A. between 2.0 and 2.9. Just 15% presented a G.P.A. below 2.0, indicating they may have struggled academically at their former institutions.

For the Fall 2018 semester, students transferred to Five Towns College from more than 50 colleges across the nation, including large public and private universities and small liberal arts institutions. The former institutions represented by the entering transfer students of 2018 include Nassau and Suffolk County Community Colleges, New York Institute of Technology, LIU – C.W. Post, Albright College, Molloy College, St. John's University, SUNY Albany, Full Sail University, and CUNY, among others.

## **Maximum Timeframe**

Five Towns College has established that the maximum time for program completion by any undergraduate student is 150% of the normally allotted time. Thus, the maximum time for a full-time student's seeking to complete an associate degree is six semesters, and twelve semesters for a bachelor degree.

Despite this maximum timeframe, the College encourages students to complete programs of study in the normal (100%) timeframe. This is typically four semesters for an associate degree and eight for a bachelor's degree. To do this, the College offers all classes needed by students to adhere to the Recommended Sequence of Courses each semester, and guarantees that when a student adheres to that that Sequence and re-registers on-time, that such courses will be available. Typically, this requires that students carry not less than 15 credits every semester.

In addition, the College adopts policies that encourage on-time graduation. These include the offering of winter (J-Term) and summer terms; time limits on scholarships, grants, and the renewal thereof; loss of eligibility for financial support to those who delay on-time completion without permission; and a close alignment between the number of credits required to advance in class standing and the pace necessary for on-time completion. Students are advised to confer with their advisor and the financial aid office prior to reducing their course loads below those listed in the recommended Sequence of Content which in nearly all cases is not less than 15 credits per semester.

## **Student Learning Assessment**

The College recognizes that grades earned by students for completing coursework are composite scores that reflect student efforts in a wide range of course-based initiatives assigned by faculty members each semester.

As it fulfills its mission, goals and objectives, the College also seeks to specifically assess student proficiencies (e.g., Written and Oral Communication) in a narrower range of course-based activities. The proficiencies that the College seeks to assess in this manner are more fully described in the Five Towns College Student Learning Assessment Plan, which is linked directly to the program-level mission and goals.

Before entering into any program of study, students should familiarize themselves with the Mission and Goals of the College, as well as the Mission and Goals of each program of study they plan to pursue. The Five Towns College Student Learning Assessment Plan is available in the College Library.

## **Electronic Portfolios**

All students must maintain an electronic portfolio that documents the attainment of the knowledge, skills, and dispositions required by the Student Learning Assessment Plan. Undergraduate students are assessed a one-time fee of \$110.00 for an Electronic Portfolio. Graduate students are assessed a one-time fee of \$85.00 for an Electronic Portfolio.

The Electronic Portfolio will be maintained for a period of seven years. After that time, alumni may arrange to continue maintaining their Electronic Portfolio directly with the College's third-party service provider for an additional fee.

## **Instructional Technology**

The College utilizes a variety of instructional technology applications in the delivery of its educational programs and services. Nearly all courses utilize a hybrid instructional approach that blends traditional teaching methods with online technologies. Not only does this hybrid approach improve the quality of the academic program, but it helps develop in students the knowledge, skills, and dispositions necessary to engage in lifelong learning. To meet this goal, the College couples the Schoology Learning Management System with Smart Board Technologies in its classrooms. Electronic Portfolios are

maintained in PASS-PORT by Innovative Learning Assessment Technologies.

## Graduation Requirements

Students seeking to graduate from the College are required to file an Application for Graduation prior to registration for their last semester of study. Upon the filing of a completed Application, the Registrar will undertake an audit of the student's academic records to ensure that:

- The prospective graduate is matriculated in the subject degree program, and that all required documentation necessary to establish matriculation is on file. This includes official high school, college and or transfer college transcripts, as required in each case.
- All required coursework and other degree program requirements have been satisfied or can be satisfied in the final semester. This includes a credit analysis for distribution and residency requirements, senior projects, music juries and recitals, student teaching experiences, and such other degree program requirements established by the faculty from time-to-time.
- The minimum required cumulative Grade Point Average has been achieved, which in all cases will be not less than 2.0 and, in the case of education and graduate degree candidates, 3.0.

A Graduation Audit Fee of \$75.00 will be applied to your student account when the application is submitted to the Registrar's Office. An additional \$25.00 fee will be charged to students who submit a late application.

## Graduation Ceremony

The College holds commencement exercises once each year, typically near the end of May or early June. Students are not required to participate in the ceremony to be certified as graduates. Similarly, participation in the graduation ceremony does not imply that a student has fulfilled all degree program requirements.

In order to participate in the ceremony, prospective graduates must have had their Application for Graduation approved by the College Registrar. This includes completion of all courses in-progress prior to the ceremony. Students who have not completed the required number of credits for their degree program by the end of the spring semester will not be approved for graduation. Those students will be invited to participate in the next ceremony following completion of all requirements.

## Honors and Awards

### Dean's Honor List

Matriculated students merit placement on the Dean's Honor List if they achieve a 3.5 G.P.A. or higher for a semester without failures or incomplete grades, and have carried a minimum of

12 credits. This list is compiled after the close of each semester and the achievement is noted on the student's record.

## Academic Awards

Special awards are presented at Commencement to graduating students who have demonstrated academic excellence in the following areas:

- Audio Recording Technology
- Business
- Film/Video
- Interactive Computer Graphics
- Mass Communication
- Music
- Music and Entertainment Industry Studies
- Music Education
- Theatre Arts

## Graduation with Honors

College Honors are conferred on seniors graduating with Baccalaureate degrees who meet the following standards:

Cumulative G.P.A. of 3.9 - summa cum laude  
Cumulative G.P.A. of 3.7 - magna cum laude  
Cumulative G.P.A. of 3.5 - cum laude

## Phi Eta Sigma Honor Society

Students who have earned a Cumulative Grade Point Average of 3.5 after earning a minimum of 54 credits towards a baccalaureate degree will be considered for membership in the Five Towns College Phi Sigma Eta Society. Membership invitations are made by a faculty committee chaired by the Provost, who serves as advisor to the Honor Society. Candidates for membership are required to participate in an induction ceremony and to then fulfill the requirements of membership as established by the Phi Sigma Eta Honor Society. Students who complete the requirements of membership receive an Honor Society Medallion to be worn at commencement and have their membership in the Phi Sigma Eta Honor Society noted on their official transcripts.

## Organization of the Academic Year/J-Term

The Academic Year (AY) is organized into two standard 15-week semesters, a single winter term of approximately three weeks duration in January (J-Term), and two summer terms of approximately four weeks duration in the months June, July and August (Summer Session 1 and Summer Session 2).

## January Intersession

The J Term is a standard period of non-enrollment when matriculated students are not required to register for classes in order to maintain their status as degree candidates. During this break between traditional semesters, students typically travel,

work, pursue independent projects, and spend time with their families.

The College offers a limited range of classes during the J Term. Courses offered are typically designed to help students accelerate or catch-up in their studies. The maximum course load for students during the January Intersession is typically three (3) credits. Generally, student financial assistance is not available for January Intersession study. Students considering registering for classes during this period should consult with the Financial Aid Office prior to entering into a financial obligation with the College.

## Summer Term

The Summer Term is a standard period of non-enrollment when matriculated students are not required to register for classes in order to maintain their status as degree candidates.

The College offers a limited range of classes during the Summer Term, which is organized into two sessions. Courses offered are typically designed to help students accelerate or catch-up in their studies. New first-time full-time HEOP students are required to attend classes during the first summer session prior to the start of their freshman year. The maximum course load for students during any one summer term is typically six (6) credits. A maximum of twelve (12) credits may be pursued over any Summer Term. Generally, student financial assistance is limited during the summer session, although the College typically offers reduced tuition rates for summer study. Students considering registering for classes during this period should consult with the Financial Aid Office prior to entering into a financial obligation with the College.

## Public Relations, Marketing and Branding Guide Policy

In compliance with institutional policies, federal, state and local laws and guidelines, Five Towns College is committed to honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications. To this end, it has created a branding guide so that all institutional materials produced comply with this and present a consistent message in terms of approved artwork, logos, fonts, and colors.

Consistent with this policy, all materials-whether for internal or external use- must first be designed to incorporate the elements in these guidelines and, then, should be submitted to the Office of Compliance and/or Strategic Initiatives for approval. As a matter of practice, approvals are granted unless the branding is missing or the messaging requires modification to align with the institution's mission and goals and/or federal or state guidelines.

Further, in compliance with governmental policy, public relations, marketing and advertising are designed to promote the College generally. In such cases, incorporation of the following statement as to accreditation is used:

Five Towns College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) [www.msche.org](http://www.msche.org) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Learn more about MSCHE accreditation by visiting them online.

For instances when the College promotes individual academic programs, it follows the Gainful Employment (GE) disclosure guidelines and includes the URL of the academic program from the institutional website that contains the GE disclosure template. Here is an example that would be used for the Film/Video Division disclosure:

For more information about our graduation rates, the median debt of students who have completed the program, and other important information, please visit our website at <https://www.ftc.edu/GE/FilmVideo-BFA/50.0601-Gedt.htm>

All required programmatic GE disclosures are available here: <https://www.ftc.edu/about-five-towns-college/consumer-information-student-right-know/> and <https://www.ftc.edu/wp-content/uploads/2014/09/Five-Towns-College-Academic-Program-Statistics-and-GE.Disclosures.2019.pdf>

## Publicity Rights

By performing and/or participating in the programs, showcases, and events of any kind, live and/or recorded, Five Towns College students consent to the inclusion of their name, photograph, likeness and/or biographical information in all promotion or advertising for these events and for the commercial release of any recordings, films or programs created by the College.

## Ownership of Student Work

All work presented or submitted in fulfillment of or in conjunction with a course or degree program requirement shall be the property of the College. The underlying intellectual property rights shall remain with the owner or creator as the case may be, in accordance with U.S. copyright laws and regulations. <https://govt.westlaw.com/nycrr/Document/lcca5c8abc2211dd97adcd755bda2840?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=sc.Default> [https://www.govregs.com/regulations/expand/title34\\_chapterVI\\_part600\\_subpartA\\_section600.2#title34\\_chapterVI\\_part600\\_subpartA\\_section600.2](https://www.govregs.com/regulations/expand/title34_chapterVI_part600_subpartA_section600.2#title34_chapterVI_part600_subpartA_section600.2)

# Student Life

## Student Activities/Clubs

The College's activities program plays a vital role in student growth and development. It is designed to provide a wide variety of leisure-time experiences, enable students to organize groups and clubs to explore mutual interests, increase opportunities for leadership and the development of administrative skills, and provide a positive and wholesome influence on student life at the College.

## Student Government Association (SGA)

The SGA is composed of elected student representatives who serve on the Student Council. Student government has the responsibility of providing student input on issues that have a direct relationship to student life at Five Towns College. It also serves as a means of improving communication within the College.

The planning and carrying out of social and recreational activities are the responsibility of student government. Such activities may take the form of an on-campus event, like a musical theatre production or jazz concert, or an off-campus activity, like a trip to Manhattan or a concert.

## College Yearbook

The College Yearbook, produced by interested students with the cooperation of faculty advisors, serves as a record in pictures and words of the graduating class as well as a vehicle for the literary, artistic, and photographic talents of all students. Students in journalism classes generally contribute to this publication.

## Car Registration and Parking

All vehicles operating on the College campus must be registered with the Public Safety Office where registration forms and parking stickers may be obtained. A valid registration sticker must be properly displayed on the vehicle at all times. Unregistered vehicles may be towed away at the owner's expense. Students must adhere to all posted traffic and parking regulations at all times. Vehicles parked on campus after 12:00 a.m. must have a resident student parking sticker or a temporary overnight parking pass, which may be obtained from the Public Safety Office. Violations of College parking regulations carry a fine of \$20.00.

Resident students may register a vehicle on campus, regardless of their class standing.

## Upbeat and Downbeat Cafés

The Upbeat Café serves to enhance the educational environment and improve the quality of student life at the College. It is an on-campus performance area where students gather to socialize and music majors can perform to increase and improve their music skills.

The Downbeat Café serves as an alternate venue to students for simple meals and the opportunity to socialize. Located in the Student Center, the Downbeat Café is a favorite area for students to gather informally.

## Campus Emergency Notification System

Five Towns College utilizes the Blackboard Connect Emergency Notification System to alert its community about important happenings on campus. When circumstances arise, voice and text messages are sent from the Public Safety Office directly to enrolled telephone numbers. Most students elect to receive emergency notifications on their cell phones and on the landline located at their places of residence. Students may also enroll additional numbers, with many electing to have emergency notifications sent to the cell phones of their parents, guardians, or spouses as well. Students are enrolled into the Blackboard Connect Emergency Notification System during the admissions process, when they receive a discrete user name, password, and instructions on how to make subsequent changes to their enrollment information.

This is important, as students have a responsibility to re- main informed and to keep the Emergency Notification System current, if they change cell phone or landline numbers. Additional information about the Blackboard Connect Emergency Notification System, as well as technical assistance, is available from the Public Safety Office 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.

## Opening Convocation

Typically held during the first week of class, Opening Convocation is the ceremony that formally celebrates the new academic year. One of the most popular events of the year, Opening Convocation is ripe with academic tradition and brings together the entire College community to celebrate academic curiosity and to welcome the new class of students. Seating is limited and tickets (no fee) are required.

## College Handbooks

College Handbooks are distributed to all new students and are available in the administrative offices and are posted online. Students are required to read them and follow all stated codes and policies.

There are several institutional documents, including a Faculty Handbook, Staff Handbook, Residence Life Handbook and a Student Handbook. Also, posted online is an Institutional Policies webpage. The Student Handbook and the Institutional Policies webpage contain the Code of Conduct for Students and Employees. It is available, in part, at <https://www.ftc.edu/code-of-conduct/>.

## College Committees

The participation of students in the work of selected College standing committees is welcome. Invitations to join these committees are extended at the beginning of each semester.

## Credit Card Marketing Policy

The advertising, marketing, or merchandising of credit cards to students on the campus of Five Towns College is strictly prohibited. Any individual visitor, licensee, or invitee found violating this policy shall be banned from the campus.

## Electronic Communication Devices

The use of electronic communication devices in classes without the express permission of classroom instructors is prohibited, except when permitted by College regulation such as to accommodate learning disabilities in furtherance of the Americans with Disabilities Act (ADA). The use of cellular telephones, text-messaging, and other communication devices during class or during the administration of any examination is strictly prohibited. Using such devices during an examination is deemed to be dishonorable conduct in violation of the Student Code of Conduct, and may result in the voiding of test scores, a failing course grade, and further disciplinary action.

## Common Hour

Common Hour is held Tuesdays and Thursdays from 12:30 p.m.-1:20 p.m. During this time no classes are scheduled so that students may participate in or attend various campus-wide events, meet with their advisors, socialize with other students, study, or attend to other administrative responsibilities.

## Music and Entertainment Industry Conference

At this event held periodically, students have the opportunity to speak firsthand with music and broadcast executives and entertainment attorneys. Career decisions are explored and students can find out directly from the experts about trends in the music industry.

## Visiting Artist Clinics/Concerts

Visiting artists such as Billy Joel, Phil Ramone, Don Grusin, Bernard Purdie, Cyrus Chestnut, Michael Feinstein, and Randy Brecker, Danny Seraphine (Chicago), Norm Lewis (Phantom of the Opera) and David Benoit have performed at special clinics and events for the benefit of the student body. The small intimate environment of these events enhances the educational value of interaction with these artists.

## Campus Safety/Drug Prevention

The College seeks to provide a safe and secure campus. Campus crime statistics are reported on the College website, on the Public Safety webpage, in accordance with The Clery Act. Students are advised to familiarize themselves with these statistics prior to entering into an enrollment agreement with the College. All students are advised that the unlawful manufacture, distribution, possession or use of a controlled substance is prohibited at the College. Violation of such prohibitions will result in disciplinary action.

In accordance with the regulations of the Drug-Free Workplace Act of 1988, the College has established a Drug Prevention Program. Videos, books, and pamphlets describing the danger of drug abuse are available to all students as well as referral to appropriate agencies for drug counseling or rehabilitation.

## Guide to a Drug-Free Campus

Five Towns College maintains a zero tolerance policy regarding any drug or alcohol violations on campus. In fact, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees is prohibited. Federal Trafficking Laws for drug usage have been revised and the link is included below. Students needing assistance and support should consult with the Counseling Office.

In compliance with the Federal Drug Free Workplace Act, Five Towns College is committed to addressing the problems of alcohol and other substance abuse on the College campus. The College adheres 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. Further, in compliance with The Drug-Free Schools and Communities Act and the U.S. Department of Education's supporting regulations, Five Towns College adopts and implements programs "to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by all students and employees on school premises or as part of any of its activities" (EDGAR Part 86 Subpart A 86.3).

Applicable legal sanctions under federal, state, or local laws for the unlawful possession or distribution of illicit drugs and alcohol may be found at Title 21 US Code 801 et. seq.; New York State Penal Law 220-221; and New York State Public Health Law § 3306.

For the most recent and complete Federal Trafficking Penalties information, visit the website of the U.S. Drug Enforcement Administration at [www.dea.gov/agency/penalties.htm](http://www.dea.gov/agency/penalties.htm).

In compliance with the federal statute, a description of the health risks associated with the abuse of alcohol or use of illicit drugs includes this excerpt from What Works: Schools Without Drugs:

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increases the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver. (U. S. Department of Education, 1992; retrieved from: <http://www.higheredcompliance.org/resources/resources/dfscr-hec-2006-manual.pdf>).

A list of drug and alcohol programs (counseling, treatment, rehabilitation, and re-entry) that are available to employees or students is available at the Five Towns College Counseling Center. Further, online resources can be found at the National Institute on Drug Abuse: <http://www.nida.nih.gov/>.

Five Towns College will impose disciplinary sanctions on students and employees for violations of these standards of conduct, including any of the sanctions mentioned herein, up to and including, expulsion or termination of employment and referral for prosecution.

N.Y. Penal Law, Article 220, Controlled Substances, carries severe penalties for drug violators who sell or use controlled substances ranging from one year in prison to life.

See <http://ypdcrime.com/penal.law/article220.htm#p220.00> for the full text. 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 ("ABC" 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. If alcoholic beverages are involved in alleged violations of this law, authorized law enforcement officials will seize them.

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.

## **Five Towns College Performing Arts Center**

Five Towns College Performing Arts Center (FTC PAC) is a home for the arts on Long Island. The Center plays an important role in the cultural education of College students, and it helps to enrich the lives of local residents.

During past seasons, the Center has presented musical performances including Great American Songbook, Guitar Extravaganza, Guitar Festivals, Concert Band, Jazz Orchestra, Vocal Jazz Ensemble, Chorus and Choir, Chamber Music Society, Cabaret and Musical Tributes. In theatre, the Center presented productions of Broadway musicals, Broadway musical reviews, new theatrical comedies, children's theatre and classic plays. Recent theatrical performances include Kiss Me Kate, Cinderella, Little Shop of Horrors, The Little Mermaid Jr., Carousel, Suessical and Disney's High School Musical, Company, In the Heights, and Spring Awakening. The Center also presented special events including John Lennon Center for Music & Technology concerts, regionally, nationally and internationally acclaimed performers, and magic, comedy and independent films to educate and entertain the public.

## **High School Jazz Band Festival**

The Five Towns College High School Jazz Band Festival is held in the College Theatre. This event is both educationally worthwhile and enjoyable for all of the high school jazz ensembles that participate. Past experience has shown that students enjoy and benefit from the opportunity to perform before an audience of other musicians. The adjudicators for the competition consist of distinguished professional musicians and music educators.

# Athletic Programs

## USCAA Athletic Programs

Five Towns College resumed offering an intercollegiate athletic program in the fall of 2016, and is a member of the United States Collegiate Athletic Association (USCAA). The Sound Athletic Department currently includes both men's and women's basketball. In the fall of 2019 the Sound Athletics Department expects to add both men's and women's soccer. It is currently a candidate for membership in the Hudson Valley Intercollegiate Athletic Conference (HVIAC). Home basketball games are hosted right on campus in the Sound Arena. Home soccer matches will be hosted on campus in the Sound Yard. Most home games are streamed live on Facebook and other media outlets by the Mass Communications Division. All games are announced by Mass Communication program students.

## Collegiate Star League

Five Towns College is a member of the Collegiate Star League, a collegiate e-sports athletic conference. It competes in League of Legend Competitions as a Division 2 institution.

## Athletic Programs Disclosure

Institutions of higher education that participate in athletic programs are required by Federal Regulation, 34 CFR 668.47 to issue annual reports related to athletic program participation and financial support data for the preceding reporting year. The Five Towns College report is available at <http://www.ftc.edu/athletics/report>.

## Eligibility Requirements

For a student to be eligible for any intercollegiate competition, a member institution must ensure that the student conforms to the following regulations:

- **High School Graduate or GED**  
The student must be a graduate of an accredited high school or have earned a graduate equivalent degree (GED).
- **Academic Progress**  
All students must be enrolled in a recognized academic program and be making progress toward a 2/4 year degree at the attending college.
- **Full-time Enrollment**  
All students must be enrolled in a minimum of 12 credits at time of participation. If a student is enrolled in less than 12 credits, the student will be considered part-time for eligibility purposes.

## Requirements for Students Entering Second Semester

- Second semester of students must have achieved a GPA of 1.6.

## Requirements after the First Two Semesters

- All students must pass 24 credit hours the previous academic school year.

### Exception:

- If a freshman completes their first term in the spring semester, the student-athlete would remain eligible for their second season of competition by completing 24 credits during the spring and following fall semester.

## GPA Requirements after the First Two Semesters

After accumulating 24-48 credit hours, the student must have achieved a 1.75 cumulative GPA. After accumulating more than 48 credit hours, the student must have achieved a 2.0 GPA.

## Summer and Inter-term Credit Hours

Summer and inter-term credit hours can be used to satisfy the 24 credit hour rule and GPA requirement.

1. Summer credit hours should be attached to the preceding spring term for eligibility purposes
2. Winter term credits should be attached to the fall semester

## Meal Plans

### Resident Student Meal Plan

Five Towns College provides a modified "bucket-type" meal plan, which is mandatory for all students residing on-campus. The plan provides a "dinner bucket" to all resident students each night during the regular fall or spring semester for a value equivalent to \$13. The remainder is then credited to the student's meal account as "declining dollars." Student meal plans are not currently subject to New York State sales tax, providing an 8.625% bonus to all resident students. Declining Dollars must be used during the semester or period in which they are acquired as described below, and may not be rolled-over or transferred to a future term.

The Upbeat Café is open during the Fall and Spring semesters from approximately 8:30 a.m. to 7 p.m. for breakfast, lunch and dinner. Weekend hours are 10:30 a.m. to 6 p.m. for brunch and dinner. Late night hours are offered during the regular academic semester from approximately 7:30 to 11:30 p.m. Hours of operation are subject to change without notice.

### 1. The Seven - Minimum Mandatory Meal Plan

For the traditional academic year and most resident students, the semester cost of seven dinners per week is calculated prior to the start of each semester by multiplying the cost of dinner by the number of dinner meals to be offered for the semester. Meal plans typically begin on the date that the residence halls open for the semester, and end on the date that residence halls close for the semester. The remaining funds are credited to each student's meal plan account as Declining Dollars, which may be used in College dining facilities at any time for any purchase.

The Seven - Minimum Mandatory Meal Plan is summarized as:

7 dinner meals each week for approximately 15 weeks  
- \$1,236.00 (approximately) + balance remaining as  
Declining Dollar - \$1,264.00 (approximately)

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\$2,500 Total Cost

In unique cases, students on The Seven or who are not on a mandatory meal plan may be invited to stay in residence during Standard Periods of Non-Enrollment, such as over J-Term or Spring Recess. Typical situations involve resident students who choose to attend classes during J-Term, student athletes, and research assistants. In such cases, students are required to supplement their meal plans by purchasing additional dinner buckets. These are calculated by multiplying the number of days that the student has been approved to remain in residence by the cost of dinner. Additional Declining Dollars may be purchased as needed.

### 2. Non-Semester Meal Plan Declining Dollars

The Upbeat Café maintains limited service hours outside of the regular Fall and Spring semesters. Students residing on campus outside of the regular semester may purchase additional declining dollars for use during these periods only.

### 3. Commuter Student Meal Plan

There is a required minimum meal plan for commuter students of \$50 per semester. These declining dollars are credited to commuter student I.D. cards may be used for purchases in either the Upbeat or Downbeat cafes. Commuter and resident students may supplement their meal plans by purchasing additional declining dollars in increments of \$25 at any time. Bonuses apply: \$110 Declining Dollars for \$100. \$225 for \$200. Declining Dollars are sales-tax free dollars on your student I.D. card that give students the freedom to dine on campus tax free.



# Student Services

## Student Success Center

The Student Success Center is on the 100-level wing of Old Main, and is where the Academic Support Center is housed. The Academic Support Center is open to all Five Towns College students on a drop-in basis. The Center provides tutoring, academic counseling, learning strategy seminars, and a variety of other services designed to help each student reach their academic potential. The Center also administers the College's HEOP and Student Access Office.

- HEOP (Higher Education Opportunity Program) is designed for academically and economically disadvantaged students. If selected for the program, HEOP participants are required to attend a pre-freshman program during the summer preceding fall entry. Advising, counseling, tutoring and financial assistance are provided for these students for the duration of their degree programs if eligibility requirements are continuously met.
- Student Access Office is designed to provide support services and reasonable accommodations to students with disabilities.

## Tutorial Services

One of the forms of academic assistance given to students who require help in their courses is the tutoring service provided by faculty members and peer tutors. A student can see their instructors during office hours. A student can also receive assistance in the Academic Support Center.

Students who have specific questions or need extra attention in order to master course material in Keyboard, Harmony, Sight Singing or Ear Training classes may obtain assistance from a member of the music faculty in the Music Division Office, the Keyboard Lab, or the Student Success Center.

## Academic Advisement

Academic planning and advisement are an integral part of the ongoing educational process at the College and begin as soon as a student is accepted. Each student is assigned to a faculty member who serves as their academic advisor. Conferences with academic advisors provide opportunities for students to plan their programs and review their academic progress. Prior to each registration period academic advisors help students to prepare their programs for the following semester. Academic advisors may be consulted for individual needs at any time throughout the academic year during a regular schedule of office hours. Although academic advisement is provided, students are solely responsible for their course selections and for meeting degree requirements.

## Career Services and Experiential Learning Center

The Career Services and Experiential Learning Center makes students aware of job opportunities and helps them acquire the necessary skills in searching for jobs, preparing resumes and cover letters, and doing well in interviews.

The selection of a career is one of the most crucial decisions a student is called upon to make. The College's career education program, which includes testing, guidance, and reading materials, seeks to assist each student in making that decision.

The Center also facilitates the internship, cooperative education, study abroad, and other experiential learning opportunities.

## Alumni Association

The Career Services Center is also home to the Alumni Association. Five Towns College staff not only assist current students in locating internships and job placements but also serve to help alumni with career development, networking and adjustment into life after college. Upon graduation, students become a member of the Five Towns College Alumni Association. This is an established group of talented and accomplished professionals, many of whom have ventured into the entertainment, education, communications and media production industries. There is an Alumni Newsletter and ongoing networking opportunities.

## Experiential Learning

Experiential Learning refers to those educational opportunities that students experience outside of the regular class setting. Many courses and programs have experiential learning opportunities infused in the course objectives, while others are optional experiences that further programmatic and other institutional-level learning goals. Students attending Five Towns College enroll with the understanding that some experiential learning opportunities will necessitate that they travel to off-campus locations or participate at times outside of the normal academic class block. They also recognize that the College does not always provide transportation to such events, and in order for them to participate they will be responsible for making their own travel arrangements.

Students seeking to register for their last semester of study are required to be current on any approved tuition payment plan. Students with unpaid or delinquent accounts will not be permitted to register for their last semester of study without the permission of the College Bursar. The College reserves the right to cancel the registration of any student whom the Registrar determines is within their final semester of study, but who has not filed an Application for Graduation.

## Wellness Services

The College Counseling Office provides support and referrals for professional psychological services. Lectures and literature are offered in such areas as sex, family, marriage, nutrition, and personal health.

The College does not provide on-campus medical services, but does maintain a relationship with the Dolan Health Center off campus for students. In addition, the College does require that students purchase mandatory health insurance through the College, unless they present proof of health insurance through their own provider at the time of registration or re-registration.

Further, the College entered into a Memorandum of Understanding with the Family Violence and Rape Crisis Center/Victims Information Bureau of Suffolk (VIBS) and provides cost-free counseling, advocacy and physical and emotional support and medical care for sexual assault victims in compliance with NYS Education law, Article 129-B.

## Personal Counseling

The individuality of each student is a basic concern of the College. Every effort is made to provide an environment in which each student can develop their particular capabilities and interests to the fullest. The College Counseling Office provides personal counseling in a confidential setting to assist students in making decisions related to personal and academic situations. Referrals to outside professional agencies may be made in situations requiring more specialized counseling.

## Housing

The Living/Learning Center is a complex of four residence halls. Each building has a variety of single and double rooms, Internet access, cable TV, and other services. A minimum mandatory meal plan is required. Students interested in on-campus living must file an application for housing.

If granted, a housing license is valid for the current academic year/semester. While every effort is made to accommodate the housing needs of continuing students, the College does not guarantee that a subsequent license will be issued beyond the current academic year/semester. In order to respond to the high demand for on-campus housing, students who have resided on campus for six (6) semesters may remain in residence on-campus thereafter only with the permission of the Director of Residential Life.

Students who reside on campus are required to attend classes on a full-time basis and to carry a course schedule of classes that meets four (4) days per week, except with permission of the Director of Residence Life.

Resident Life Fees	\$4,600
Single Room (per semester)	\$4,600
Double Room (per semester)	\$3,700
Single Room (5 Month)	\$5,700
Double Room (5 Month)	\$4,600
Refundable Dorm Damage	\$300
Late Housing Application Fee	\$50
Dorm Council	\$60
Laundry Allowance	\$25

## New Student Orientation

New Student Orientation is designed to familiarize students with the College and with the social and recreational resources in the area. The New Student Orientation Fee of \$110 is required for all new incoming students. Orientation includes an introduction to the general education, technological competency skills necessary to utilize various learning technologies, including knowledge of computer hardware and software, file management, word processing, spreadsheets, Internet, and email systems. It includes an overview of College policies and regulations, with emphasis on the development of self-management, career planning, and decision-making skills.

Orientation events include a special schedule of informal small group meetings where freshmen may share opinions and plans with other students and faculty members in a relaxed and comfortable environment. Students are encouraged to participate in varied campus activities so that they may become well-adjusted members of the College community. In addition, during this time, the required onboarding education under NYS Education law, Article 129-B is provided to all required populations.

## Student Access Office and Disability Services

Five Towns College students who have a physical, medical, learning or psychiatric disability, either temporary or permanent, may receive reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. In order to establish eligibility for such accommodations, students are required to submit a written application to the Student Access Office, which is available online and provide supporting documentation. Then, an appointment with the Director of Student Access will be scheduled in a timely manner to assess what reasonable accommodations are needed and can be provided.

# Course Numbering System

Faculty members are grouped by area of expertise into academic divisions and departments. Divisions typically have responsibility for coordinating programs leading to at least one registered degree. Departments typically have responsibility for coordinating a single major area of concentration. However, not all disciplines are represented by a separate department at Five Towns College. For example, the English faculty members are assigned to the Liberal Arts and Sciences/General Education Division.

For administrative convenience, the College is organized into seven academic divisions and one department to coordinate the effective delivery of educational programs and services. Divisions include Business, Film/Video, Liberal Arts and Sciences/General Education, Mass Communication, Music, Interactive Computer Graphics, and Theatre Arts. Departments include Audio Recording Technology and Music Education.

All undergraduate college-level courses offered by Five Towns College have a 100 – 400 course number designation. Undergraduate non-college level course have a 000 – 099 course number designation. Graduate courses have a 500 – 800 level designation. Courses adopted or revised by the faculty after January 1, 2017 may be expected to adhere to the protocol set forth below.

## Undergraduate Courses

### Remedial and Developmental Courses

000 level courses are remedial or developmental in nature, and are designed to provide a basic foundation for college-level work. Typically, students in 000 level courses are required to successfully complete these courses as a condition of continued matriculation. They are not, however, typically a basis for conditional admission. Students pursuing courses at this level are fully matriculated students. 000 level courses typically include those designed to remediate identified weaknesses in reading, writing, mathematics and English language arts. Special conditions apply when students seek financial aid in support of these classes. Students receiving financial aid should consult with the financial aid office, before registering for a 000 level course. 000 level courses typically carry equated credits – credits which apply for all purposes except graduation.

### Lower Division

A student who has earned fewer than 60 credits are classified as a freshman or sophomore and typically enrolls in 100 and 200 level courses. Courses offered at this level are designated as lower-division. All coursework taken at a community or two-year college is considered to be lower-division and will not be transferred into Five Towns College for upper-division credit without the written approval of the College Provost.

.100 level courses are generally foundation or survey in nature. The work presented presupposes no prior content knowledge base beyond which would typically be expected of a first-year student. 100 level courses typically have no prerequisites and require no independent research on the topics presented.

200 level courses explore a narrower field or topic within a broader discipline. Prior content knowledge of the broader discipline may be helpful, but is not a prerequisite for student understanding and success.

Research assignments and oral presentations may be included in 200 level courses with greater frequency than might be observed in 100 level courses; but if they are present, such tasks are generally characterized by greater faculty guidance than would be present in upper-level 300 and 400 level courses.

### Upper Division

A student who has earned more than 59 credits is classified as a junior or senior as the case may be, and typically enrolls in 300 and 400 level courses. Courses offered at this level are designated as upper- division.

300 level courses explore narrower fields or topics within a broader discipline and presuppose the existence of a content knowledge base which may be prerequisite for student understanding and success. When prerequisites are not evident, students are typically expected to demonstrate sufficient base knowledge, skills, and competencies when seeking permission to register for these courses. 300 level courses typically have research, writing and oral presentation requirements which are characterized by less faculty guidance and greater student independence.

400 level courses generally focus upon advanced topics within a broader discipline and presuppose the existence of a well-developed content knowledge base, which is demonstrated by prerequisite coursework and program pursuit. Students should generally be ready to engage in independent research and learning activities with some faculty direction. Students without such prerequisite coursework and general education competencies would rarely be expected to enroll in such classes without special permission. 400 level courses may also include capstone classes where students are expected to demonstrate the knowledge, skills, and competencies expected of program completers in the applicable content area and in general education. Research papers, final projects, directed study and other student work is generally faculty mentored, but rarely faculty led.

## Graduate Courses

Students who have been accepted for matriculation into a graduate degree program, or who have special permission, may be classified as graduate students eligible to register for

graduate level courses. Typically, graduate students must have first earned an undergraduate degree before enrolling in graduate level courses.

500, 600, and 700 level courses are graduate level courses, typically taken by students matriculated in a master's degree program. These courses share many of the characteristics of 400-level courses, except that students in 500 – 700 level courses will always be expected to engage in independent research and learning activities with limited faculty direction. Resulting independent research projects, including presentations constitute a substantial portion of the final grade in these courses. 500 – 700 level graduate courses require a significant increase in student effort hours, in comparison to upper-division courses. This includes, but is not limited to, more rigorous, expansive and demanding research projects and papers.

Qualified seniors with prerequisite knowledge and a cumulative grade point average of 3.25 or higher may be permitted to register for graduate level courses at the undergraduate tuition rate, to complete the requirements for a bachelor's degree. A qualified student must have the approval of their academic advisor and the division chair at the time of registration. The credits earned by undergraduates in this context may not subsequently be applied toward fulfillment of a graduate degree requirement.

800 level courses are only open to doctoral degree candidates.

# Degree Programs

Five Towns College awards the degrees of Doctor of Musical Arts (D.M.A.), Master of Music (M.M.), Master of Science in Education (M.S.Ed.), Bachelor of Music (Mus.B.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science (B.S.), Bachelor of Business Administration (B.B.A.), Bachelor of Professional Studies (B.P.S.), Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.). The programs listed herein are registered by the New York State Education Department. Enrollment in programs other than those that are registered or approved may jeopardize a students' eligibility for student aid awards.

## Undergraduate Degree Programs

### Bachelor Degrees

	HEGIS Code		HEGIS Code
<b>Business Management – B.B.A.</b>	0599	<b>Mass Communication – B.S.</b>	0601
<i>Concentrations</i>		<i>Concentrations</i>	
Audio Recording Technology		Audio Recording Technology	
Business Management		Broadcasting	
Business Marketing		Journalism	
Music and Entertainment Industry Studies		Show Production	
<b>Film/Video – B.F.A.</b>	0605	<b>Music Education (K-12) – Mus.B.</b>	0832
		<i>Concentrations</i>	
<b>Interactive Computer Graphics – B.F.A.</b>	1009	Instrumental	
		Vocal/Piano	
<b>Jazz/Commercial Music – Mus.B.</b>	1004		
<i>Concentrations</i>		<b>Theatre Arts – B.F.A.</b>	1007
Audio Recording Technology		<i>Concentration</i>	
Composition/Songwriting		Acting	
Music and Entertainment Industry Studies		Musical Theatre	
Performance		Theatrical Design and Technology	

### Associate Degrees

<b>Business Administration – A.S.</b>	5004	<b>Jazz/Commercial Music – A.A.S.</b>	5610
<b>Business Management – A.A.S.</b>	5004	<b>Liberal Arts – A.A.</b>	5649
<i>Concentrations</i>		<i>Concentrations</i>	
Audio Recording Technology		Audio Recording Technology	
Business Management		Liberal Studies	
Business Marketing		Music and Entertainment Industry Studies	
Music and Entertainment Industry Studies		Theatre Arts	
Interactive Computer Graphics – A.A.S.	1009		

# Graduate Degree Programs

## Doctoral Degrees

	HEGIS Code		HEGIS Code
<b>Composition/Arranging</b> – D.M.A.	1004.10	<b>Music History and Literature</b> – D.M.A.	1006
<b>Music Education</b> – D.M.A.	0832	<b>Music Performance</b> – D.M.A.	1004

## Master's Degrees

<b>Jazz/Commercial Music</b> – M.M.	1004	<b>Music Education</b> – M.M.	0832
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### Concentrations

Composition/Arranging

Music History

Music Performance

Music Technology

## General Education

All undergraduate degrees offered by Five Towns College include a Liberal Arts and Sciences/General Education component – LAS/GE. The LAS/GE consists of two parts. The first part is a Common Core Curriculum of 21 credits that is common to all undergraduate degree programs. The second part is the additional course requirements in the Liberal Arts and Sciences, which are required for candidates to earn each specific degree offered by the various academic divisions of the College. The specific additional requirements are set forth on each degree program map and published in this Catalog.

The 21-credit Common Core Curriculum expresses the fundamental characteristics that the faculty seeks to develop in all undergraduate students. It is designed so that students acquire and demonstrate college-level proficiency in essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. The Common Core Curriculum also incorporates the study of value, ethics, and diverse perspectives.

All of the courses in the Common Core Curriculum count toward the fulfillment of the New York State Education Department's distribution requirement for the liberal arts and sciences. The Common Core Curriculum Map listed below is designed to identify where in each degree program the various general education competencies identified in its Plan for the Assessment of Student Learning are taught, learned and assessed. More than one competency may be infused into a single course.

## Common Core Curriculum Student Learning Goals

The following describes the Student Learning Goals developed in the Common Core.

## Oral Communication

Undergraduate students are expected to acquire and demonstrate college-level proficiencies in oral communication. As a result of completing the common core, students should be able to demonstrate the knowledge, skills and competencies necessary to prepare and deliver well-organized, content-rich, and articulate public presentations.

Oral communication skills are introduced through the "add-on method" in discrete courses, such as SPE 101 and SPE 231. These courses encompass all areas of communication – verbal and nonverbal, ethnic and gender diverse, and intra- and interpersonal. Students are required to deliver three oral presentations of increasing sophistication accompanied by written reports. The presentations themselves are evaluated according to carefully constructed rubrics. The oral communication proficiencies developed during the freshman year, along with other general education common core competencies, are further developed later in the curriculum through the "infusion method" in other courses where students make oral presentations in upper-division coursework.

## Written Communication

Undergraduate students are expected to acquire and demonstrate college-level proficiencies in Written Communication. As a result of completing the Common Core, students should be able to demonstrate the knowledge, skills and competencies necessary to clearly and literally state a thesis in writing, and to develop that thesis so that it is supported evidence, logic, and specific arguments using the grammar and syntax of standard American English learned in ENG 101.

The writing exercises that students in ENG 101 encounter move through Narration, Description, and Exemplification to Process. This course also stresses Information Literacy beginning with a Library Orientation and culminating in the documentation of research materials. Drafting and revising are major components of the course, and students are required to submit the final drafts

of five essays that are graded according to the standards of the English Department's rubric.

ENG 102 builds upon the foundation established in ENG 101, moving through more sophisticated writing patterns and advanced library skills. The culmination of the course is a research paper and brief oral presentation that summarizes the major findings of that research. Students are expected to submit essays that demonstrate competency in each of the following five areas: Cause and Effect; Comparison and Contrast; Classification and Division; and Argumentation. Information Literacy competencies are further developed and assessed in ENG 102.

Written Communication skills are introduced during the freshman year through the "add-on method" in the discrete courses of ENG 101 and ENG 102. The Written Communication competencies are further developed later in the curriculum through the "infusion method" in other courses where students present research papers and other writing assignments.

## **Information Literacy**

Information Literacy provides an intellectual framework for identifying, finding, understanding, evaluating and using information. It includes determining the nature and extent of needed information; accessing information effectively and efficiently; critically evaluating information and its sources; incorporating selected information into the learner's knowledge base and value system; using information effectively to accomplish a specific purpose; understanding the economic, legal and social issues surrounding the use of information and information technology; and observing laws, regulations, and institutional policies related to the access and use of information. At Five Towns College, Information Literacy is an integral part of the General Education Common Core Curriculum required of all students. It is introduced in ENG 101 and further developed through the "infusion method" in ENG 102. In addition, Information Literacy is further developed in a variety of upper-division level courses, such as those with research requirements.

## **Scientific Reasoning**

Undergraduate students are expected to acquire and demonstrate college-level proficiencies in Scientific Reasoning. Scientific Reasoning is characterized by adherence to a self-correcting system of inquiry, the scientific method, which relies on empirical evidence and testable theory to describe, understand, predict and control natural phenomena. Scientific Reasoning is developed through the "add-on method" through a discrete series of courses, any one of which satisfies the Common Core requirement. These include SCI 112, 131, 211, 212 or another SCI elective. Scientific Reasoning skills are further developed by infusion into a wide variety of other courses where inductive and deductive reasoning skills are essential. For example, infusion occurs in courses where troubleshooting and problem-solving skills are developed, such as those dealing with motion picture production, audio recording technology, play production, and the social sciences of psychology and sociology.

## **Quantitative Reasoning**

Undergraduate students are expected to demonstrate knowledge, skills, and competencies in Quantitative Reasoning. Quantitative Reasoning employs simple mathematical methods, whether graphical, symbolic, or numerical to solve real-world problems. Infusion occurs in a wide variety of courses where troubleshooting and problem-solving skills are developed. For example, BUS 101 and 251 are grounded solidly in mathematics and ECO 101 and 102 are concerned with mathematical data and formulas. Quantitative Reasoning is developed through the "add-on method" through a discrete series of courses, any one of which satisfies the Common Core requirement. These include MAT 111, MAT 123, MAT 231, or MAT 331.

## **Critical Analysis and Reasoning**

Undergraduate students are expected to acquire and demonstrate college-level proficiencies in Critical Analysis and Reasoning, including the ability to interpret, analyze, and evaluate arguments based on their merits and to construct logically developed arguments based on sound data. Proficiencies in Critical Analysis and Reasoning are developed through the "infusion method" in ENG 101 and 102, where students interpret, analyze, and assess in writing selected prose passages, and demonstrate the ability to identify the theme, organization, style, evidence, and strength of the written arguments presented. In addition, the development of these proficiencies is infused into a wide-range of other courses, such as PSY 101 and SOC 101, and other literature and history courses offered by the Liberal Arts and Sciences/General Education Division of the College.

## **Technology**

Technological Competency as expressed in the Common Core at Five Towns College implies that undergraduate students will be able to demonstrate knowledge, skills and competencies with those technologies that are requisite for academic success as a learner at the institution, in the context of general education, liberal arts and sciences, and the content-specific degree programs. Technological Competency develops in students an ability to learn in traditional and hybrid modalities, and from a distance, thereby enabling the ability of graduates to engage in life-long learning no matter where their journey in life may take them.

To enable learning at Five Towns College, Technological Competency develops the knowledge, skills and competencies necessary for students to engage with the computer hardware and software that constitute the College's Learning Management System (LMS) - Schoology. It also includes competencies with those ancillary technology based systems that allow students to fully participate in the academic life of the College. These ancillary systems include knowledge of the student-facing aspects of the College's CampusVue Student Information System (SIS) – including its student portal, email, internet, digital portfolio, Library information systems and databases, and the like. Technology Competency is developed in ENG 101 and 102 and further developed through the infusion

method throughout the curriculum in nearly every course offered by the College.

## Values, Ethics and Diversity

The Institutional Mission and Goals of Five Towns College, as adopted by its Board of Trustees, broadly expresses the values and ethics of the College, while fostering an appreciation of diversity - including a disposition of tolerance and respect for differing opinions and perspectives. These characteristics find further expression in the Common Core as well as in the content areas. To develop a disposition of tolerance and respect, the College also seeks to foster a learning environment where

students are exposed to a diverse community in all of its forms. This includes diversity in its student body, and a rich offering of co-curricular and extra-curricular activities that expose the College community to a wide range of cultures and perspectives. The foundation of this goal for student learning is a required course that develops knowledge, skills and competencies relating to the history of America's major cultural groups, as well as a disposition of tolerance and respect for diverse cultural perspectives and practices. To meet this requirement, students select at least one course from the following: SOC 101, SOC 221, SOC 301, SOC 303, or SOC 305.

Common Core Curriculum Map General Education Competencies				
Competency	Required Credits	Courses		
		CODE	Title	
Oral Communication	3	SPE 101	Fundamentals of Speech	or
		SPE 231	Public Speaking	
Written Communication	6 <sup>1</sup>	ENG 101		and
		ENG 102		
Scientific Reasoning	3	SCI 112	Physics of Flight/Drone Technology	or
		SCI 131	Human Biology	or
		SCI 211	Environmental Science	or
		SCI 212	Physical Geology	or
		SCI ____	Science Elective	
Quantitative Reasoning	3	MAT 111	Mathematical Reasoning	or
		MAT 123	College Algebra	or
		MAT 231	Introduction to Statistics	or
		MAT 331	Operations Research	
Critical Analysis and Reasoning	6 <sup>2</sup>	ENG 101	English Composition 1	and
		ENG 102	English Composition 2	
Technology	3 <sup>3</sup>	ENG 101	English Composition 1	
Values, Ethics and Diversity	3	SOC 101	Introduction to Sociology	or
		SOC 221	Sociology of Family	or
		SOC 301	Cultural Diversity	or
		SOC 303	Race and Ethnic Relations in the U.S.	or
		SOC 305	Social Problems	or
Information Literacy		ENG 102	English Composition 2	
<b>MINIMUM TOTAL CREDITS</b>	<b>18</b>			

<sup>1</sup> ENG 101 and ENG 102 satisfies the Written Communication and the Critical Analysis and Reasoning General Education Common Core Requirements. ENG 101 also satisfies the Technology competency requirement, while ENG 102 also satisfies the Information Literacy competency requirement.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.



# Bachelor Degrees

## Business Management Program

The Business Management Program with concentrations in Audio Recording Technology, Business Management Business Marketing and Music Entertainment Industries, which leads to a Bachelor of Business Administration Degree (B.B.A.) is designed for students planning to pursue a career in business in a variety of roles including managers, coordinators, executives, in a assortment of industries including social media, record and music production, broadcasting, concert promotion, radio, television, theatre, and communications. The program is intended for students who are interested in developing their business and technical expertise.

In addition to the learning goals for each major area of concentration declared by business management students, learning goals for this program also focus upon accounting, advertising, business law, communications, economics, ethics, business technology, human resource management and finance.

## Film/Video Program

The Film/Video Program develops in students the knowledge, skills, and dispositions necessary to produce broadcast-style and narrative motion pictures. Graduates of the Film/Video Program are prepared for entry-level positions as film editors, production crew, and cinematographers. Learning goals for students focus upon mastery of cinematography, film history, film/video editing, motion picture directing, motion picture production, and scriptwriting.

## Interactive Computer Graphics Program

The Interactive Computer Graphics Program prepares students for entry into sustainable, high valued careers in 3D animation, Motion Graphics, Digital Fabrication and the emerging fields of Mixed Reality (Virtual and Augmented). Curriculum rooted in digital design foundations and best practices includes advanced software applications, Creative Coding, both 2D and 3D Graphics, User Interface and User Experience design. By immersing students into the concept of ideation and development using both traditional and digital tools and by fostering critical thinking and real world problem-solving skills, the ICG graduate will be well equipped as competitive industry professionals.

## Jazz/Commercial Music Program

The Bachelor of Music (Mus.B.) degree program in Jazz/Commercial Music with concentrations in Audio Recording Technology, Composition/Songwriting, Music and Entertainment Industry Studies, and Performances designed for students planning to pursue careers as professional performers, composers, recording engineers, music business executives or producers of video music.

The comprehensive program in Jazz/Commercial Music provides both a common core of technical studies and a foundation for specialized courses in the student's major area of concentration. Music compositions selected from various styles, periods and composers provide the textual material for the program. A comparative survey of music literature in contrasting styles and media is utilized as an integral approach to the study of harmony, melody, rhythm, counterpoint, instrumentation, texture, and composition. Class performance of relevant music is encouraged and writing skills, aural skills, music analysis, and reading facility are developed in accordance with individual potential.

## Theatre Arts Program

The Theatre Arts Program develops knowledge, skill, and conservatory training in acting, singing, dancing, and theatrical design and technology. The Program provides a broad range of experiences in multiple classes and shows, enabling students to prepare for careers in theatre, film, television, internet, and other multi-media productions that incorporate comedy, tragedy, drama, musicals, and video. Close to New York City, the Theatre Program utilizes the proximity by regularly inviting professional guest directors from Broadway and movies to direct our productions and offer master classes.

## Mass Communication Program

The Mass Communication Program is designed so that students acquire and demonstrate proficiency in the essential skills necessary for a career in the mass communication industry and in the fields of broadcasting and journalism. Students learn the principles, laws, and historical background of the mass communication industry, while enhancing their oral, written, and critical thinking skills. Students also select a major area of concentration in Audio Recording Technology, Broadcasting, Journalism, or Show Production. Learning goals for all students pursuing a Mass Communication degree program include mass media and society, voice and diction, new and emerging media.

## **Music Education Program (K-12)**

The Music Education Program is designed for students interested in a career as a music teacher in a public or private school. The program leads to New York State Initial Certification in Music K-12 (pending passing of the NYS certification exams). The program also includes required New York State Field and Clinical experiences.

Music Education candidates learn the knowledge, skills and dispositions necessary to become certified music teachers, starting with our conceptual framework; Teaching Is Prepared Performance. Learning goals for students focus on mastering content knowledge, knowledge of the learner, diversity, instructional methodology, communication skills, reflective-assessment strategies, collaboration and shared inquiry.

The carefully crafted coursework includes a mix of classes in liberal arts, science, music history, music theory, ear training, keyboard labs, private instruction, performance ensembles, conducting and education courses.

Although NYS certification in music is K-12 in all areas of music, there are two concentrations that candidates choose from; Instrumental or Vocal/Piano.

# Degrees by Division

## Associate Degrees

### **Business Administration, A.S.**

*HEGIS Code 5004.00*

*Inventory of Registered Program Code: 01813*

#### **Overview**

The College offers programs leading to the A.S. degree in Business Administration and the A.A.S. degree in Business Management. The latter degree program offers concentrations of courses that lead primarily to careers upon completion of the program, while the Business Administration program is designed for students who are considering transferring to a four-year program.

The objective of the Business Administration Program is to help prepare students to assume managerial and administrative responsibilities. Students graduating with an A.S. degree in this field usually plan to continue their studies toward a baccalaureate degree.

The liberal arts and business courses recommended for this A.S. degree is designed to develop the student's ability to communicate well, to work smoothly with others on the job, to analyze and solve problems effectively, and to prepare for personal living and social responsibilities.

Career courses for this degree include the specific areas of accounting, statistics, and law as well as foundation studies in business organization and management, marketing, and finance. Students may also select courses from the wide variety of offerings available in the many programs offered by the College.

### **Associate in Science (A.S.) Degree in Business Administration**

The Associate in Science graduate is prepared for transfer with advanced standing to a four-year program where additional professional training in the business field may be pursued.

## Program Course Requirements

The courses below are required of all students in the Business Administration Program.

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC ____ - Diversity Competency Elective; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
Business Administration Content Specialty Courses	
BUS 101 - Accounting 1; Credits: 3	
BUS 111 - Business Organization and Management; Credits: 3	
BUS 121 - Business Law 1; Credits: 3	
BUS 241 - Principles of Marketing; Credits: 3	
BUS 242 - Professional Selling and Sales Management; Credits: 3	
BUS 244 - Advertising; Credits: 3	
BUS 251 - Principles of Finance; Credits: 3	
BUS ____ - Business Elective (1); Credits: 3	
BUS ____ - Business Elective (2); Credits: 3	
COM 101 - Computers in Business; Credits: 3	
Total Content Specialty Credits: 30	
Additional Liberal Arts and Sciences	
ECO 101 - Macroeconomics; Credits: 3	
ECO 102 - Microeconomics; Credits: 3	
LAS ____ - Liberal Arts and Science Elective (1); Credits: 3	
Total Additional Liberal Arts and Sciences Credits: 9	
Total Program Credits: 60	

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
BUS 111	Business Organization and Management	3
COM 101	Computers in Business	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
ENG 101	ENG 101	3
MAT ____	MAT ____	3
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
BUS 101	Accounting 1	3
BUS 121	Business Law 1	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
ENG 102	English Composition 2	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
BUS 242	Professional Selling and Sales Management	3
BUS 244	Advertising	3
BUS ____	Business Elective (1)	3
LAS ____	Liberal Arts and Science Elective (1)	3
SCI ____	Scientific Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
BUS 241	Principles of Marketing	3
BUS 251	Principles of Finance	3
BUS ____	Business Elective (2)	3
SOC ____	Diversity Competency Elective	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Total Program</b>	<b>60</b>

## **Business Management Program, A.A.S.**

*HEGIS Code 5004.00*

*Inventory of Registered Program Code: 01813*

### **Overview**

The A.A.S. degree program in Business Management with the concentrations in Audio Recording Technology, Management, Marketing, and Music Entertainment and Industry Studies is intended for those students who wish to enter the business world directly after completion of their studies at the College.

Students who pursue the Business Management program can seek job situations as advertising assistants, assistant buyers, assistant credit managers, and other entry-level positions in retail chain organizations, wholesale firms, and other business enterprises such as broadcasting and data processing.

The availability of the various concentrations described below makes it possible for students to focus on an area of special interest and acquire marketable skills and expertise.

### **Associate in Applied Science (A.A.S.) Degree**

The Associate in Applied Science Degree is designed for students preparing for entry into the business or professional world directly after completion of their course of study. These programs include both professional skills and liberal arts/general education courses.

Requirements for the Program in Business Management leading to the Associate in Applied Science (A.A.S.) Degree

### **Concentration Component**

Students in the Business Management Program select one of the following concentrations. The 12 credits in the selected concentration, together with the 21 credits in the Common Core, and 24 credits in Business Management Content Specialty Courses, and 3 credits in Liberal Arts and Sciences constitute the 60-credit requirement for the Associate of Applied Science in Business Management.

### **Concentrations**

#### **Audio Recording Technology Concentration**

The Audio Recording Technology Concentration at Five Towns College is designed to provide students with the tools needed to succeed as professional engineers and producers of music for soundtracks in film and video productions. Students study the theory of sound, recording electronics, engineering procedures, music production techniques, and audio/video post production in a sequence of courses designed to develop practical and technical skills. The College's industry grade recording studios, editing suites, and MIDI workstations provide students with a highly focused learning environment for both assigned and extracurricular recording projects.

#### **Business Management Concentration**

The Management Concentration at Five Towns College is designed to provide students with the tools needed to succeed in Business Management. Management is the process of creating, distributing, promoting and pricing goods, services and ideas to facilitate relationships with customers and develop and maintain relationships with stakeholders in a dynamic environment. The curriculum is designed to prepare students to be informed and engaged marketing professionals and prepare for employment in the business and marketing field.

#### **Business Marketing Concentration**

The Business Marketing Concentration at Five Towns College is designed to provide students with the tools needed to succeed in the marketing industry. Marketing is the process of creating, distributing, promoting and pricing goods, services and ideas to facilitate relationships with customers and develop and maintain relationships with stakeholders in a dynamic environment. The curriculum is designed to prepare students to be informed and engaged marketing professionals and prepare for employment in the business and marketing field.

#### **Music Entertainment and Industry Studies Concentration**

The Music and Entertainment Industry Studies Concentration at Five Towns College is designed for students interested in a career in a music-related business field. Studies include the technical, legal, production, managing, merchandising and licensing aspects of the music business. The concentration assists those graduates who plan to work as artist managers, record and publishing company owners, executives, promoters and producers of music videos to achieve their career goals.

## Program Course Requirements

The courses below are required of all students in the Business Management Program.

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC ____ - Diversity Competency Elective; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
Business Management Content Specialty Courses	
BUS 101 - Accounting 1; Credits: 3	
BUS 111 - Business Organization and Management; Credits: 3	
BUS 121 - Business Law 1; Credits: 3	
BUS 241 - Principles of Marketing; Credits: 3	
BUS 242 - Professional Selling and Sales Management; Credits: 3	
BUS 244 - Advertising; Credits: 3	
BUS 251 - Principles of Finance; Credits: 3	
COM 101 - Computers in Business; Credits: 3	
Total Business Management Content Specialty Credits: 24	
Additional Liberal Arts and Sciences	
ECO 101 - Macroeconomics; Credits: 3 or ECO 102 - Microeconomics; Credits: 3	
Total Additional Liberal Arts and Sciences Credits: 3	
Concentration Component	
Business Management Program, Audio Recording Technology Concentration, A.A.S.	
Business Management Program, Business Management Concentration, A.A.S.	
Business Management Program, Business Marketing Concentration, A.A.S.	
Business Management Program, Music and Entertainment Industry Studies Concentration, A.A.S.	
Total Concentration Component Credits: 12	
Total Program Credits: 60	

**Business Management Program**  
**Audio Recording Technology Concentration**  
**Associate in Applied Science (A.A.S.) Degree**

HEGIS Code: 5004.00

Inventory of Registered Program Code: 01813

**Overview**

The Audio Recording Technology Concentration at Five Towns College is designed to provide students with the tools needed to succeed as professional engineers and producers of music for soundtracks in film and video productions. Students study the theory of sound, recording electronics, engineering procedures, music production techniques, and audio/video post production in a sequence of courses designed to develop practical and technical skills. The College's industry grade recording studios, editing suites, and MIDI workstations provide students with a highly focused learning environment for both assigned and extracurricular recording projects.

**Audio Recording Technology Concentration**

AUD 101 - Audio Recording Theory; Credits: 3
AUD 102 - Audio Recording Techniques; Credits: 3
AUD 201 - Recording Studio Operations; Credits: 3
AUD 202 - Advanced Audio Production; Credits: 3
<b>Total Concentration Credits: 12</b>

**Recommended Sequence of Courses**

Course Code	Course Name	Credits
<b>Semester 1</b>		
AUD 101	Audio Recording Theory	3
BUS 111	Business Organization and Management	3
COM 101	Computers in Business	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
ENG 101	English Composition 1	3
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
AUD 102	Audio Recording Techniques	3
BUS 101	Accounting 1	3
BUS 121	Business Law 1	3
ENG 102	English Composition 2	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
AUD 201	Recording Studio Operations	3
BUS 242	Professional Selling and Sales Management	3
BUS 244	Advertising	3
SCI ____	Scientific Competency Elective	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
AUD 202	Advanced Audio Production	3
BUS 241	Principles of Marketing	3
BUS 251	Principles of Finance	3
MAT ____	Quantitative Competency Elective	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Total Program</b>	<b>60</b>



**Business Management Program**  
**Business Management Concentration**  
**Associate in Applied Science (A.A.S.) Degree**

HEGIS Code: 5004.00

Inventory of Registered Program Code: 01813

**Overview**

The Management Concentration at Five Towns College is designed to provide students with the tools needed to succeed in Business Management. Management is the process of creating, distributing, promoting and pricing goods, services and ideas to facilitate relationships with customers and develop and maintain relationships with stakeholders in a dynamic environment. The curriculum is designed to prepare students to be informed and engaged marketing professionals and prepare for employment in the business and marketing field.

**Business Management Concentration**

BUS 151 - Business Communication; Credits: 3
BUS 211 - Principles of Management; Credits: 3
BUS 232 - Business Ethics; Credits: 3
BUS ____ - Business Elective (1); Credits: 3
<b>Total Concentration Credits: 12</b>

**Recommended Sequence of Courses**

Course Code	Course Name	Credits
<b>Semester 1</b>		
BUS 111	Business Organization and Management	3
BUS 151	Business Communication	3
COM 101	Computers in Business	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
ENG 101	English Composition 1	3
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
BUS 101	Accounting 1	3
BUS 121	Business Law 1	3
BUS 211	Principles of Management	3
ENG 102	English Composition 2	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
BUS 232	Business Ethics	3
BUS 242	Professional Selling and Sales Management	3
BUS 244	Advertising	3
SCI ____	Scientific Competency Elective	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
BUS 241	Principles of Marketing	3
BUS 251	Principles of Finance	3
BUS ____	Business Elective (1)	3
MAT ____	Quantitative Competency Elective	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Total Program:</b>	<b>60</b>

**Business Management Program**  
**Music Entertainment and Industry Studies**  
**Associate in Applied Science (A.A.S.) Degree**

HEGIS Code: 5004.00

Inventory of Registered Program Code: 01813

**Overview**

The Music and Entertainment Industry Studies Concentration at Five Towns College is designed for students interested in a career in a music-related business field. Studies include the technical, legal, production, managing, merchandising and licensing aspects of the music business. The concentration assists those graduates who plan to work as artist managers, record and publishing company owners, executives, promoters and producers of music videos to achieve their career goals.

**Music Entertainment and Industry Studies Concentration**

MUB 101 - Music Business Careers; Credits: 3
MUB 102 - Music Promotion and Broadcasting; Credits: 3
MUB 201 - Music Publishing and Copyright; Credits: 3
MUB 202 - Music Business Contracts; Credits: 3
<b>Total Concentration Credits: 12</b>

**Recommended Sequence of Courses**

Course Code	Course Name	Credits
<b>Semester 1</b>		
BUS 111	Business Organization and Management	3
COM 101	Computers in Business	3
ECO 101 or	Macroeconomics or Microeconomics	3
ENG 101	English Composition 1	3
MUB 101	Music Business Careers	3
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
BUS 101	Accounting 1	3
BUS 121	Business Law 1	3
ENG 102	English Composition 2	3
PSY 101	General Psychology	3
MUB 102	Music Promotion and Broadcasting	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
BUS 242	Professional Selling and Sales Management	3
BUS 244	Advertising	3
MUB 201	Music Publishing and Copyright	3
SCI ____	Scientific Competency Elective	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
BUS 241	Principles of Marketing	3
BUS 251	Principles of Finance	3
MAT ____	Quantitative Competency Elective	3
MUB 202	Music Business Contracts	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Total Program:</b>	<b>60</b>

# Interactive Computer Graphics, A.A.S.

## Interactive Computer Graphics Program

### Associate in Applied Science (A.A.S.) Degree

HEGIS Code 5012.00

Inventory of Registered Program Code: 39168

## Overview

The Interactive Computer Graphics Program prepares students for entry into sustainable, high valued careers in 3D animation, Motion Graphics, Digital Fabrication and the emerging fields of Mixed Reality (Virtual and Augmented). Curriculum rooted in digital design foundations and best practices includes advanced software applications, Creative Coding, both 2D and 3D Graphics, User Interface and User Experience design. By immersing students into the concept of ideation and development using both traditional and digital tools and by fostering critical thinking and real world problem-solving skills, the ICG graduate will be well equipped as competitive industry professionals.

## Associate in Applied Science (A.A.S.) Degree

The Associate in Applied Science Degree is designed for students preparing for entry into the business or professional world directly after completion of their course of study. These programs include both professional skills and liberal arts/general education courses.

## Program Course Requirements

The courses below are required of all students in the Interactive Computer Graphics Program.

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC ____ - Diversity Competency Elective; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
ICG Specialty Content Courses	
ICG 110 - 3D Animation 1; Credits: 3	
ICG 115 - Drawing and Imaging 1; Credits: 3	
ICG 120 - Motion Design 1; Credits: 3	
ICG 125 - Design Principles; Credits: 3	
ICG 150 - Interactive Computer Graphics 1; Credits: 3	
ICG 180 - Screen Design; Credits: 3	
ICG 210 - 3D Animation 2; Credits: 3	
ICG 215 - Drawing and Imaging 2; Credits: 3	
ICG 220 - Motion Design 2; Credits: 3	
ICG 240 - Design Thinking 1; Credits: 3	
ICG 250 - Interactive Computer Graphics 2; Credits: 3	
Total ICG Specialty Content Course Credits: 33	
Additional Liberal Arts and Sciences	
ART ____ - Art History Elective; Credits: 3	
ART 110 - Art/Design Theory and Criticism; Credits: 3	
Total Additional Liberal Arts and Sciences Credits: 6	
Total Program Credits: 60	

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
ART ____	Art History Elective	3
ENG 101	English Composition 1	3
ICG 110	3D Animation 1	3
ICG 115	Drawing and Imaging 1	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
ART 110	Art/Design Theory and Criticism	3
ENG 102	English Composition 2	3
ICG 120	Motion Design 1	3
ICG 125	Design Principles	3
ICG 180	Screen Design	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
ICG 150	Interactive Computer Graphics 1	3
ICG 215	Drawing and Imaging 2	3
ICG 240	Design Thinking 1	3
MAT ____	Quantitative Competency Elective	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
ICG 210	3D Animation 2	3
ICG 220	Motion Design 2	3
ICG 250	Interactive Computer Graphics 2	3
SCI ____	Scientific Competency Elective	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Total Program:</b>	<b>60</b>

## **Jazz/Commercial Music, A.A.S.**

*HEGIS Code 5610.00*

*Inventory of Registered Program Code: 01818*

### **Overview**

Music as a career today is an exciting, challenging, and diversified field. The well-educated professional who is capable of responding to varied musical demands has a decided advantage over the individual with lesser qualifications in the keen competition for those desirable positions that offer financial as well as aesthetic rewards.

The Five Towns College Jazz/Commercial Music program has been organized to enable its graduates to prepare for careers as instrumental and vocal performers, music arrangers and composers, private music teachers, and music store and studio operators.

An intensive schedule of ensemble workshops, coordinated with composition, arranging and repertory courses, enables students to perform, analyze, and evaluate their work in professional-level laboratory sessions. This thorough training is accomplished through a carefully structured program taught by a faculty of experienced educators and professional musicians.

Graduates may pursue careers immediately upon graduation from college or transfer and continue their studies towards a baccalaureate degree and more advanced professional training.

### **Associate in Applied Science (A.A.S.) Degree**

The Associate in Applied Science Degree is designed for students preparing for entry into the business or professional world directly after completion of their course of study. These programs include both professional skills and liberal arts/general education courses.

## Program Course Requirements

The courses below are required of all students in the Jazz/Commercial Music Program.

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC ____ - Diversity Competency Elective; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
Jazz/Commercial Music Content Specialty Courses	
AML 141 - Applied Music Lesson 1; Credits: 2	
AML 142 - Applied Music Lesson 2; Credits: 2	
AML 241 - Applied Music Lesson 3; Credits: 2	
AML 242 - Applied Music Lesson 4; Credits: 2	
ENS ____ - Ensemble Elective (1); Credits: 1	
ENS ____ - Ensemble Elective (2); Credits: 1	
ENS ____ - Ensemble Elective (3); Credits: 1	
ENS ____ - Ensemble Elective (4); Credits: 1	
MUH ____ - Music History Elective 100-200 Level (1); Credits: 3	
MUS 111 - Harmony 1; Credits: 3	
MUS 112 - Harmony 2; Credits: 3	
MUS 211 - Harmony 3; Credits: 3	
MUS 212 - Harmony 4; Credits: 3	
MUS 121 - Sight Singing 1; Credits: 1	
MUS 122 - Sight Singing 2; Credits: 1	
MUS 221 - Sight Singing 3; Credits: 1	
MUS 222 - Sight Singing 4; Credits: 1	
MUS 123 - Ear Training 1; Credits: 1	
MUS 124 - Ear Training 2; Credits: 1	
MUS 223 - Ear Training 3; Credits: 1	
MUS 224 - Ear Training 4; Credits: 1	
MUS 185 - Keyboard Skills 1; Credits: 1	
MUS 186 - Keyboard Skills 2; Credits: 1	
MUS 285 - Keyboard Skills 3; Credits: 1	
MUS 286 - Keyboard Skills 4; Credits: 1	
FRJR ____ - Freshman Jury; Credits: 0	
SOJR ____ - Sophomore Jury; Credits: 0	
Total Jazz/Commercial Music Content Specialty Credits: 39	
Total Program Credits: 60	

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
AML 141	Applied Music Lesson 1	2
ENG 101	English Composition 1	3
ENS ____	Ensemble Elective (1)	1
MAT ____	Quantitative Competency Elective	3
MUS 111	Harmony 1	3
MUS 121	Sight Singing 1	1
MUS 123	Ear Training 1	1
MUS 185	Keyboard Skills 1	1
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
AML 142	Applied Music Lesson 2	2
ENG 102	English Composition 2	3
ENS ____	Ensemble Elective (2)	1
FRJR ____	Freshman Jury	0
MUS 112	Harmony 2	3
MUS 122	Sight Singing 2	1
MUS 124	Ear Training 2	1
MUS 186	Keyboard Skills 2	1
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
AML 241	Applied Music Lesson 3	2
ENS ____	Ensemble Elective (3)	1
MUH ____	Music History Elective 100-200 Level (1)	3
MUS 211	Harmony 3	3
MUS 221	Sight Singing 3	1
MUS 223	Ear Training 3	1
MUS 285	Keyboard Skills 3	1
PSY 101	General Psychology	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
AML 242	Applied Music Lesson 4	2
ENS ____	Ensemble Elective (4)	1
MUS 212	Harmony 4	3
MUS 222	Sight Singing 4	1
MUS 224	Ear Training 4	1
MUS 286	Keyboard Skills 4	1
SCI ____	Scientific Competency Elective	3
SOC ____	Diversity Competency Elective	3
SOJR ____	Sophomore Jury	0
	<b>Total</b>	<b>15</b>
	<b>Total Program:</b>	<b>60</b>

# Liberal Arts Program, A.A.

HEGIS Code: 5649.00

Inventory of Registered Program Code: 01809

## Overview

Acquainting the student with the broad cultural, social, and scientific aspects of the world and stimulating him or her to think, analyze, and communicate are the primary goals of a liberal education. Such an education not only offers the potential for a richer, more rewarding life but is also basic to all pursuits in the arts, sciences, and professions.

The Liberal Arts Program provides a general education in the traditional areas of knowledge, regardless of the student's career choice. In addition, the student has the opportunity for additional study in a particular discipline in selected fields to explore its methods, acquire its tools, and gain a mastery of its body of knowledge.

For the student whose career choice is not clearly defined, the Liberal Arts Program, leading to the Associate in Arts degree, provides an opportunity to explore selected areas in the humanities, the arts, and the social and behavioral sciences. Some students develop interest in a particular career and transfer after graduation for further educational preparation

## Concentration Component

Students in the Liberal Arts program may select one of the following concentrations. The 12 credits in the selected concentration, together with the 45 credits in Common Core/Liberal Arts and the 3 credits of an appropriate elective, constitute the 60 credit requirement for the Associate in Arts degree.

## Associate in Arts (A.A.) Degree in Liberal Arts

The Associate in Arts graduate is prepared for transfer with advanced standing to a baccalaureate program where additional professional training may be undertaken. Advisors should be consulted for assistance in the selection of programs and electives geared to personal educational goals.

## Concentrations

### Audio Recording Technology Concentration

The Audio Recording Technology Concentration at Five Towns College is designed to provide students with the tools needed to succeed as professional engineers and producers of music for soundtracks in film and video productions. Students study the theory of sound, recording electronics, engineering procedures, music production techniques, and audio/video post production in a sequence of courses designed to develop practical and technical skills. The College's industry grade recording studios, editing suites, and MIDI workstations provide students with a highly focused learning environment for both assigned and extracurricular recording projects.

### Liberal Arts Concentration

The Liberal Arts Program provides a general education in the traditional areas of knowledge, regardless of the student's career choice. In addition, the student has the opportunity for additional study in a particular discipline in selected fields to explore its methods, acquire its tools, and gain a mastery of its body of knowledge.

### Music Entertainment and Industry Studies Concentration

The Music and Entertainment Industry Studies Concentration is designed for students interested in a career in a music-related business field and entertainment industry. Studies include the technical, legal, production, managing, merchandising and licensing aspects of the music business and entertainment industry.

This Concentration assists those graduates who plan to work as artist managers, record and publishing company owners, executives, promoters and producers of music videos to achieve their career goals.

### Theatre Concentration

The Theatre Arts Program develops knowledge, skill, and conservatory training in acting, singing, dancing, and theatrical design and technology. The Program provides a broad range of experiences in multiple classes and shows, enabling students to prepare for careers in theatre, film, television, internet, and other multi-media productions that incorporate comedy, tragedy, drama, musicals, and video. Close to New York City, the Theatre Program utilizes the proximity by regularly inviting professional guest directors from Broadway and movies to direct our productions and offer master classes.



## Program Course Requirements

The courses below are required of all students in the Liberal Arts Program.

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC ____ - Diversity Competency Elective; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
Additional Liberal Arts and Sciences	
ART ____ Art History Elective Credits: 3	
ECO 101 Macroeconomics Credits: 3 or ECO 102 Microeconomics Credits: 3	
HIS ____ History Elective Credits: 3	
LAS ____ Liberal Arts and Science Elective (1) Credits: 3	
LAS ____ Liberal Arts and Science Elective (2) Credits: 3	
LAS ____ Liberal Arts and Science Elective (3) Credits: 3	
MUH ____ Music History Elective 100-200 Level (1) Credits: 3	
THH 191 - Introduction to Theatre; Credits: 3	
Total Additional Liberal Arts and Sciences Credits: 24	
Elective	
ELECT ____ 1 Credit Elective (1) Credits: 1	
Total Elective Credits: 3	
Concentration Component	
Liberal Arts, Audio Recording Technology Concentration, A.A.	
Liberal Arts, Liberal Arts Concentration, A.A.	
Liberal Arts, Music Concentration, A.A.	
Liberal Arts, Music and Entertainment Industry Studies Concentration, A.A.	
Liberal Arts, Theatre Concentration, A.A.	
Total Concentration Component: 12	
Total Program Credits: 60	

**Liberal Arts**  
**Audio Recording Technology Concentration**  
**Associate of Arts (A.A.) Degree**

HEGIS Code: 5649.00

Inventory of Registered Program Code: 01809

**Audio Recording Technology Concentration**

AUD 101 - Audio Recording Theory; Credits: 3
AUD 102 - Audio Recording Techniques; Credits: 3
AUD 201 - Recording Studio Operations; Credits: 3
AUD 202 - Advanced Audio Production; Credits: 3
<b>Total Concentration Credits: 12</b>

**Recommended Sequence of Courses**

Course Code	Course Name	Credits
<b>Semester 1</b>		
ART ____	Art History Elective	3
AUD 101	Audio Recording Theory	3
ENG 101	English Composition 1	3
MAT ____	Quantitative Competency Elective	3
PSY 101	General Psychology	
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
AUD 102	Audio Recording Techniques	3
ENG 102	English Composition 2	3
LAS ____	Liberal Arts and Science Elective (1)	3
MUH ____	Music History Elective 100-200 Level (1)	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
AUD 201	Recording Studio Operations	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
HIS ____	History Elective	3
LAS ____	Liberal Arts and Science Elective (2)	3
THH 191	Introduction to Theatre	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
AUD 202	Advanced Audio Production	3
ELECT ____	3 Credit Elective (1)	3
LAS ____	Liberal Arts and Science Elective (3)	3
SCI ____	Scientific Competency Elective	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Total Program</b>	<b>60</b>

**Liberal Arts**  
**Liberal Arts Concentration**  
**Associate of Arts (A.A.) Degree**

HEGIS Code: 5649.00

Inventory of Registered Program Code: 01809

**Liberal Arts Concentration**

LAS ____ - Liberal Arts and Science Elective (1); Credits: 3
LAS ____ - Liberal Arts and Science Elective (2); Credits: 3
LAS ____ - Liberal Arts and Science Elective (3); Credits: 3
LAS ____ - Liberal Arts and Science Elective (4); Credits: 3
<b>Total Concentration Credits: 12</b>

**Recommended Sequence of Courses**

Course Code	Course Name	Credits
<b>Semester 1</b>		
ART ____	Art History Elective	3
ENG 101	English Composition 1	3
MAT ____	Quantitative Competency Elective	3
PSY 101	General Psychology	3
SCI ____	Scientific Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
ENG 102	English Composition 2	3
ELECT ____	3 Credit Elective (1)	3
LAS ____	Liberal Arts and Science Elective (1)	3
MUH ____	Music History Elective 100-200 Level (1)	3
SPE ____	Fundamentals of Oral Communication	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
LAS ____	Liberal Arts and Science Elective (2)	3
LAS ____	Liberal Arts and Science Elective (3)	3
HIS ____	History Elective	3
THH 191	Introduction to Theatre	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
LAS ____	Liberal Arts and Science Elective (4)	3
LAS ____	Liberal Arts and Science Elective (5)	3
LAS ____	Liberal Arts and Science Elective (6)	3
LAS ____	Liberal Arts and Science Elective (7)	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Total Program</b>	<b>60</b>

**Liberal Arts**  
**Music Entertainment and Industry Studies**  
**Associate of Arts (A.A.) Degree**

HEGIS Code: 5649.00

Inventory of Registered Program Code: 01809

**Music Entertainment and Industry Studies Concentration**

MUB 101 - Music Business Careers; Credits: 3
MUB 102 - Music Promotion and Broadcasting; Credits: 3
MUB 201 - Music Publishing and Copyright; Credits: 3
MUB 202 - Music Business Contracts; Credits: 3
<b>Total Concentration Credits: 12</b>

**Recommended Sequence of Courses**

Course Code	Course Name	Credits
<b>Semester 1</b>		
ART ____	Art History Elective	3
ENG 101	English Composition 1	3
MAT ____	Quantitative Competency Elective	3
MUB 101	Music Business Careers	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
ENG 102	English Composition 2	3
LAS ____	Liberal Arts and Science Elective (1)	3
MUB 102	Music Promotion and Broadcasting	3
MUH ____	Music History Elective 100-200 Level (1)	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
LAS ____	Liberal Arts and Science Elective (2)	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
HIS ____	History Elective	3
MUB 201	Music Publishing and Copyright	3
THH 191	Introduction to Theatre	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
ELECT ____	3 Credit Elective (1)	3
LAS ____	Liberal Arts and Science Elective (3)	3
MUB 202	Music Business Contracts	3
SCI ____	Scientific Competency Elective	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Total Program</b>	<b>60</b>

**Liberal Arts**  
**Theatre Arts Concentration**  
**Associate of Arts (A.A.) Degree**

HEGIS Code: 5649.00

Inventory of Registered Program Code: 01809

**Theatre Arts Concentration**

THR 111 - Introduction to Stagecraft; Credits: 3
THH ____ - Musical Theatre History Elective (1); Credits: 3
THR 171 - Production/Rehearsal/Performance 1; Credits: 1
THR 174 - Production/Rehearsal/Performance 2; Credits: 1
THR 271 - Production/Rehearsal/Performance 3; Credits: 1
THR 274 - Production/Rehearsal/Performance 4; Credits: 1
THR ____ - Singing or Dancing Elective (1); Credits: 1
THR ____ - Singing or Dancing Elective (2); Credits: 1
<b>Total Concentration Credits: 12</b>

**Recommended Sequence of Courses**

Course Code	Course Name	Credits
<b>Semester 1</b>		
ENG 101	English Composition 1	3
MAT ____	Quantitative Competency Elective	3
PSY 101	General Psychology	3
THH 191	Introduction to Theatre	3
THR 111	Introduction to Stagecraft	3
THR 171	Production/Rehearsal/Performance 1	1
	<b>Total</b>	<b>16</b>
<b>Semester 2</b>		
ART ____	Art History Elective	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
ENG 102	English Composition 2	3
SCI ____	Scientific Competency Elective	3
SPE ____	Oral Communication Competency Elective	3
THR 174	Production/Rehearsal/Performance 2	1
THR ____	Singing or Dancing Elective (1)	1
	<b>Total</b>	<b>17</b>
<b>Semester 3</b>		
HIS ____	History Elective	3
MUH ____	Music History Elective 100-200 Level (1)	3
SOC ____	Diversity Competency Elective	3
THH ____	Musical Theatre History Elective (1)	3
THR 271	Production/Rehearsal/Performance 3	1
THR ____	Singing or Dancing Elective (2)	1
	<b>Total</b>	<b>14</b>
<b>Semester 4</b>		
ELECT ____	3 Credit Elective (1)	3
LAS ____	Liberal Arts and Science Elective (1)	3
LAS ____	Liberal Arts and Science Elective (2)	3
LAS ____	Liberal Arts and Science Elective (3)	3
THR 274	Production/Rehearsal/Performance 4	1
	<b>Total</b>	<b>13</b>
	<b>Total Program</b>	<b>60</b>

# Bachelor Degrees

## Business Management Program, B.B.A.

HEGIS Code: 0599.00

Inventory of Registered Program: 19036

### Overview

The Business Management Program with concentrations in Audio Recording Technology, Business Management, Business Marketing, and Music Entertainment Industries, which leads to a Bachelor of Business Administration Degree (B.B.A.) is designed for students planning to pursue a career in business in a variety of roles including managers, coordinators, executives, in a assortment of industries including social media, record and music production, broadcasting, concert promotion, radio, television, theatre, and communications. The program is intended for students who are interested in developing their business and technical expertise.

In addition to the learning goals for each major area of concentration declared by business management students, learning goals for this program also focus upon accounting, advertising, business law, communications, economics, ethics, business technology, human resource management and finance.

### Concentration Component

Students in the Business Management Program select one of the following concentrations. The 24 credits in the selected concentration, together with the 30 credits in Liberal Arts/Common Core, 57 Business Specialty Courses, and 9 credits of Electives, constitute the 120-credit requirement for the Bachelor of Professional Studies or Bachelor of Business Administration in Business Management.

### Concentrations

#### Audio Recording Technology Concentration

The Audio Recording Technology Concentration at Five Towns College is designed to provide students with the tools needed to succeed as professional engineers and producers of music for soundtracks in film and video productions. Students study the theory of sound, recording electronics, engineering procedures, music production techniques, and audio/video post production in a sequence of courses designed to develop practical and technical skills. The College's industry grade recording studios, editing suites, and MIDI workstations provide students with a highly focused learning environment for both assigned and extracurricular recording projects.

#### Business Management Concentration

The Business Management Concentration at Five Towns College is designed to provide students with the tools needed to succeed in Business Management. Management is the process of creating, distributing, promoting and pricing goods, services and ideas to facilitate relationships with customers and develop and maintain relationships with stakeholders in a dynamic environment. The curriculum is designed to prepare students to be informed and engaged marketing professionals and prepare for employment in the business and marketing field.

#### Business Marketing Concentration

The Business Marketing Concentration at Five Towns College is designed to provide students with the tools needed to succeed in the marketing industry. Marketing is the process of creating, distributing, promoting and pricing goods, services and ideas to facilitate relationships with customers and develop and maintain relationships with stakeholders in a dynamic environment. The curriculum is designed to prepare students to be informed and engaged marketing professionals and prepare for employment in the business and marketing field.

#### Music Entertainment and Industry Studies Concentration

The Music and Entertainment Industry Studies Concentration at Five Towns College is designed for students interested in a career in a music-related business field. Studies include the technical, legal, production, managing, merchandising and licensing aspects of the music business.

The concentration assists those graduates who plan to work as artist managers, record and publishing company owners, executives, promoters and producers of music videos to achieve their career goals.

## Program Course Requirements

The courses below are required of all students in the Business Management Program.

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC ____ - Diversity Competency Elective; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
Business Content Specialty Courses	
BUS 101 - Accounting 1; Credits: 3	
BUS 111 - Business Organization and Management; Credits: 3	
BUS 121 - Business Law 1; Credits: 3	
BUS 151 - Business Communication; Credits: 3	
BUS 211 - Principles of Management; Credits: 3	
BUS 232 - Business Ethics; Credits: 3	
BUS 241 - Principles of Marketing; Credits: 3	
BUS 244 - Advertising; Credits: 3	
BUS 246 - Consumer Behavior; Credits: 3	
BUS 251 - Principles of Finance; Credits: 3	
BUS 275 - Social Media Concepts and Practice; Credits: 3	
BUS 306 - Management Information Systems; Credits: 3	
BUS 311 - Human Resource Management; Credits: 3	
BUS 461 - Business Seminar; Credits: 3	
BUS Program Elective - Any AUD/BUS/MKT/MUB Elective (1); Credits: 3	
BUS Program Elective - Any AUD/BUS/MKT/MUB Elective (2); Credits: 3	
CCP 471 - Internship 1; Credits: 3	
CCP 472 - Internship 2; Credits: 3	
COM 101 - Computers in Business; Credits: 3	
Total Business Content Specialty Credits: 57	
Electives	
ELECT ____ - 3 Credit Elective (1); Credits: 3	
ELECT ____ - 3 Credit Elective (2); Credits: 3	
ELECT ____ - 3 Credit Elective (3); Credits: 3	
Total Elective Credits: 9	
Additional Liberal Arts and Sciences	
ECO 101 - Macroeconomics; Credits: 3	
ECO 102 - Microeconomics; Credits: 3	
LAS ____ - Liberal Arts and Science Elective (1); Credits: 3	
Total Additional Liberal Arts and Sciences Credits: 9	
Concentration Component	
Business Management Program, Audio Recording Technology Concentration, B.B.A.	
Business Management Program, Business Management Concentration, B.B.A.	
Business Management Program, Business Marketing Concentration, B.B.A.	
Business Management, Music Entertainment and Industry Studies Concentration, B.B.A.	
Total Concentration Credits: 24	
Total Program Credits: 120	

**Business Management Program**  
**Audio Recording Technology Concentration**  
**Bachelor of Business Administration (B.B.A.) Degree**

*HEGIS Code: 0599.00*

*Inventory of Registered Program: 19036*

**Overview**

The Audio Recording Technology Concentration at Five Towns College is designed to provide students with the tools needed to succeed as professional engineers and producers of music for soundtracks in film and video productions. Students study the theory of sound, recording electronics, engineering procedures, music production techniques, and audio/video post production in a sequence of courses designed to develop practical and technical skills. The College's industry grade recording studios, editing suites, and MIDI workstations provide students with a highly focused learning environment for both assigned and extracurricular recording projects.

**Audio Recording Technology Concentration**

AUD 101 - Audio Recording Theory; Credits: 3
AUD 102 - Audio Recording Techniques; Credits: 3
AUD 201 - Recording Studio Operations; Credits: 3
AUD 202 - Advanced Audio Production; Credits: 3
AUD Elective - AUD 300/400 Level (1); Credits: 3
AUD Elective - AUD 300/400 Level (2); Credits: 3
AUD Elective - AUD 300/400 Level (3); Credits: 3
AUD Elective - AUD 300/400 Level (4); Credits: 3
<b>Total Concentration Credits: 24</b>



## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
AUD 101	Audio Recording Theory	3
BUS 111	Business Organization and Management	3
COM 101	Computers in Business	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
ENG 101	English Composition 1	3
<b>Semester 2</b>		
<b>Total</b>		<b>15</b>
AUD 102	Audio Recording Techniques	3
BUS 101	Accounting 1	3
BUS 121	Business Law 1	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
ENG 102	English Composition 2	3
<b>Total</b>		<b>15</b>
<b>Semester 3</b>		
AUD 201	Recording Studio Operations	3
BUS 151	Business Communication	3
BUS 211	Principles of Management	3
BUS 241	Principles of Marketing	3
BUS 242	Professional Selling and Sales Management	3
<b>Total</b>		<b>15</b>
<b>Semester 4</b>		
AUD 202	Advanced Audio Production	3
BUS 244	Advertising	3
BUS 275	Social Media Concepts and Practice	3
MAT ____	Quantitative Competency Elective	3
SPE ____	Oral Communication Competency Elective	3
<b>Total</b>		<b>15</b>
<b>Semester 5</b>		
AUD Elective	AUD 300/400 Level (1)	3
BUS 251	Principles of Finance	3
BUS 306	Management Information Systems	3
BUS 341	Public Relations	3
PSY 101	General Psychology	3
<b>Total</b>		<b>15</b>
<b>Semester 6</b>		
ELECT ____	3 Credit Elective (1)	3
AUD Elective	AUD 300/400 Level (2)	3
BUS 232	Business Ethics	3
BUS 311	Human Resource Management	3
BUS Program Elective	Any AUD/BUS/MKT/MUB Elective (1)	3
<b>Total</b>		<b>15</b>

	<b>Semester 7</b>	
ELECT ____	3 Credit Elective (2)	3
AUD Elective	AUD 300/400 Level (3)	3
CCP 471	Internship 1	3
SCI ____	Scientific Competency Elective	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Semester 8</b>	
ELECT ____	3 Credit Elective (3)	3
LAS ____	Liberal Arts and Science Elective (1)	3
AUD Elective	AUD 300/400 Level (4)	3
BUS 461	Business Seminar	3
CCP 472	Internship 2	3
	<b>Total</b>	<b>15</b>
	Total Program	120

**Business Management Program**  
**Business Management Concentration**  
**Bachelor of Business Administration (B.B.A.) Degree**

*HEGIS Code: 0599.00*

*Inventory of Registered Program: 19036*

**Overview**

The Business Management Concentration at Five Towns College is designed to provide students with the tools needed to succeed in Business Management. Management is the process of creating, distributing, promoting and pricing goods, services and ideas to facilitate relationships with customers and develop and maintain relationships with stakeholders in a dynamic environment. The curriculum is designed to prepare students to be informed and engaged marketing professionals and prepare for employment in the business and marketing field.

**Business Management Concentration**

BUS 122 - Business Law 2; Credits: 3
BUS 310 - Management Theory and Practice; Credits: 3
BUS 312 - Organizational Behavior; Credits: 3
BUS ____ Business Elective (1); Credits: 3
BUS ____ Business Elective (2); Credits: 3
BUS ____ Business Elective (3); Credits: 3
BUS ____ Business Elective (4); Credits: 3
BUS ____ Business Elective (5); Credits: 3
<b>Total Concentration Credits: 24</b>

## Recommended Sequence of Classes

Course Code	Course Name	Credits
<b>Semester 1</b>		
BUS 111	Business Organization and Management	3
COM 101	Computers in Business	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
ENG 101	English Composition 1	3
MAT ____	Quantitative Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
BUS 101	Accounting 1	3
BUS 121	Business Law 1	3
ECO 101 or ECO 102	Macroeconomics or ECO 102	3
ENG 102	English Composition 2	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
BUS 122	Business Law 2	3
BUS 151	Business Communication	3
BUS 211	Principles of Management	3
BUS 241	Principles of Marketing	3
BUS 242	Professional Selling and Sales Management	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
BUS 244	Advertising	3
BUS 275	Social Media Concepts and Practice	3
BUS 310	Management Theory and Practice	3
ELECT ____	3 Credit Elective (1)	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 5</b>		
BUS 251	Principles of Finance	3
BUS 306	Management Information Systems	3
BUS 312	Organizational Behavior	3
BUS 341	Public Relations	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 6</b>		
BUS Program Elective	Any AUD/BUS/MKT/MUB Elective (1)	3
BUS ____	Business Elective (1)	3
BUS ____	Business Elective (2)	3
BUS 232	Business Ethics	3
BUS 311	Human Resource Management	3
	<b>Total</b>	<b>15</b>

	<b>Semester 7</b>	
ELECT ____	3 Credit Elective (2)	3
BUS ____	Business Elective (3)	3
BUS ____	Business Elective (4)	3
CCP 471	Internship 1	3
SCI ____	Scientific Competency Elective	3
	<b>Total</b>	<b>Total</b>
	<b>Semester 8</b>	
ELECT ____	3 Credit Elective (3)	3
LAS ____	Liberal Arts and Science Elective (1)	3
BUS 461	Business Seminar	3
BUS ____	Business Elective (5)	3
CCP 472	Internship 2	3
	<b>Total</b>	<b>15</b>
	Total Program	120

**Business Management Program**  
**Business Marketing Concentration**  
**Bachelor of Business Administration (B.B.A.) Degree**

*HEGIS Code: 0599.00*

*Inventory of Registered Program: 19036*

**Overview**

The Business Marketing Concentration at Five Towns College is designed to provide students with the tools needed to succeed in the marketing industry. Marketing is the process of creating, distributing, promoting and pricing goods, services and ideas to facilitate relationships with customers and develop and maintain relationships with stakeholders in a dynamic environment. The curriculum is designed to prepare students to be informed and engaged marketing professionals and prepare for employment in the business and marketing field.

**Business Marketing Concentration**

BUS 375 - Social Media Marketing; Credits: 3
MKT 330 - Market Research; Credits: 3
MKT 340 - Services Marketing; Credits: 3
MKT 420 - Marketing Strategy and Analytics; Credits: 3
MKT ____ - Marketing or Business Elective (1); Credits: 3
MKT ____ - Marketing or Business Elective (2); Credits: 3
MKT ____ - Marketing or Business Elective (3); Credits: 3
MKT ____ - Marketing or Business Elective (4); Credits: 3
<b>Total Concentration Credits: 24</b>

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
BUS 111	Business Organization and Management	3
COM 101	Computers in Business	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
ENG 101	English Composition 1	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
BUS 101	Accounting 1	3
BUS 121	Business Law 1	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
ENG 102	English Composition 2	3
MKT ____	Marketing or Business Elective (1)	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
BUS 151	Business Communication	3
BUS 211	Principles of Management	3
BUS 241	Principles of Marketing	3
BUS 242	Professional Selling and Sales Management	3
BUS Program Elective	Any AUD/BUS/MKT/MUB Elective (1)	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
BUS 232	Business Ethics	3
BUS 244	Advertising	3
BUS 275	Social Media Concepts and Practice	3
MAT ____	Quantitative Competency Elective	3
MKT ____	Marketing or Business Elective (2)	3
	<b>Total</b>	<b>15</b>
<b>Semester 5</b>		
BUS 251	Principles of Finance	3
BUS 306	Management Information Systems	3
BUS 375	Social Media Marketing	3
MKT 330	Market Research	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 6</b>		
BUS 311	Human Resource Management	3
BUS 341	Public Relations	3
ELECT ____	3 Credit Elective (1)	3
MKT 340	Services Marketing	3
MKT 420	Marketing Strategy and Analytics	3
	<b>Total</b>	<b>15</b>

	<b>Semester 7</b>	
CCP 471	Internship 1	3
ELECT ____	3 Credit Elective (2)	3
MKT ____	Marketing or Business Elective (3)	3
SCI ____	Scientific Competency Elective	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Semester 8</b>	
BUS 461	Business Seminar	3
CCP 472	Internship 2	3
ELECT ____	3 Credit Elective (3)	3
LAS ____	Liberal Arts and Science Elective (1)	3
MKT ____	Marketing or Business Elective (4)	3
	<b>Total</b>	<b>15</b>
	<b>Total Program</b>	<b>120</b>



**Business Management Program**  
**Music Entertainment and Industry Studies Concentration**  
**Bachelor of Business Administration (B.B.A.) Degree**

*HEGIS Code: 0599.00*

*Inventory of Registered Program Code: 19036*

**Overview**

The Music and Entertainment Industry Studies Concentration at Five Towns College is designed for students interested in a career in a music-related business field. Studies include the technical, legal, production, managing, merchandising and licensing aspects of the music business.

The concentration assists those graduates who plan to work as artist managers, record and publishing company owners, executives, promoters and producers of music videos to achieve their career goals.

**Music Entertainment and Industry Studies Concentration**

MUB 101 - Music Business Careers; Credits: 3
MUB 102 - Music Promotion and Broadcasting; Credits: 3
MUB 201 - Music Publishing and Copyright; Credits: 3
MUB 202 - Music Business Contracts; Credits: 3
MUB 301 - Artist Management; Credits: 3
MUB 302 - Concert Production and Promotion; Credits: 3
MUB 401 - Music Marketing; Credits: 3
MUB 403 - Advanced Music Publishing; Credits: 3
<b>Total Concentration Credits: 24</b>

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
BUS 111	Business Organization and Management	3
COM 101	Computers in Business	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
ENG 101	English Composition 1	3
MUB 101	Music Business Careers	3
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
BUS 101	Accounting 1	3
BUS 121	Business Law 1	3
ECO 101 or ECO 102	Macroeconomics or Microeconomics	3
ENG 101	English Composition 1	3
MUB 102	Music Promotion and Broadcasting	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
BUS 151	Business Communication	3
BUS 211	Principles of Management	3
BUS 241	Principles of Marketing	3
BUS 242	Professional Selling and Sales Management	3
MUB 201	Music Publishing and Copyright	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
BUS 244	Advertising	3
BUS 275	Social Media Concepts and Practice	3
MAT ____	Quantitative Competency Elective	3
MUB 202	Music Business Contracts	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 5</b>		
BUS 251	Principles of Finance	3
BUS 306	Management Information Systems	3
BUS 341	Public Relations	3
MUB 301	Artist Management	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>15</b>
<b>Semester 6</b>		
BUS 232	Business Ethics	3
BUS 311	Human Resource Management	3
BUS Program Elective	Any AUD/BUS/MKT/MUB Elective (1)	3
ELECT ____	3 Credit Elective (1)	3
MUB 302	Concert Production and Promotion	3
	<b>Total</b>	<b>15</b>

	<b>Semester 7</b>	
ELECT ____	3 Credit Elective (2)	3
CCP 471	Internship 1	3
MUB 401	Music Marketing	3
SCI ____	Scientific Competency Elective	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Semester 8</b>	
BUS 461	Business Seminar	3
CCP 472	Internship 2	3
ELECT ____	3 Credit Elective (3)	3
LAS ____	Liberal Arts and Science Elective (1)	3
MUB 403	Advanced Music Publishing	3
	<b>Total</b>	<b>15</b>
	<b>Total Program</b>	<b>120</b>

# Film/Video, B.F.A.

## Film/Video Program

### Bachelor of Fine Arts

HEGIS Code: 0605.00

Inventory of Registered Program Code: 28764

## Overview

The Film/Video Program develops in students the knowledge, skills, and dispositions necessary to produce broadcast-style and narrative motion pictures. Graduates of the Film/Video Program are prepared for entry-level positions as film editors, production crew, and cinematographers. Learning goals for students focus upon mastery of cinematography, film history, film/video editing, motion picture directing, motion picture production, and scriptwriting.

## Program Course Requirements

The courses below are required of all students in the Film/Video Program.

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC ____ - Diversity Competency Elective; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
Film/Video Content Specialty Courses	
CCP 180 - Web Portfolio Design; Credits: 3	
VID 121 - Introduction to Filmmaking; Credits: 3	
VID 131 - Television Workshop; Credits: 3	
VID 132 - Remote Television Workshop; Credits: 3	
VID 215 - Film Lighting; Credits: 3	
VID 145 - Digital Photography; Credits: 3	
VID 231 - Motion Picture Editing 1; Credits: 3	
VID 232 - Filmmaking Aesthetics; Credits: 3	
VID 233 - Narrative Filmmaking; Credits: 3	
VID 302 - Audio for Video; Credits: 3	
VID 315 - Cinematography 1; Credits: 3	
VID 331 - Cinematography 2; Credits: 3	
VID 333 - Producing; Credits: 3	
VID 334 - Motion Picture Editing 2; Credits: 3	
VID 361 - Acting for the Camera; Credits: 3	
VID 371 - Directing for the Screen; Credits: 3	
VID 425 - Senior Project 1; Credits: 3	
VID 426 - Senior Project 2; Credits: 3	
VID ____ - Advanced Craft Course (1); Credits: 3	
VID ____ - Advanced Craft Course (2); Credits: 3	
VID ____ - Design Elective (1); Credits: 3	
VID ____ - Intermediate Production Course (1); Credits: 3	
VID ____ - Intermediate Production Course (2); Credits: 3	
VID ____ - Internship Elective (1); Credits: 3	
VID ____ - Film/Video Program Elective (1); Credits: 3	
Total Film/Video Content Specialty Credits: 75	

Electives	
ELECT ____ - 3 Credit Elective (1); Credits: 3	
ELECT ____ - 3 Credit Elective (2); Credits: 3	
ELECT ____ - 3 Credit Elective (3); Credits: 3	
Total Elective Credits: 9	
Additional Liberal Arts and Sciences	
ART/MUH ____ - Art or Music History Elective (1); Credits: 3	
ENG 204 - Script Writing; Credits: 3	
ENG 304 - Screenwriting; Credits: 3	
HIS 202 - Film History; Credits: 3	
HIS 204 - Film Classics; Credits: 3	
Total Additional Liberal Arts and Sciences: 15	
Total Program Credits: 120	

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
ENG 101	English Composition 1	3
MAT ____	Quantitative Competency Elective	3
SPE ____	Oral Communication Competency Elective	3
VID 121	Introduction to Filmmaking	3
VID 145	Digital Photography	3
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
ENG 102	English Composition 2	3
SCI ____	Scientific Competency Elective	3
VID 131	Television Workshop	3
VID 231	Motion Picture Editing 1	3
VID 302	Audio for Video	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
HIS 202	Film History	3
SOC ____	Diversity Competency Elective	3
VID 132	Remote Television Workshop	3
VID 215	Film Lighting	3
VID 361	Acting for the Camera	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
ART/MUH ____	Art or Music History Elective (1)	3
CCP 180	Web Portfolio Design	3
ENG 204	Script Writing	3
VID 233	Narrative Filmmaking	3
VID 315	Cinematography 1	3
	<b>Total</b>	<b>15</b>
<b>Semester 5</b>		
VID 331	Cinematography 2	3
VID 333	Producing	3
VID 334	Motion Picture Editing 2	3
VID ____	Design Elective (1)	3
VID ____	Intermediate Production Course (1)	3
	<b>Total</b>	<b>15</b>
<b>Semester 6</b>		
ENG 304	Screenwriting	3
HIS 204	Film Classics	3
VID 232	Filmmaking Aesthetics	3
VID 371	Directing for the Screen	3
VID ____	Intermediate Production Course (2)	3
	<b>Total</b>	<b>15</b>

	<b>Semester 7</b>	
ELECT ____	3 Credit Elective (1)	3
PSY 101	General Psychology	3
VID 425	Senior Project 1	3
VID ____	Advanced Craft Course (1)	3
VID ____	Internship Elective (1)	3
	<b>Total</b>	<b>15</b>
	<b>Semester 8</b>	
ELECT ____	3 Credit Elective (2)	3
ELECT ____	3 Credit Elective (3)	3
VID 426	Senior Project 2	3
VID ____	Advanced Craft Course (2)	3
VID ____	Film/Video Program Elective (1)	3
	<b>Total</b>	<b>15</b>
	<b>Total Program</b>	<b>120</b>

# Interactive Computer Graphics, B.F.A.

## Interactive Computer Graphics Program

### Bachelor of Fine Arts (B.F.A.) Degree

HEGIS Code: 1009.00

Inventory of Registered Program Code: 39171

## Overview

The Interactive Computer Graphics Program prepares students for entry into sustainable, high valued careers in 3D animation, Motion Graphics, Digital Fabrication and the emerging fields of Mixed Reality (Virtual and Augmented). Curriculum rooted in digital design foundations and best practices includes advanced software applications, Creative Coding, both 2D and 3D Graphics, User Interface and User Experience design. By immersing students into the concept of ideation and development using both traditional and digital tools and by fostering critical thinking and real world problem-solving skills, the ICG graduate will be well equipped as competitive industry professionals.

## Program Course Requirements

The courses below are required of all students in the Interactive Computer Graphics Program

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
LAS ____ - Liberal Arts and Science Elective (1); Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC ____ - Diversity Competency Elective; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core: 21	
ICG Specialty Content Courses	
BUS 375 - Social Media Marketing; Credits: 3	
CCP 210 - Branding the Creative Professional; Credits: 3	
ICG 110 - 3D Animation 1; Credits: 3	
ICG 115 - Drawing and Imaging 1; Credits: 3	
ICG 120 - Motion Design 1; Credits: 3	
ICG 125 - Design Principles; Credits: 3	
ICG 150 - Interactive Computer Graphics 1; Credits: 3	
ICG 180 - Screen Design; Credits: 3	
ICG 210 - 3D Animation 2; Credits: 3	
ICG 215 Drawing and Imaging 2 Credits: 3	
ICG 220 - Motion Design 2; Credits: 3	
ICG 240 - Design Thinking 1; Credits: 3	
ICG 250 - Interactive Computer Graphics 2; Credits: 3	
ICG 310 - 3D Animation 3/Advanced Rendering; Credits: 3	
ICG 340 - Design Thinking 2; Credits: 3	
ICG 380 - Apprenticeship - Experience Lab; Credits: 3	
ICG 450 - Capstone 1; Credits: 3	
ICG 460 - Experience Lab; Credits: 3	
ICG 465 - Capstone 2-Portfolio/Career Prep; Credits: 3	
ICG ____ - Interactive Computer Graphics Elective (1); Credits: 3	
ICG ____ - Interactive Computer Graphics Elective (2); Credits: 3	
ICG ____ - Interactive Computer Graphics Elective (3); Credits: 3	
ICG ____ - Interactive Computer Graphics Elective (4); Credits: 3	
ICG ____ - Interactive Computer Graphics Elective (5); Credits: 3	
ICG ____ - Interactive Computer Graphics Elective (6); Credits: 3	
Total ICG Specialty Content Credits: 75	



Electives	
ELECT ____ - 3 Credit Elective (1); Credits: 3	
ELECT ____ - 3 Credit Elective (2); Credits: 3	
ELECT ____ - 3 Credit Elective (3); Credits: 3	
Total Elective Credits: 9	
Additional Liberal Arts and Sciences	
ART ____ - Art History or Design Theory Elective (1); Credits: 3	
ART ____ - Art History or Design Theory Elective (2); Credits: 3	
ART ____ - Art History or Design Theory Elective (3); Credits: 3	
ART 110 - Art/Design Theory and Criticism; Credits: 3	
LAS ____ - Liberal Arts and Science Elective (1); Credits: 3	
Total Additional Liberal Arts and Sciences: 15	
Total Program Credits: 120	

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
ENG 101	English Composition 1	3
ICG 110	3D Animation 1	3
ICG 115	Drawing and Imaging 1	3
SCI ____	Scientific Competency Elective	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
ART 110	Art/Design Theory and Criticism	3
ENG 102	English Composition 2	3
ICG 120	Motion Design 1	3
ICG 125	Design Principles	3
ICG 150	Interactive Computer Graphics 1	3
	<b>Total</b>	
<b>Semester 3</b>		
ART ____	Art History or Design Theory Elective (1)	3
ICG 210	3D Animation 2	3
ICG 215	Drawing and Imaging 2	3
ICG 240	Design Thinking 1	3
MAT ____	Quantitative Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
ART ____	Art History or Design Theory Elective (2)	3
ELECT ____	3 Credit Elective (1)	3
ICG 220	Motion Design 2	3
ICG 250	Interactive Computer Graphics 2	3
ICG 340	Design Thinking 2	3
	<b>Total</b>	<b>15</b>
<b>Semester 5</b>		
LAS ____	Liberal Arts and Science Elective (1)	3
ICG 180	Screen Design	3
ICG 310	3D Animation 3/Advanced Rendering	3
ICG ____	Interactive Computer Graphics Elective (1)	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>15</b>
<b>Semester 6</b>		
BUS 375	Social Media Marketing	3
ELECT ____	3 Credit Elective (2)	3
ICG 380	Apprenticeship - Experience Lab	3
ICG ____	Interactive Computer Graphics Elective (2)	3
SOC ____	Diversity Competency Elective	3

	<b>Semester 7</b>	
CCP 210	Branding the Creative Professional	3
ICG 450	Capstone 1	3
ICG 460	Experience Lab	3
ICG ____	Interactive Computer Graphics Elective (3)	3
ICG ____	Interactive Computer Graphics Elective (4)	3
	<b>Total</b>	<b>15</b>
	<b>Semester 8</b>	
ART ____	Art History or Design Theory Elective (3)	3
ELECT ____	3 Credit Elective (3)	3
ICG 465	Capstone 2-Portfolio/Career Prep	3
ICG ____	Interactive Computer Graphics Elective (5)	3
ICG ____	Interactive Computer Graphics Elective (6)	3
	<b>Total</b>	<b>15</b>
	<b>Total Program Credits: 120</b>	

## **Jazz/Commercial Music Program, Mus.B.**

*HEGIS Code: 1004.00*

*Inventory of Registered Program Code: 90153*

### **Overview**

The Bachelor of Music (Mus.B.) degree program in Jazz/Commercial Music with concentrations in, Audio Recording Technology, Composition/Songwriting, Music and Entertainment Industry Studies, and Performance is designed for students planning to pursue careers as professional performers, composers, recording engineers, music business executives or producers of video music.

The comprehensive program in Jazz/Commercial Music provides both a common core of technical studies and a foundation for specialized courses in the student's major area of concentration. Music compositions selected from various styles, periods and composers provide the textual material for the program. A comparative survey of music literature in contrasting styles and media is utilized as an integral approach to the study of harmony, melody, rhythm, counterpoint, instrumentation, texture, and composition. Class performance of relevant music is encouraged and writing skills, aural skills, music analysis, and reading facility are developed in accordance with individual potential.

### **Concentration Component**

Students in the Jazz/Commercial Music program select one of the following concentrations. The 24 credits in the selected concentration, together with the 30 credits in Common Core/Additional Liberal Arts and Sciences, 57 credits in Music Content Specialty and the 6 credits of Electives, constitute the 120-credit requirement for the Bachelor of Music degree.

### **Concentrations**

#### **Audio Recording Technology Concentration**

The Audio Recording Technology Concentration at Five Towns College is designed to provide students with the tools needed to succeed as professional engineers and producers of music for soundtracks in film and video productions. Students study the theory of sound, recording electronics, engineering procedures, music production techniques, and audio/video post production in a sequence of courses designed to develop practical and technical skills. The College's industry grade recording studios, editing suites, and MIDI workstations provide students with a highly focused learning environment for both assigned and extracurricular recording projects.

#### **Composition/Songwriting Concentration**

The Composition/Songwriting Concentration provides professional training for students who intend to pursue careers as composers, arrangers and songwriters. Students receive intensive instruction in a core of technical studies that include courses such as harmony, orchestration, film scoring, MIDI, songwriting, commercial arranging, studio composition, and private composition instruction.

#### **Music and Entertainment Industry Studies Concentration**

The Music and Entertainment Industry Studies Concentration is designed for students interested in a career in a music-related business field. Studies include the technical, legal, production, managing, merchandising and licensing aspects of the music business.

This Concentration assists those graduates who plan to work as artist managers, record and publishing company owners, executives, promoters and producers of music videos to achieve their career goals.

#### **Performance Concentration**

The Performance Concentration is designed for students planning to pursue careers as professional performers. It provides a common core of technical studies and a foundation of specialized courses such as harmony, improvisation, MIDI, ensemble performance, popular music labs, jazz labs, and private instruction.

## Course Requirements

The courses below are required of all students in the Jazz/Commercial Music Program.

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC ____ - Diversity Competency Elective; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
Music Content Specialty Courses	
AML 141 - Applied Music Lesson 1; Credits: 2	
AML 142 - Applied Music Lesson 2; Credits: 2	
AML 241 - Applied Music Lesson 3; Credits: 2	
AML 242 - Applied Music Lesson 4; Credits: 2	
AML 341 - Applied Music Lesson 5; Credits: 2	
AML 342 - Applied Music Lesson 6; Credits: 2	
AML 441 - Applied Music Lesson 7; Credits: 2	
AML 442 - Applied Music Lesson 8; Credits: 2	
ENS ____ - Ensemble Elective (1); Credits: 1	
ENS ____ - Ensemble Elective (2); Credits: 1	
ENS ____ - Ensemble Elective (3); Credits: 1	
ENS ____ - Ensemble Elective (4); Credits: 1	
ENS ____ - Ensemble Elective (5); Credits: 1	
ENS ____ - Ensemble Elective (6); Credits: 1	
ENS ____ - Ensemble Elective (7); Credits: 1	
ENS ____ - Ensemble Elective (8); Credits: 1	
ENS ____ - Ensemble Elective (9); Credits: 1	
ENS ____ - Ensemble Elective (10); Credits: 1	
ENS ____ - Ensemble Elective (11); Credits: 1	
ENS ____ - Ensemble Elective (12); Credits: 1	
MUS 111 - Harmony 1; Credits: 3	
MUS 112 - Harmony 2; Credits: 3	
MUS 211 - Harmony 3; Credits: 3	
MUS 212 - Harmony 4; Credits: 3	
MUS 121 - Sight Singing 1; Credits: 1	
MUS 122 - Sight Singing 2; Credits: 1	
MUS 221 - Sight Singing 3; Credits: 1	
MUS 222 - Sight Singing 4; Credits: 1	
MUS 123 - Ear Training 1; Credits: 1	
MUS 124 - Ear Training 2; Credits: 1	
MUS 223 - Ear Training 3; Credits: 1	
MUS 224 - Ear Training 4; Credits: 1	

MUS 185 - Keyboard Skills 1; Credits: 1	
MUS 186 - Keyboard Skills 2; Credits: 1	
MUS 285 - Keyboard Skills 3; Credits: 1	
MUS 286 - Keyboard Skills 4; Credits: 1	
MUS 218 - Form and Analysis; Credits: 3	
MUS 314 - Arranging; Credits: 2	
SRRE __ - Senior Recital; Credits: 0	
<b>Total Music Content Specialty Course Credits: 57</b>	
<b>Electives</b>	
ELECT __ - 3 Credit Elective (1); Credits: 3	
ELECT __ - 3 Credit Elective (2); Credits: 3	
ELECT __ - 3 Credit Elective (3); Credits: 3	
<b>Total Elective Course Credits: 9</b>	
<b>Additional Liberal Arts and Sciences</b>	
LAS __ - Liberal Arts and Science Elective 300/400 (1); Credits: 3	
MUH __ - Music History Elective 100-200 Level (1); Credits: 3	
MUH 302 - Jazz History; Credits: 3	
<b>Total Additional Liberal Arts and Sciences Credits: 9</b>	
<b>Concentration Component</b>	
Jazz/Commercial Music, Audio Recording and Technology Concentration, Mus.B.	
Jazz/Commercial Music, Composition/Songwriting Concentration, Mus.B.	
Jazz/Commercial Music, Music Performance Concentration, Mus.B.	
Jazz/Commercial Music, Music and Entertainment Industry Studies Concentration, Mus.B.	
<b>Total Concentration Credits: 24</b>	
<b>Total Program Credits: 120</b>	

**Jazz/Commercial Music Program**  
**Audio Recording Technology Concentration**  
**Bachelor of Music (Mus.B.)**

*HEGIS Code: 1004.00*

*Inventory of Registered Program Code: 90153*

**Overview**

The Audio Recording Technology Concentration at Five Towns College is designed to provide students with the tools needed to succeed as professional engineers and producers of music for soundtracks in film and video productions. Students study the theory of sound, recording electronics, engineering procedures, music production techniques, and audio/video post production in a sequence of courses designed to develop practical and technical skills. The College's industry grade recording studios, editing suites, and MIDI workstations provide students with a highly focused learning environment for both assigned and extracurricular recording projects.

**Audio Recording Technology Concentration**

AUD 101 - Audio Recording Theory; Credits: 3
AUD 102 - Audio Recording Techniques; Credits: 3
AUD 201 - Recording Studio Operations; Credits: 3
AUD 202 - Advanced Audio Production; Credits: 3
AUD Elective - AUD 300/400 Level (1); Credits: 3
AUD Elective - AUD 300/400 Level (2); Credits: 3
AUD Elective - AUD 300/400 Level (3); Credits: 3
AUD Elective - AUD 300/400 Level (4); Credits: 3
<b>Total Concentration Credits: 24</b>

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
AML 141	Applied Music Lesson 1	2
AUD 101	Audio Recording Theory	3
ENG 101	English Composition 1	3
ENS ____	Ensemble Elective (1)	1
MUS 111	Harmony 1	3
MUS 121	Sight Singing 1	1
MUS 123	Ear Training 1	1
MUS 185	Keyboard Skills 1	1
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
AML 142	Applied Music Lesson 2	2
AUD 102	Audio Recording Techniques	3
ENG 102	English Composition 2	3
ENS ____	Ensemble Elective (2)	1
FRJR ____	Freshman Jury	0
MUS 112	Harmony 2	3
MUS 122	Sight Singing 2	1
MUS 124	Ear Training 2	1
MUS 186	Keyboard Skills 2	1
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
AML 241	Applied Music Lesson 3	2
AUD 201	Recording Studio Operations	3
ENS ____	Ensemble Elective (3)	1
MUH ____	Music History Elective 100-200 Level (1)	3
MUS 211	Harmony 3	3
MUS 221	Sight Singing 3	1
MUS 223	Ear Training 3	1
MUS 285	Keyboard Skills 3	1
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
AML 242	Applied Music Lesson 4	2
AUD 202	Advanced Audio Production	3
ENS ____	Ensemble Elective (4)	1
MUS 212	Harmony 4	3
MUS 222	Sight Singing 4	1
MUS 224	Ear Training 4	1
MUS 286	Keyboard Skills 4	1
SCI ____	Scientific Competency Elective	3
	<b>Total</b>	<b>15</b>



	<b>Semester 5</b>	
AML 341	Applied Music Lesson 5	2
AUD Elective	AUD 300/400 Level (1)	3
ENS ____	Ensemble Elective (5)	1
ENS ____	Ensemble Elective (6)	1
MUH 302	Jazz History	3
MUS 314	Arranging	2
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Semester 6</b>	
AML 342	Applied Music Lesson 6	2
AUD Elective	AUD 300/400 Level (2)	3
ENS ____	Ensemble Elective (7)	1
ENS ____	Ensemble Elective (8)	1
JRJR ____	Junior Jury	0
MAT ____	Quantitative Competency Elective	3
MUS 218	Form and Analysis	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>16</b>
	<b>Semester 7</b>	
AML 441	Applied Music Lesson 7	2
AUD Elective	AUD 300/400 Level (3)	3
ELECT ____	3 Credit Elective (1)	3
ENS ____	Ensemble Elective (9)	1
ENS ____	Ensemble Elective (10)	1
LAS ____	Liberal Arts and Science Elective 300/400 (1)	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>16</b>
	<b>Semester 8</b>	
AML 442	Applied Music Lesson 8	2
AUD Elective	AUD 300/400 Level (4)	3
ELECT ____	3 Credit Elective (2)	3
ELECT ____	3 Credit Elective (3)	3
ENS ____	Ensemble Elective (11)	1
ENS ____	Ensemble Elective (12)	1
SRRE ____	Senior Recital	0
	<b>Total</b>	<b>13</b>
	<b>Total Program</b>	<b>120</b>

**Jazz/Commercial Program**  
**Composition/Songwriting Concentration**  
**Bachelor of Music (Mus.B.) Degree**

HEGIS Code: 1004.00

Inventory of Registered Program Code: 90153

**Overview**

The Composition/Songwriting Concentration provides professional training for students who intend to pursue careers as composers, arrangers and songwriters. Students receive intensive instruction in a core of technical studies that include courses such as harmony, orchestration, film scoring, MIDI, songwriting, commercial arranging, studio composition, and private composition instruction.

**Composition/Songwriting Concentration**

AML 351 - Applied Composition Lesson/Seminar 1; Credits: 2
AML 352 - Applied Composition Lesson/Seminar 2; Credits: 2
AML 451 - Applied Composition Lesson/Seminar 3; Credits: 2
AML 452 - Applied Composition Lesson/Seminar 4; Credits: 2
MUS 261 - Computer Music Notation; Credits: 3
(Composition Students) MUS 315 - Commercial Arranging; Credits: 2
(Songwriting Students) MUS 365 - Vocal Arranging; Credits: 2
MUS 393 - Instrumental Conducting; Credits: 2
MUS 394 - Choral Conducting; Credits: 2
(Composition Students) MUS 395 - Orchestration 1; Credits: 2
(Composition Studes) MUS 400 - Introduction to Film Scoring; Credits: 2
(Songwriting Students) MUS 415 - Popular Songwriting 1; Credits: 2
MUS 416 - Studio Composition; Credits: 3
(Songwriting Students) MUS 435 - Songwriter's Workshop 1; Credits: 1
(Songwriting Students) MUS 436 - Songwriter's Workshop 2; Credits: 1
SRRE __ - Senior Recital; Credits: 0
<b>Total Concentration Credits: 24</b>

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
AML 141	Applied Music Lesson 1	2
ENG 101	English Composition 1	3
ENS ____	Ensemble Elective (1)	1
MUH ____	Music History Elective 100-200 Level (1)	3
MUS 111	Harmony 1	3
MUS 121	Sight Singing 1	1
MUS 123	Ear Training 1	1
MUS 185	Keyboard Skills 1	1
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
AML 142	Applied Music Lesson 2	2
ENG 102	English Composition 2	3
ENS ____	Ensemble Elective (2)	1
MUS 112	Harmony 2	3
MUS 122	Sight Singing 2	1
MUS 124	Ear Training 2	1
MUS 186	Keyboard Skills 2	1
SPE ____	Oral Communication Competency Elective	3
FRJR ____	Freshman Jury	0
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
AML 241	Applied Music Lesson 3	2
ENS ____	Ensemble Elective (3)	1
MAT ____	Quantitative Competency Elective	3
MUS 211	Harmony 3	3
MUS 221	Sight Singing 3	1
MUS 223	Ear Training 3	1
MUS 285	Keyboard Skills 3	1
PSY 101	General Psychology	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
AML 242	Applied Music Lesson 4	2
ENS ____	Ensemble Elective (4)	1
MUS 212	Harmony 4	3
MUS 222	Sight Singing 4	1
MUS 224	Ear Training 4	1
MUS 261	Computer Music Notation	3
MUS 286	Keyboard Skills 4	1
SCI ____	Scientific Competency Elective	3
SOJR ____	Sophomore Jury	0
	<b>Total</b>	<b>15</b>

	<b>Semester 5</b>	
AML 341	Applied Music Lesson 5	2
AML 351	Applied Composition Lesson/Seminar 1	2
ELECT ____	2 Credit Elective (1)	2
ENS ____	Ensemble Elective (5)	1
ENS ____	Ensemble Elective (6)	1
MUS 218	Form and Analysis	3
MUS 314	Arranging	2
MUS 393	Instrumental Conducting	2
MUS 395	Orchestration 1 (Composition Students)	2
MUS 415	Popular Songwriting 1 (Songwriting Students)	2
RCO 1	Recital Composition 1	0
	<b>Total</b>	<b>17</b>
	<b>Semester 6</b>	
AML 342	Applied Music Lesson 6	2
AML 352	Applied Composition Lesson/Seminar 2	2
ENS ____	Ensemble Elective (7)	1
ENS ____	Ensemble Elective (8)	1
MUH 302	Jazz History	3
MUS 315	Commercial Arranging (Songwriting Students)	2
MUS 365	Vocal Arranging	2
MUS 394	Choral Conducting	2
MUS 416	Studio Composition (Composition Students)	3
JRJR ____	Junior Jury	0
RCO 2	Recital Composition 2	0
	<b>Total</b>	<b>16</b>
	<b>Semester 7</b>	
AML 441	Applied Music Lesson 7	2
AML 451	Applied Composition Lesson/Seminar 3	2
ELECT ____	3 Credit Elective (1)	3
ENS ____	Ensemble Elective (9)	1
ENS ____	Ensemble Elective (10)	1
LAS ____	Liberal Arts and Science Elective 300/400 (1)	3
MUS 400	Introduction to Film Scoring (Composition Students)	2
MUS 435	Songwriter's Workshop 1 (Songwriting Students)	1
RCO 3	Recital Composition 3	0
	<b>Total</b>	<b>14/13</b>
	<b>Semester 8</b>	
AML 442	Applied Music Lesson 8	2
AML 452	Applied Composition Lesson/Seminar 4	2
ELECT ____	2 Credit Elective (2)	2
ELECT ____	2 Credit Elective (3)	2
ENS ____	Ensemble Elective (11)	1
ENS ____	Ensemble Elective (12)	1
MUS 436	Songwriter's Workshop 2 (Songwriting Students)	1
SOC ____	Diversity Competency Elective	3
SRRE ____	Senior Recital	0
RCO 4	Recital Composition 4	0
	<b>Total</b>	<b>13/14</b>
	<b>Total Program</b>	<b>120</b>

**Jazz/Commercial Music Program**  
**Music Entertainment and Industry Studies Concentration**  
**Bachelor of Music (Mus.B.) Degree**

*HEGIS Code: 1004.00*

*Inventory of Registered Program Code: 90153*

**Overview**

The Music and Entertainment Industry Studies Concentration is designed for students interested in a career in a music-related business field and entertainment industry. Studies include the technical, legal, production, managing, merchandising and licensing aspects of the music business and entertainment industry.

This Concentration assists those graduates who plan to work as artist managers, record and publishing company owners, executives, promoters and producers of music videos to achieve their career goals.

**Music Entertainment and Industry Studies Concentration**

MUB 101 - Music Business Careers; Credits: 3
MUB 102 - Music Promotion and Broadcasting; Credits: 3
MUB 201 - Music Publishing and Copyright; Credits: 3
MUB 202 - Music Business Contracts; Credits: 3
MUB 301 - Artist Management; Credits: 3
MUB 302 - Concert Production and Promotion; Credits: 3
MUB 401 - Music Marketing; Credits: 3
MUB 403 - Advanced Music Publishing; Credits: 3
<b>Total Concentration Credits: 24</b>

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
AML 141	Applied Music Lesson 1	2
ENG 101	English Composition 1	3
ENS ____	Ensemble Elective (1)	1
MUB 101	Music Business Careers	3
MUS 111	Harmony 1	3
MUS 121	Sight Singing 1	1
MUS 123	Ear Training 1	1
MUS 185	Keyboard Skills 1	1
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
AML 142	Applied Music Lesson 2	2
ENG 102	English Composition 2	3
ENS ____	Ensemble Elective (2)	1
MUB 102	Music Promotion and Broadcasting	3
MUS 112	Harmony 2	3
MUS 122	Sight Singing 2	1
MUS 124	Ear Training 2	1
MUS 186	Keyboard Skills 2	1
FRJR ____	Freshman Jury	0
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
AML 241	Applied Music Lesson 3	2
ENS ____	Ensemble Elective (3)	1
MUB 201	Music Publishing and Copyright	3
MUH ____	Music History Elective 100-200 Level (1)	3
MUS 211	Harmony 3	3
MUS 221	Sight Singing 3	1
MUS 223	Ear Training 3	1
MUS 285	Keyboard Skills 3	1
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
AML 242	Applied Music Lesson 4	2
ENS ____	Ensemble Elective (4)	1
MUB 202	Music Business Contracts	3
MUS 212	Harmony 4	3
MUS 222	Sight Singing 4	1
MUS 224	Ear Training 4	1
MUS 286	Keyboard Skills 4	1
SCI ____	Scientific Competency Elective	3
SOJR ____	Sophomore Jury	0
	<b>Total</b>	<b>15</b>

	<b>Semester 5</b>	
AML 341	Applied Music Lesson 5	2
ENS ____	Ensemble Elective (5)	1
ENS ____	Ensemble Elective (6)	1
MUB 301	Artist Management	3
MUH 302	Jazz History	3
MUS 314	Arranging	2
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Semester 6</b>	
AML 342	Applied Music Lesson 6	2
ENS ____	Ensemble Elective (7)	1
ENS ____	Ensemble Elective (8)	1
JRJR ____	Junior Jury	0
MAT ____	Quantitative Competency Elective	3
MUB 302	Concert Production and Promotion	3
MUS 218	Form and Analysis	3
SOC ____	Diversity Competency Elective	3
	<b>Total</b>	<b>16</b>
	<b>Semester 7</b>	
AML 441	Applied Music Lesson 7	2
ELECT ____	3 Credit Elective (1)	3
ENS ____	Ensemble Elective (9)	1
ENS ____	Ensemble Elective (10)	1
LAS ____	Liberal Arts and Science Elective 300/400 (1)	3
MUB 401	Music Marketing	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>16</b>
	<b>Semester 8</b>	
AML 442	Applied Music Lesson 8	2
ELECT ____	3 Credit Elective (2)	3
ELECT ____	3 Credit Elective (3)	3
ENS ____	Ensemble Elective (11)	1
ENS ____	Ensemble Elective (12)	1
MUB 403	Advanced Music Publishing	3
SRRE ____	Senior Recital	0
	<b>Total</b>	<b>13</b>
	<b>Total Program</b>	<b>120</b>

**Jazz/Commercial Music Program**  
**Music Performance Concentration**  
**Bachelor of Music (Mus.B.) Degree**

HEGIS Code: 1004.00

Inventory of Registered Program Code: 90153

**Overview**

The Performance Concentration is designed for students planning to pursue careers as professional performers. It provides a common core of technical studies and a foundation of specialized courses such as harmony, improvisation, MIDI, ensemble performance, popular music labs, jazz labs, and private instruction.

**Music Performance Concentration**

AUD 303 - MIDI Applications; Credits: 3 or BUS 275 - Social Media Concepts and Practice; Credits: 3
JRJR __ - Junior Jury; Credits: 0
MUS 261 - Computer Music Notation; Credits: 3
MUS 304 - Popular Music Lab 1; Credits: 1
MUS 305 - Jazz Lab 1; Credits: 1
MUS 404 - Popular Music Lab 2; Credits: 1
MUS 405 - Jazz Lab 2; Credits: 1
MUS 315 - Commercial Arranging; Credits: 2
MUS 318 - Improvisation 1; Credits: 2
MUS 319 - Improvisation 2; Credits: 2
MUS 393 - Instrumental Conducting; Credits: 2
MUS 394 - Choral Conducting; Credits: 2
MUS 451 - Keyboard Harmony; Credits: 2
MUS ____ - Music Composition Elective; Credits: 2
<b>Total Concentration Credits: 24</b>



## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
AML 141	Applied Music Lesson 1	2
ENG 101	English Composition 1	3
ENS ____	Ensemble Elective (1)	1
MUH ____	Music History Elective 100-200 Level (1)	3
MUS 111	Harmony 1	3
MUS 121	Sight Singing 1	1
MUS 123	Ear Training 1	1
MUS 185	Keyboard Skills 1	1
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
AML 142	Applied Music Lesson 2	2
ENG 102	English Composition 2	3
ENS ____	Ensemble Elective (2)	1
FRJR ____	Freshman Jury	0
MUS 112	Harmony 2	3
MUS 122	Sight Singing 2	1
MUS 124	Ear Training 2	1
MUS 186	Keyboard Skills 2	1
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
AML 241	Applied Music Lesson 3	2
ENS ____	Ensemble Elective (3)	1
MAT ____	Quantitative Competency Elective	3
MUS 211	Harmony 3	3
MUS 221	Sight Singing 3	1
MUS 223	Ear Training 3	1
MUS 285	Keyboard Skills 3	1
PSY 101	General Psychology	3
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
AML 242	Applied Music Lesson 4	2
ENS ____	Ensemble Elective (4)	1
MUS 212	Harmony 4	3
MUS 222	Sight Singing 4	1
MUS 224	Ear Training 4	1
MUS 261	Computer Music Notation	3
MUS 286	Keyboard Skills 4	1
SCI ____	Scientific Competency Elective	3
SOJR ____	Sophomore Jury	0
	<b>Total</b>	<b>15</b>

	<b>Semester 5</b>	
AML 341	Applied Music Lesson 5	2
AUD 303 or BUS 275	MIDI Applications or Social Media Concepts and Practice	3
ENS ____	Ensemble Elective (5)	1
ENS ____	Ensemble Elective (6)	1
MUS 218	Form and Analysis	3
MUS 304	Popular Music Lab 1	1
MUS 314	Arranging	2
MUS 318	Improvisation 1	2
MUS 451	Keyboard Harmony	2
	<b>Total</b>	<b>17</b>
	<b>Semester 6</b>	
AML 342	Applied Music Lesson 6	2
ELECT ____	2 Credit Elective (1)	2
ENS ____	Ensemble Elective (7)	1
ENS ____	Ensemble Elective (8)	1
MUH 302	Jazz History	3
MUS 305	Jazz Lab 1	1
MUS 319	Improvisation 2	2
MUS 394	Choral Conducting	2
SOC ____	Diversity Competency Elective	3
JRJR ____	Junior Jury	0
	<b>Total</b>	<b>17</b>
	<b>Semester 7</b>	
AML 441	Applied Music Lesson 7	2
ELECT ____	3 Credit Elective (1)	3
ENS ____	Ensemble Elective (9)	1
ENS ____	Ensemble Elective (10)	1
LAS ____	Liberal Arts and Science Elective 300/400 (1)	3
MUS 393	Instrumental Conducting	2
MUS 404	Popular Music Lab 2	1
	<b>Total</b>	<b>13</b>
	<b>Semester 8</b>	
AML 442	Applied Music Lesson 8	2
ELECT ____	3 Credit Elective (2)	3
ELECT ____	1 Credit Elective (1)	1
ENS ____	Ensemble Elective (11)	1
ENS ____	Ensemble Elective (12)	1
MUS 315	Commercial Arranging	2
MUS 405	Jazz Lab 2	1
MUS ____	Music Composition Elective	2
SRRE ____	Senior Recital	0
	<b>Total</b>	<b>13</b>
	<b>Total Program</b>	<b>120</b>

# **Mass Communication Program, B.S**

*HEGIS Code: 0601.00*

*Inventory of Registered Program Code: 27401*

## **Overview**

The Mass Communication Program is designed so that students acquire and demonstrate proficiency in the essential skills necessary for a career in the mass communication industry and in the fields of broadcasting and journalism. Students learn the principles, laws, and historical background of the mass communication industry, while enhancing their oral, written, and critical thinking skills. Students also select a major area of concentration in Audio Recording Technology, Broadcasting, Journalism, or Show Production. Learning goals for all students pursuing a Mass Communication degree program include mass media and society, voice and diction, new and emerging media.

## **Concentration Component**

Students in the Mass Communication Program select one of the following concentrations. The 24 credits in the selected concentration, together with the 60 credits in Liberal Arts/Common Core, and 36 credits in Mass Communication Content Specialty Courses constitute the 120-credit requirement for the Bachelor of Science in Mass Communication.

## **Concentrations**

### **Audio Recording Technology**

The Audio Recording Technology Concentration is designed to build upon the major proficiencies acquired by students pursuing a career related to Audio Recording and Music Production. Students study theoretical and technical practices required to operate industry standard recording and production equipment. Graduates of the Audio Recording Concentration are prepared for careers such as Audio Recording Engineer, Sound Designer, and Studio Manager.

### **Broadcast Concentration**

The Broadcasting Concentration is designed to build upon the major proficiencies acquired by students pursuing a career related to television and radio broadcast media production. The Broadcasting concentration adds specialized proficiencies that focus on broadcasting as a career, cultural influence, and form of individual and collective expression. Graduates of the Broadcasting Concentration are prepared for careers such as on-camera personality, production manager, radio producer, studio floor manager, television writer, video editor, videographer, and video producer.

### **Journalism Concentration**

The Journalism Concentration is designed to build upon the major proficiencies acquired by students pursuing a career related to Journalism. The Journalism concentration adds specialized proficiencies that focus on journalism as a career, cultural influence, and form of individual and collective expression. Graduates of the Journalism Concentration are prepared for careers such as Radio/TV News Multimedia Journalist, Radio/TV News Producer, Website/Social Media Content Producer, Writer/Content Producer, Print or Online Reporter.

### **Show Production Concentration**

This concentration prepares students with the practical skills needed to take any performance to the next level. From live sound and lighting to corporate presentations, students build foundations in a wide array of audio and visual applications, and enter the industry with a deep understanding of what moves an audience. Students are trained to be audiovisual engineers and designers who are proficient in the creation, operation and planning of modern-day musical, theatrical, event and corporate productions. Graduates of the Show Production Concentration are prepared for careers such as Event Producers, Tour Manager, Live Production Manager, Stage Manager, Live Sound Engineer, Audio Visual Technician, and Lighting Technician.

## Course Requirements

The courses below are required of all students in the Mass Communication Program.

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC 351 - Social Problems; Credits: 3 (Diversity Competency Requirement)	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
Mass Communication Content Specialty Courses	
BUS 275 - Social Media Concepts and Practice; Credits: 3	
CCP 180 - Web Portfolio Design; Credits: 3	
MAC 121 - Communication Lab 1; Credits: 2	
MAC 122 - Communication Lab 2; Credits: 2	
MAC 150 - Introduction to Live Sound; Credits: 3	
MAC 221 - Communication Lab 3; Credits: 2	
MAC 222 - Communication Lab 4; Credits: 2	
MAC 321 - Communication Lab 5; Credits: 2	
MAC 322 - Communication Lab 6; Credits: 2	
MAC 290 - Visual Communication; Credits: 3	
MAC 299 - Radio Broadcasting and Operations; Credits: 3	
MAC ____ - Mass Comm Program Elective (1); Credits: 3	
MAC ____ - Mass Comm Program Elective (2); Credits: 3	
VID 131 - Television Workshop; Credits: 3	
Total Content Specialty Credits: 36	
Additional Liberal Arts and Sciences	
ENG 202 - Broadcast Newswriting and Reporting; Credits: 3	
ENG 203 - Journalism; Credits: 3	
ENG ____ - Writing Elective; Credits: 3	
HIS 201 - Contemporary Issues; Credits: 3	
LAS ____ - Liberal Arts and Science Elective (1); Credits: 3	
LAS ____ - Liberal Arts and Science Elective (2); Credits: 3	
LAS ____ - Liberal Arts and Science Elective (3); Credits: 3	
MAC 101 - Mass Communication; Credits: 3	
MAC 202 - History and Application of Media Law; Credits: 3	
MAC 211 - Broadcast Journalism; Credits: 3	
MAC 301 - New and Emerging Media; Credits: 3	
MAC 302 - Media Ethics and Criticism; Credits: 3	
SOC 361 - Mass Media and Society; Credits: 3	
Total Additional Liberal Arts and Sciences Credits: 39	
Concentration Component	
Mass Communication, Audio Recording Technology Concentration, B.S.	
Mass Communication, Broadcasting Concentration, B.S.	
Mass Communication, Journalism Concentration, B.S.	
Mass Communication, Show Production Concentration, B.S.	
Total Concentration Component Credits: 24	
Total Program Credits: 120	

**Mass Communication Program**  
**Audio Recording Concentration**  
**Bachelor of Science (B.S.) Degree**

*HEGIS Code: 0601.00*

*Inventory of Registered Program Code: 27401*

**Overview**

The Audio Recording Technology Concentration is designed to build upon the major proficiencies acquired by students pursuing a career related to Audio Recording and Music Production. Students study theoretical and technical practices required to operate industry standard recording and production equipment. Graduates of the Audio Recording Concentration are prepared for careers such as Audio Recording Engineer, Sound Designer, and Studio Manager.

**Audio Recording Concentration**

AUD 101 - Audio Recording Theory; Credits: 3
AUD 102 - Audio Recording Techniques; Credits: 3
AUD 201 - Recording Studio Operations; Credits: 3
AUD 202 - Advanced Audio Production; Credits: 3
AUD Elective - AUD 300/400 Level (1); Credits: 3
AUD Elective - AUD 300/400 Level (2); Credits: 3
AUD Elective - AUD 300/400 Level (3); Credits: 3
AUD Elective - AUD 300/400 Level (4); Credits: 3
<b>Total Concentration Credits: 24</b>

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
AUD 101	Audio Recording Theory	3
ENG 101	English Composition 1	3
MAC 101	Mass Communication	3
MAC 121	Communication Lab 1	2
VID 131	Television Workshop	3
	<b>Total</b>	<b>14</b>
<b>Semester 2</b>		
AUD 102	Audio Recording Techniques	3
BUS 275	Social Media Concepts and Practice	3
CCP 180	Web Portfolio Design	3
ENG 102	English Composition 2	3
MAC 122	Communication Lab 2	2
MAC 150	Introduction to Live Sound	3
	<b>Total</b>	<b>17</b>
<b>Semester 3</b>		
AUD 201	Recording Studio Operations	3
ENG 202	Broadcast Newswriting and Reporting	3
MAC 202	History and Application of Media Law	3
MAC 221	Communication Lab 3	2
MAC 290	Visual Communication	3
	<b>Total</b>	<b>14</b>
<b>Semester 4</b>		
AUD 202	Advanced Audio Production	3
ENG 203 or ENG 212	Journalism or Broadcast Newswriting and Producing	3
HIS 201	Contemporary Issues	3
MAC 222	Communication Lab 4	2
PSY 101	General Psychology	3
	<b>Total</b>	<b>14</b>
<b>Semester 5</b>		
AUD Elective	AUD 300/400 Level (1)	3
ENG 302	Photojournalism	3
LAS ____	Liberal Arts and Science Elective (1)	3
MAC 211	Broadcast Journalism	3
MAC 299	Radio Broadcasting and Operations	3
MAC 321	Communication Lab 5	2
	<b>Total</b>	<b>17</b>

	<b>Semester 6</b>	
AUD Elective	AUD 300/400 Level (2)	3
MAC 301	New and Emerging Media	3
MAC 302	Media Ethics and Criticism	3
MAC 322	Communication Lab 6	2
SOC 361	Mass Media and Society	3
	<b>Total</b>	<b>14</b>
	<b>Semester 7</b>	
AUD Elective	AUD 300/400 Level (3)	3
MAC ____	Mass Comm Program Elective (1)	3
LAS ____	Liberal Arts and Science Elective (2)	3
SOC 351	Social Problems (Diversity Competency)	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Semester 8</b>	
AUD Elective	AUD 300/400 Level (4)	3
LAS ____	Liberal Arts and Science Elective (2)	3
MAC ____	Mass Comm Program Elective (2)	3
MAT ____	Quantitative Competency Elective	3
SCI ____	Scientific Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Total Program</b>	<b>120</b>

**Mass Communication Program**  
**Broadcasting Concentration**  
**Bachelor of Science (B.S.) Degree**

*HEGIS Code: 0601.00*

*Inventory of Registered Program Code: 27401*

**Overview**

The Broadcasting Concentration is designed to build upon the major proficiencies acquired by students pursuing a career related to television and radio broadcast media production. The Broadcasting concentration adds specialized proficiencies that focus on broadcasting as a career, cultural influence, and form of individual and collective expression. Graduates of the Broadcasting Concentration are prepared for careers such as on-camera personality, production manager, radio producer, studio floor manager, television writer, video editor, videographer, and video producer.

**Broadcasting Concentration**

MAC 102 - Broadcast Fundamentals; Credits: 3
MAC 201 - Voice and Diction; Credits: 3
MAC 212 - Broadcast Announcing; Credits: 3
MAC 312 - Broadcast Programming; Credits: 3
MAC 350 - Podcast Producing; Credits: 3
MAC 380 - Sportscasting; Credits: 3
MAC 403 - Broadcast Marketing and Advertising; Credits: 3
VID 372 - Documentary/Non-Fiction TV; Credits: 3
<b>Total Concentration Credits: 24</b>



## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
ENG 101	English Composition 1	3
MAC 101	Mass Communication	3
MAC 121	Communication Lab 1	2
SPE ____	Oral Communication Competency Elective	3
VID 131	Television Workshop	3
	<b>Total</b>	<b>14</b>
<b>Semester 2</b>		
BUS 275	Social Media Concepts and Practice	3
CCP 180	Web Portfolio Design	3
ENG 102	English Composition 2	3
MAC 102	Broadcast Fundamentals	3
MAC 122	Communication Lab 2	2
MAC 150	Introduction to Live Sound	3
	<b>Total</b>	<b>17</b>
<b>Semester 3</b>		
ENG 202	Broadcast Newswriting and Reporting	3
MAC 201	Voice and Diction	3
MAC 202	History and Application of Media Law	3
MAC 221	Communication Lab 3	2
MAC 290	Visual Communication	3
	<b>Total</b>	<b>14</b>
<b>Semester 4</b>		
ENG 203 or ENG 212	Journalism or Broadcast Newswriting and Producing	3
HIS 201	Contemporary Issues	3
MAC 222	Communication Lab 4	2
MAC 299	Radio Broadcasting and Operations	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>14</b>
<b>Semester 5</b>		
ENG 302	Photojournalism	3
LAS ____	Liberal Arts and Science Elective (1)	3
MAC 211	Broadcast Journalism	3
MAC 212	Broadcast Announcing	3
MAC 301	New and Emerging Media	3
MAC 321	Communication Lab 5	2
	<b>Total</b>	<b>17</b>
<b>Semester 6</b>		
MAC 302	Media Ethics and Criticism	3
MAC 312	Broadcast Programming	3
MAC 322	Communication Lab 6	2
MAT ____	Quantitative Competency Elective	3
SOC 361	Mass Media and Society	3
	<b>Total</b>	<b>14</b>

	<b>Semester 7</b>	
LAS ____	Liberal Arts and Science Elective (2)	3
MAC 380	Sportscasting	3
MAC 403	Broadcast Marketing and Advertising	3
MAC ____	Mass Comm Program Elective (1)	3
VID 372	Documentary/Non-Fiction TV	3
	<b>Total</b>	<b>15</b>
	<b>Semester 8</b>	
LAS ____	Liberal Arts and Science Elective (3)	3
MAC 350	Podcast Producing	3
MAC ____	Mass Comm Program Elective (2)	3
SCI ____	Scientific Competency Elective	3
SOC 351	Social Problems	3
	<b>Total</b>	<b>15</b>
	Total Program	120

**Mass Communication Program**  
**Journalism Concentration**  
**Bachelor of Science (B.S.) Degree**

*HEGIS Code: 0601.00*

*Inventory of Registered Program Code: 27401*

**Overview**

The Journalism Concentration is designed to build upon the major proficiencies acquired by students pursuing a career related to Journalism. The Journalism concentration adds specialized proficiencies that focus on journalism as a career, cultural influence, and form of individual and collective expression. Graduates of the Journalism Concentration are prepared for careers such as Radio/TV News Multimedia Journalist, Radio/TV News Producer, Website/Social Media Content Producer, Writer/Content Producer, Print or Online Reporter.

**Journalism Concentration**

ENG 210 - Feature and Magazine Writing; Credits: 3
ENG 301 - Copywriting for Advertising/Public Relations; Credits: 3
ENG 404 - Editorial and Review Writing; Credits: 3
ENG 407 - Contemporary Issues in Journalism; Credits: 3
MAC 410 - Multimedia Journalism; Credits: 3
MAC 420 - Sports Journalism; Credits: 3
MAC ____ - Mass Comm Program Elective (3); Credits: 3
MAC ____ - Mass Comm Program Elective (4); Credits: 3
<b>Total Concentration Credits: 24</b>

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
ENG 101	English Composition 1	3
MAC 101	Mass Communication	3
MAC 121	Communication Lab 1	2
SPE 101	Fundamentals of Oral Communication	3
VID 131	Television Workshop	3
	<b>Total</b>	<b>14</b>
<b>Semester 2</b>		
BUS 275	Social Media Concepts and Practice	3
CCP 180	Web Portfolio Design	3
ENG 102	English Composition 2	3
MAC 122	Communication Lab 2	2
MAC 150	Introduction to Live Sound	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>17</b>
<b>Semester 3</b>		
ENG 202	Broadcast Newswriting and Reporting	3
ENG 301	Copywriting for Advertising/Public Relations	3
MAC 202	History and Application of Media Law	3
MAC 221	Communication Lab 3	2
MAC 290	Visual Communication	3
	<b>Total</b>	<b>14</b>
<b>Semester 4</b>		
ENG 203 or ENG 212	Journalism or Broadcast Newswriting and Producing	3
HIS 201	Contemporary Issues	3
LAS ____	Liberal Arts and Science Elective (1)	3
MAC 222	Communication Lab 4	2
MAC 299	Radio Broadcasting and Operations	3
	<b>Total</b>	<b>14</b>
<b>Semester 5</b>		
ENG 210	Feature and Magazine Writing	3
ENG 302	Photojournalism	3
MAC 211	Broadcast Journalism	3
MAC 301	New and Emerging Media	3
MAC 321	Communication Lab 5	2
MAC ____	Mass Comm Program Elective (1)	3
	<b>Total</b>	<b>17</b>

	<b>Semester 6</b>	
MAC 302	Media Ethics and Criticism	3
MAC 322	Communication Lab 6	2
MAC 410	Multimedia Journalism	3
MAC ____	Mass Comm Program Elective (3)	3
SOC 361	Mass Media and Society	3
	<b>Total</b>	<b>14</b>
	<b>Semester 7</b>	
ENG 404	Editorial and Review Writing	3
ENG 407	Contemporary Issues in Journalism	3
LAS ____	Liberal Arts and Science Elective (2)	3
MAC 420	Sports Journalism	3
MAC ____	Mass Comm Program Elective (4)	3
	<b>Total</b>	<b>15</b>
	<b>Semester 8</b>	
LAS ____	Liberal Arts and Science Elective (3)	3
MAC ____	Mass Comm Program Elective (2)	3
MAT ____	Quantitative Competency Elective	3
SCI ____	Scientific Competency Elective	3
SOC 351	Social Problems (Diversity Competency)	3
	<b>Total</b>	<b>15</b>
	<b>Total Program</b>	<b>120</b>

**Mass Communication Program**  
**Show Production Concentration**  
**Bachelor of Science (B.S.) Degree**

*HEGIS Code: 0601.00*

*Inventory of Registered Program Code: 27401*

**Overview**

This concentration prepares students with the practical skills needed to take any performance to the next level. From live sound and lighting to corporate presentations, students build foundations in a wide array of audio and visual applications, and enter the industry with a deep understanding of what moves an audience. Students are trained to be audiovisual engineers and designers who are proficient in the creation, operation and planning of modern-day musical, theatrical, event and corporate productions. Graduates of the Show Production Concentration are prepared for careers such as Event Producers, Tour Manager, Live Production Manager, Stage Manager, Live Sound Engineer, Audio Visual Technician, and Lighting Technician.

**Show Production Concentration**

AUD 314 - Live Sound Design; Credits: 3
MAC 243 - Audio and Visual Technologies; Credits: 3
MAC 257 - Live Event Management/Producing; Credits: 3
MAC 345 - Show Control Systems; Credits: 3
THR 111 - Introduction to Stagecraft; Credits: 3
THR 382 - Computer Assisted Drafting; Credits: 3
THR 486 - Digital Media for Entertainment; Credits: 3
VID 132 Remote Television Workshop Credits: 3
<b>Total Concentration Credits: 24</b>

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
ENG 101	English Composition 1	3
MAC 101	Mass Communication	3
MAC 121	Communication Lab 1	2
THR 111	Introduction to Stagecraft	3
VID 131	Television Workshop	3
	<b>Total</b>	<b>14</b>
<b>Semester 2</b>		
BUS 275	Social Media Concepts and Practice	3
CCP 180	Web Portfolio Design	3
ENG 102	English Composition 2	3
MAC 122	Communication Lab 2	2
MAC 150	Introduction to Live Sound	3
VID 132	Remote Television Workshop	3
	<b>Total</b>	<b>17</b>
<b>Semester 3</b>		
AUD 314	Live Sound Design	3
ENG 202	Broadcast Newswriting and Reporting	3
MAC 202	History and Application of Media Law	3
MAC 221	Communication Lab 3	2
MAC 290	Visual Communication	3
	<b>Total</b>	<b>14</b>
<b>Semester 4</b>		
ENG ____	Writing Elective	3
HIS 201	Contemporary Issues	3
MAC 222	Communication Lab 4	2
MAC 243	Audio and Visual Technologies	3
PSY 101	General Psychology	3
	<b>Total</b>	<b>14</b>
<b>Semester 5</b>		
ENG 302	Photojournalism	3
LAS ____	Liberal Arts and Science Elective (1)	3
MAC 211	Broadcast Journalism	3
MAC 257	Live Event Management/Producing	3
MAC 299	Radio Broadcasting and Operations	3
MAC 321	Communication Lab 5	2
	<b>Total</b>	<b>17</b>

	<b>Semester 6</b>	
MAC 301	New and Emerging Media	3
MAC 302	Media Ethics and Criticism	3
MAC 322	Communication Lab 6	2
MAC 345	Show Control Systems	3
SOC 361	Mass Media and Society	3
	<b>Total</b>	<b>14</b>
	<b>Semester 7</b>	
LAS ____	Liberal Arts and Science Elective (2)	3
MAC ____	Mass Comm Program Elective (1)	3
THR 382	Computer Assisted Drafting	3
SOC 351	Social Problems (Diversity Competency)	3
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>15</b>
	<b>Semester 8</b>	
LAS ____	Liberal Arts and Science Elective (3)	3
MAC ____	Mass Comm Program Elective (2)	3
MAT ____	Quantitative Competency Elective	3
SCI ____	Scientific Competency Elective	3
THR 486	Digital Media for Entertainment	3
	<b>Total</b>	<b>15</b>
	<b>Total Program</b>	<b>120</b>



## **Music Education Program, Mus.B.**

*HEGIS Code: 0832.00*

*Inventory of Registered Program Code: 24559*

### **Overview**

The Music Education Program is designed for students interested in a career as a music teacher in a public or private school. The program leads to New York State Initial Certification in Music K-12 (pending passing of the NYS certification exams). The program also includes required New York State Field and Clinical experiences.

Music Education candidates learn the knowledge, skills and dispositions necessary to become certified music teachers, starting with our conceptual framework; Teaching Is Prepared Performance. Learning goals for students focus on mastering content knowledge, knowledge of the learner, diversity, instructional methodology, communication skills, reflective-assessment strategies, collaboration and shared inquiry.

The carefully crafted coursework includes a mix of classes in liberal arts, science, music history, music theory, ear training, keyboard labs, private instruction, performance ensembles, conducting and education courses.

Although NYS certification in music is K-12 in all areas of music, there are two concentrations that candidates choose from; Instrumental or Vocal/Piano.

### **Sophomore Evaluation**

Students admitted into the program pursuing a Music Education degree will be designated as Music Education candidates. They must successfully complete a Sophomore Evaluation to continue the course of study as a Music Education major. This evaluation will take place at the end of the student's sophomore year. Each candidate must have completed 64 credits and have achieved a 3.0 (or higher) overall G.P.A. with a minimum of 24 credits of Liberal Arts courses and 40 credits of music skills courses.

In addition, all Music Education students are required to have a 3.0 (or higher) G.P.A. in the required core curriculum areas of harmony (Harmony 1, Four Part Harmony 1 and 2 and Form and Analysis), Sight-Singing 1-4, Ear Training 1-4 and Keyboard Skills 1-4. For Keyboard Skills 4 (MUE286), students must earn a "B" or better in order to sit for the required Piano Qualifying Exam. All Music Education students must take and pass this exam in order to be permitted to student teach.

The Sophomore Evaluation will be conducted by the Director of Music Education, the Music Division Chair and other members of the Education faculty. The committee will evaluate the student's dispositions and progress in relation to academic and musical growth and the feasibility of successful completion of the Music Education degree. Dispositions evaluated include, but are not limited to, communication skills (oral and written), ability to work with all students, ability to be collaborative, ability to be a reflective practitioner/accept suggestions and constructive criticism, ability to use instructional technology and more.

To become a matriculated Music Education candidate, students must also show evidence of quality work and satisfactory progress. Other personal characteristics such as attendance, punctuality and professionalism will be considered as well. Students who do not successfully demonstrate these dispositions, academic requirements and other professional characteristics will not be permitted to continue in the Music Education program. Other program options will be explored at that time.

For more information, please see the Director of Music Education or Music Division Chairperson. Prospective teachers are required to complete approved workshops dealing with the Identification and Reporting of Child Abuse and Maltreatment, School Violence Prevention and Intervention and Harassment, Bullying and Discrimination Prevention and Intervention in accordance with Part 52 of the Commissioner's Regulations and New York State Education Law.

### **Concentration Component**

Students in the Music Education Program select one of the following concentrations. The 6 credits in the selected concentration, together with the 38 credits in Liberal Arts/Common Core, 23 Professional Education Courses, 21 credits of Applied Music Lessons and Ensembles, 33 credits of Music Content Specialty courses, and 12 credits of Music Education Specialty courses constitute the 133-credit requirement for the Bachelor of Music in Music Education.

## Concentrations

### Instrumental Concentration

The Instrumental concentration is designed for students whose major focus is a band or orchestra instrument (brass, woodwinds, percussion, strings, etc.). Along with the required courses for all Music Education majors, methods courses for the Instrumental Concentration include advanced classes in either brass and woodwind methods or advanced classes in upper and lower strings methods. The same holds true for advanced repertoire classes in these areas. Instrumentals also take a vocal methods class designed for non-vocal majors.

### Vocal/Piano Concentration

The Vocal/Piano concentration is designed for students whose major focus is in the choral, general music, music theory, etc. areas. Along with the required courses for all Music Education majors, methods courses for the Vocal/Piano Concentration also include advanced piano classes on accompanying vocal performance groups (Keyboard Methods for the Teacher 1 and Keyboard Methods for the Teacher 2). Vocal/Piano majors also take an advanced choral methods class designed specifically for them.

\*Guitarists choose the option which best suits their eventual goals as music educators.

## Program Course Requirements

The courses below are required of all students in the Music Education Program.

Common Core/Liberal Arts and Sciences	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI 131 - Human Biology; Credits: 3	
SOC 301 - Cultural Diversity; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
Professional Education Courses	
EDU 314 - Literacy in Schools; Credits: 3	
EDU 331 - School and Society; Credits: 3	
EDU 420 - Teaching Practicum; Credits: 2	
EDU 421 - Student Teaching; Credits: 12	
EDU 451 - Health and Learning Disabilities; Credits: 3	
Total Professional Education Credits: 23	
Applied Music Lessons/Ensembles	
AML 141 - Applied Music Lesson 1; Credits: 2	
AML 142 - Applied Music Lesson 2; Credits: 2	
AML 241 - Applied Music Lesson 3; Credits: 2	
AML 242 - Applied Music Lesson 4; Credits: 2	
AML 341 - Applied Music Lesson 5; Credits: 2	
AML 342 - Applied Music Lesson 6; Credits: 2	
AML 441 - Applied Music Lesson 7; Credits: 2	
ENS ____ - Ensemble Elective (1); Credits: 1	
ENS ____ - Ensemble Elective (2); Credits: 1	
ENS ____ - Ensemble Elective (3); Credits: 1	
ENS ____ - Ensemble Elective (4); Credits: 1	
ENS ____ - Ensemble Elective (5); Credits: 1	
ENS ____ - Ensemble Elective (6); Credits: 1	
ENS ____ - Ensemble Elective (7); Credits: 1	
SRRE ____ - Senior Recital; Credits: 0	
Total Applied Music Lessons/Ensemble Credits: 21	
Music Content Specialty Courses	

MUE 216 - Four-Part Harmony 1; Credits: 3
MUE 217 - Four-Part Harmony 2; Credits: 3
MUS 111 - Harmony 1; Credits: 3
MUS 121 - Sight Singing 1; Credits: 1
MUS 122 - Sight Singing 2; Credits: 1
MUS 221 - Sight Singing 3; Credits: 1
MUS 222 - Sight Singing 4; Credits: 1
MUS 123 - Ear Training 1; Credits: 1
MUS 124 - Ear Training 2; Credits: 1
MUS 223 - Ear Training 3; Credits: 1
MUS 224 - Ear Training 4; Credits: 1
MUS 185 - Keyboard Skills 1; Credits: 1
MUS 186 - Keyboard Skills 2; Credits: 1
MUS 285 - Keyboard Skills 3; Credits: 1
MUS 286 - Keyboard Skills 4; Credits: 1
MUS 218 - Form and Analysis; Credits: 3
MUS 261 - Computer Music Notation; Credits: 3
MUS 314 - Arranging; Credits: 2 or MUS 395 - Orchestration 1; Credits: 2
MUS 393 - Instrumental Conducting; Credits: 2
MUS 394 - Choral Conducting; Credits: 2
<b>Total Music Content Specialty Credits: 33</b>
<b>Music Education Specialty Courses</b>
EDU 318 - Elementary Music Education Methods; Credits: 2
EDU 319 - Secondary Music Education Methods; Credits: 2
MUE 220 - Guitar Methods; Credits: 1
MUE 240 - Percussion Methods; Credits: 1
MUE 250 - Upper Strings Methods 1; Credits: 1
MUE 260 - Brass Methods 1; Credits: 1
MUE 270 - Lower Strings Methods 1; Credits: 1
MUE 280 - Woodwinds Methods 1; Credits: 1
MUE 400 - Content Specialty Test Preparation; Credits: 2
<b>Total Music Education Specialty Credits: 12</b>
<b>Additional Liberal Arts and Sciences</b>
MUH 204 - World Music; Credits: 3
MUH 308 - 20th Century Music; Credits: 2
MUH 309 - Romantic Era; Credits: 2
MUH 312 - Medieval/Renaissance Era; Credits: 2
MUH 314 - Baroque/Classical Era; Credits: 2
SPA 101 - Spanish 1; Credits: 3
SPA 102 - Spanish 2; Credits: 3
<b>Total Additional Liberal Arts and Sciences Credits: 17</b>
<b>Concentration Component</b>
Music Education, Instrument Concentration, Mus.B.
Music Education, Voice/Piano Concentration, Mus.B.
<b>Total Concentration Component Credits: 6</b>
<b>Total Program Credits: 133</b>

# Music Education Program

## Instrument Concentration

### Bachelor of Music (Mus.B.) Degree

HEGIS Code: 0832.00

Inventory of Registered Program Code: 24559

## Overview

The Instrumental concentration is designed for students whose major focus is a band or orchestra instrument (brass, woodwinds, percussion, strings, etc.). Along with the required courses for all Music Education majors, methods courses for the Instrumental Concentration include advanced classes in either brass and woodwind methods or advanced classes in upper and lower strings methods. The same holds true for advanced repertoire classes in these areas. Instrumentals also take a vocal methods class designed for non-vocal majors.

## Instrument Concentration

EDU 335 - Instrumental Music Education Band 1; Credits: 1 or EDU 337 - Instrumental Music Education Strings 1; Credits: 1
EDU 336 - Instrumental Music Education Band 2; Credits: 1 or EDU 338 - Instrumental Music Education Strings 2; Credits: 1
MUE 252 - Upper Strings Methods 2; Credits: 1 or MUE 262 - Brass Methods 2; Credits: 1
MUE 272 - Lower Strings Methods 2; Credits: 1 or MUE 282 - Woodwinds Methods 2; Credits: 1
MUE 290 - Vocal Methods; Credits: 2
<b>Total Concentration Credits: 6</b>

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
AML 141	Applied Music Lesson 1	2
ENG 101	English Composition 1	3
ENS ____	Ensemble Elective (1)	1
MAT ____	Quantitative Competency Elective	3
MUS 111	Harmony 1	3
MUS 121	Sight Singing 1	1
MUS 123	Ear Training 1	1
MUS 185	Keyboard Skills 1	1
SPA 101	Spanish 1	3
	<b>Total</b>	<b>18</b>
<b>Semester 2</b>		
AML 142	Applied Music Lesson 2	2
ENG 102	English Composition 2	3
ENS ____	Ensemble Elective (2)	1
FRJR ____	Freshman Jury	0
MUE 216	Four-Part Harmony 1	3
MUS 122	Sight Singing 2	1
MUS 124	Ear Training 2	1
MUS 186	Keyboard Skills 2	1
PSY 101	General Psychology	3
SPA 102	Spanish 2	3
	<b>Total</b>	<b>18</b>
<b>Semester 3</b>		
AML 241	Applied Music Lesson 3	2
ENS ____	Ensemble Elective (3)	1
MUE 217	Four-Part Harmony 2	3
MUH 204	World Music	3
MUH 312	Medieval/Renaissance Era	2
MUS 221	Sight Singing 3	1
MUS 223	Ear Training 3	1
MUS 285	Keyboard Skills 3	1
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>17</b>
<b>Semester 4</b>		
AML 242	Applied Music Lesson 4	2
ENS ____	Ensemble Elective (4)	1
MUE 220	Guitar Methods	1
MUE 240	Percussion Methods	1
MUE 250	Upper Strings Methods 1	1
MUH 314	Baroque/Classical Era	2
MUS 218	Form and Analysis	3
MUS 222	Sight Singing 4	1
MUS 224	Ear Training 4	1
MUS 261	Computer Music Notation	3
MUS 286	Keyboard Skills 4	1
SOJR ____	Sophomore Jury	0
	<b>Total</b>	<b>17</b>

	<b>Semester 5</b>	
AML 341	Applied Music Lesson 5	2
EDU 331	School and Society	3
ENS ____	Ensemble Elective (5)	1
MUE 260	Brass Methods 1	1
MUE 270	Lower Strings Methods 1	1
MUH 309	Romantic Era	2
MUS 314 or MUS 395	Arranging or Orchestration 1	2
MUS 393	Instrumental Conducting	2
SCI 131	Human Biology	3
	<b>Total</b>	<b>17</b>
	<b>Semester 6</b>	
AML 342	Applied Music Lesson 6	2
EDU 318	Elementary Music Education Methods	2
EDU 335 or EDU 337	Instrumental Music Education Band 1 or Instrumental Music Education Strings 1	1
EDU 451	Health and Learning Disabilities	3
ENS ____	Ensemble Elective (6)	1
MUE 252 or MUE 262	Upper Strings Methods 2 or Brass Methods 2	1
MUE 280	Woodwinds Methods 1	1
MUE 290	Vocal Methods	2
MUH 308	20th Century Music	2
MUS 394	Choral Conducting	2
JRJR ____	Junior Jury	0
	<b>Total</b>	<b>17</b>
	<b>Semester 7</b>	
AML 441	Applied Music Lesson 7	2
EDU 314	Literacy in Schools	3
EDU 319	Secondary Music Education Methods	2
EDU 336 or EDU 338	Instrumental Music Education Band 2 or Instrumental Music Education Strings 2	1
EDU 420	Teaching Practicum	2
ENS ____	Ensemble Elective (7)	1
MUE 272 or MUE 282	Lower Strings Methods 2 or Woodwinds Methods 2	1
MUE 400	Content Specialty Test Preparation	2
SOC 301	Cultural Diversity	3
SRRE ____	Senior Recital	0
	<b>Total</b>	<b>12</b>
	<b>Semester 8</b>	
EDU 421	Student Teaching	12
	<b>Total</b>	<b>12</b>
	<b>Total Program</b>	<b>133</b>

**Music Education Program**  
**Voice/Piano Concentration**  
**Bachelor of Music (Mus.B.)**

*HEGIS Code: 0832.00*

*Inventory of Registered Program Code: 24559*

**Overview**

The Vocal/Piano concentration is designed for students whose major focus is in the choral, general music, music theory, etc. areas. Along with the required courses for all Music Education majors, methods courses for the Vocal/Piano Concentration also include advanced piano classes on accompanying vocal performance groups (Keyboard Methods for the Teacher 1 and Keyboard Methods for the Teacher 2). Vocal/Piano majors also take an advanced choral methods class designed specifically for them.

\*Guitarists choose the option which best suits their eventual goals as music educators.

**Voice/Piano Concentration**

EDU 320 - Choral Music Education Methods; Credits: 2
EDU 333 - Keyboard Methods for the Teacher 1; Credits: 2
EDU 334 - Keyboard Methods for the Teacher 2; Credits: 2
<b>Total Concentration Credits: 6</b>

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
AML 141	Applied Music Lesson 1	2
ENG 101	English Composition 1	3
ENS ____	Ensemble Elective (1)	1
MAT ____	Quantitative Competency Elective	3
MUS 111	Harmony 1	3
MUS 121	Sight Singing 1	1
MUS 123	Ear Training 1	1
MUS 185	Keyboard Skills 1	1
SPA 101	Spanish 1	3
	<b>Total</b>	<b>18</b>
<b>Semester 2</b>		
AML 142	Applied Music Lesson 2	2
ENG 102	English Composition 2	3
ENS ____	Ensemble Elective (2)	1
FRJR ____	Freshman Jury	0
MUE 216	Four-Part Harmony 1	3
MUS 122	Sight Singing 2	1
MUS 124	Ear Training 2	1
MUS 186	Keyboard Skills 2	1
PSY 101	General Psychology	3
SPA 102	Spanish 2	3
	<b>Total</b>	<b>18</b>
<b>Semester 3</b>		
AML 241	Applied Music Lesson 3	2
ENS ____	Ensemble Elective (2)	1
MUE 217	Four-Part Harmony 2	3
MUH 204	World Music	3
MUH 312	Medieval/Renaissance Era	2
MUS 221	Sight Singing 3	1
MUS 223	Ear Training 3	1
MUS 285	Keyboard Skills 3	1
SPE ____	Oral Communication Competency Elective	3
	<b>Total</b>	<b>17</b>
<b>Semester 4</b>		
AML 242	Applied Music Lesson 4	2
ENS ____	Ensemble Elective (4)	1
MUE 220	Guitar Methods	1
MUE 240	Percussion Methods	1
MUE 250	Upper Strings Methods 1	1
MUH 314	Baroque/Classical Era	2
MUS 218	Form and Analysis	3
MUS 222	Sight Singing 4	1
MUS 224	Ear Training 4	1
MUS 261	Computer Music Notation	3
MUS 286	Keyboard Skills 4	1
SOJR ____	Sophomore Jury	0
	<b>Total</b>	<b>17</b>



	<b>Semester 5</b>	
AML 341	Applied Music Lesson 5	2
EDU 331	School and Society	3
ENS ____	Ensemble Elective (5)	1
MUE 260	Brass Methods 1	1
MUE 270	Lower Strings Methods 1	1
MUH 309	Romantic Era	2
MUS 314 or MUS 395	Arranging or Orchestration 1	2
MUS 393	Instrumental Conducting	2
SCI 131	Human Biology	3
	<b>Total</b>	<b>17</b>
	<b>Semester 6</b>	
AML 342	Applied Music Lesson 6	2
EDU 318	Elementary Music Education Methods	2
EDU 320	Choral Music Education Methods	2
EDU 333	Keyboard Methods for the Teacher 1	2
EDU 451	Health and Learning Disabilities	3
ENS ____	Ensemble Elective (6)	1
JRJR ____	Junior Jury	0
MUE 280	Woodwinds Methods 1	1
MUH 308	20th Century Music	2
MUS 394	Choral Conducting	2
	<b>Total</b>	<b>17</b>
	<b>Semester 7</b>	
AML 441	Applied Music Lesson 7	2
EDU 314	Literacy in Schools	3
EDU 319	Secondary Music Education Methods	2
EDU 334	Keyboard Methods for the Teacher 2	2
EDU 420	Teaching Practicum	2
ENS ____	Ensemble Elective (7)	1
MUE 400	Content Specialty Test Preparation	2
SOC 301	Cultural Diversity	3
SRRE ____	Senior Recital	0
	<b>Total</b>	<b>17</b>
	<b>Semester 8</b>	
EDU 421	Student Teaching	12
	<b>Total</b>	<b>12</b>
	<b>Total Program</b>	<b>133</b>

## **Theatre Arts Program, B.F.A.**

*HEGIS Code 1007.00*

*Inventory of Registered Program Code: 22134*

### **Overview**

The Theatre Arts Program develops knowledge, skill, and conservatory training in acting, singing, dancing, and theatrical design and technology. The Program provides a broad range of experiences in multiple classes and shows, enabling students to prepare for careers in theatre, film, television, internet, and other multi-media productions that incorporate comedy, tragedy, drama, musicals, and video. Close to New York City, the Theatre Program utilizes the proximity by regularly inviting professional guest directors from Broadway and movies to direct our productions and offer master classes.

### **Concentration Component**

Students in the Theatre Arts Program select one of the following concentrations. The 24 credits in the selected concentration, together with the 36 credits in Liberal Arts/Common Core, and 51 credits in Theatre Arts Courses, and 9 Electives constitute the 120-credit requirement for the Bachelor Fine Arts in the Theatre Arts Program.

### **Concentrations**

#### **Acting Concentration**

The Acting Concentration in Theatre Arts prepares students for in-depth study of the Stanislavsky System, including training that incorporates the scene study techniques of the great acting teachers: Meisner, Adler, Strasberg, Hagen, Michael Chekhov, Vakhtangov, and Grotowski. Additionally, students participate in stage combat, Laban movement, Viewpoints, voice and diction, accents and dialects, Alexander and Feldenkrais technique, acting for camera, and Shakespeare and Classical acting, culminating in a Senior Showcase for agents, casting directors, and other industry professionals.

#### **Musical Theatre Concentration**

The Musical Theatre Concentration in Theatre Arts prepares students for the necessary triple-threat of acting, singing, and dancing. Along with the acting training, musical theatre students participate in private, one-on-one singing lessons every semester, and dance classes every semester in Jazz, Tap, Ballet, Modern, Hip-Hop, and Theatrical Dancing. Students also study singing techniques for Cabaret and Choral performances, audition techniques, and culminate their work in a Senior Showcase for agents, casting directors, and other industry professionals.

#### **Theatrical Design and Technology Concentration**

The Design and Technology Concentration in Theatre Arts prepares students for work in the five areas of their professional career: set design, lighting design, costume design, stage management, and technical director. Students participate in every aspect for set, light, and costume construction, as well as designing in areas of interest. Students also participate in United States Institute of Technology and Stage Source in Boston, showcasing their work to industry professionals.

## Program Course Requirements

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC ____ - Diversity Competency Elective; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
Theatre Arts Specialty Courses	
THR 111 - Introduction to Stagecraft; Credits: 3	
THR 121 - Acting 1; Credits: 3	
THR 124 - Acting 2; Credits: 3	
THR 221 - Acting 3; Credits: 3	
THR 224 - Acting 4; Credits: 3	
THR 171 - Production/Rehearsal/Performance 1; Credits: 1	
THR 174 - Production/Rehearsal/Performance 2; Credits: 1	
THR 271 - Production/Rehearsal/Performance 3; Credits: 1	
THR 274 - Production/Rehearsal/Performance 4; Credits: 1	
THR 371 - Production/Rehearsal/Performance 5; Credits: 1	
THR 270 - Stage Management; Credits: 3	
THR 280 - Set Design; Credits: 3	
THR 360 - Theatre Management; Credits: 3	
THR 370 - Directing; Credits: 3	
THR 380 - Costume Design/Makeup; Credits: 3	
THR 388 - Stage Lighting; Credits: 3	
THR 478 - Senior Project/Showcase; Credits: 3	
THR ____ - Advanced Experience Elective (1); Credits: 3	
THR ____ - Advanced Experience Elective (2); Credits: 3	
THR ____ - Intensive Theatre Arts Training Elective (1); Credits: 4	
Total Theatre Arts Specialty Course Credits: 51	
Electives	
ELECT ____ - 3 Credit Elective (1); Credits: 3	
ELECT ____ - 3 Credit Elective (2); Credits: 3	
ELECT ____ - 3 Credit Elective (3); Credits: 3	
Total Elective Credits: 9	
Additional Liberal Arts and Sciences	
ENG 204 - Script Writing; Credits: 3	
THH 191 - Introduction to Theatre; Credits: 3	
THH 391 - Theatre History Before 1900; Credits: 3	
THH 392 - Theatre History After 1900; Credits: 3	
THH ____ - Musical Theatre History Elective (1); Credits: 3	
Total Additional Liberal Arts and Sciences Credits: 15	
Concentration Component	
Theatre Arts, Acting Concentration, B.F.A.	
Theatre Arts, Musical Theatre Concentration, B.F.A.	
Theatre Arts, Theatrical Design and Technology Concentration, B.F.A.	
Total Concentration Component Credits: 24	
Total Program Credits: 120	

# Theatre Arts Program

## Acting Concentration

### Bachelor of Fine Arts (B.F.A.) Degree

HEGIS Code: 1007.00

Inventory of Registered Program Code: 22134

## Overview

The Theatre Arts Program develops knowledge, skill, and conservatory training in acting, singing, dancing, and theatrical design and technology. The Program provides a broad range of experiences in multiple classes and shows, enabling students to prepare for careers in theatre, film, television, internet, and other multi-media productions that incorporate comedy, tragedy, drama, musicals, and video. Close to New York City, the Theatre Program utilizes the proximity by regularly inviting professional guest directors from Broadway and movies to direct our productions and offer master classes.

## Concentration Component

Students in the Theatre Arts Program select one of the following concentrations. The 24 credits in the selected concentration, together with the 36 credits in Liberal Arts/Common Core, and 51 credits in Theatre Arts Courses, and 9 Electives constitute the 120-credit requirement for the Bachelor Fine Arts in the Theatre Arts Program.

## Acting Concentration Overview

The Acting Concentration in Theatre Arts prepares students for in-depth study of the Stanislavsky System, including training that incorporates the scene study techniques of the great acting teachers: Meisner, Adler, Strasberg, Hagen, Michael Chekhov, Vakhtangov, and Grotowski. Additionally, students participate in stage combat, Laban movement, viewpoints, voice and diction, accents and dialects, Alexander and Feldenkrais technique, acting for camera, and Shakespeare and Classical acting, culminating in a Senior Showcase for agents, casting directors, and other industry professionals.

### Acting Concentration

THR 240 - Accents and Dialects; Credits: 3
THR 321 - Acting 5; Credits: 3
THR 324 - Acting 6; Credits: 3
THR 421 - Acting 7; Credits: 3
THR 424 - Acting 8; Credits: 3
<b>Acting Technique Electives (9 Credits)</b>
TML 151 - Voice Lessons for Theatre 1; Credits: 1
TML 152 - Voice Lessons for Theatre 2; Credits: 1
THH 491 - Golden Age of American Musicals; Credits: 3
THH 492 - Modern American Musicals; Credits: 3
THR 131 - Ballet Techniques; Credits: 1
THR 134 - Jazz Dancing 1; Credits: 1
THR 136 - Tap Dancing 1; Credits: 1
THR 137 - Tap Dancing 2; Credits: 1
THR 141 - Movement for Actors; Credits: 3
THR 246 - Improvisation; Credits: 3
THR 331 - Contemporary Dancing; Credits: 1
THR 334 - Theatrical Dancing; Credits: 1
THR 410 - Theatre Workshop; Credits: 3
<b>Total Concentration Credits: 24</b>

## Program Course Requirements

The courses below are required of all students in the Theatre Arts Program.

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC ____ - Diversity Competency Elective; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
Theatre Arts Content Specialty Courses	
THR 111 - Introduction to Stagecraft; Credits: 3	
THR 121 - Acting 1; Credits: 3	
THR 124 - Acting 2; Credits: 3	
THR 221 - Acting 3; Credits: 3	
THR 224 - Acting 4; Credits: 3	
THR 171 - Production/Rehearsal/Performance 1; Credits: 1	
THR 174 - Production/Rehearsal/Performance 2; Credits: 1	
THR 271 - Production/Rehearsal/Performance 3; Credits: 1	
THR 274 - Production/Rehearsal/Performance 4; Credits: 1	
THR 371 - Production/Rehearsal/Performance 5; Credits: 1	
THR 270 - Stage Management; Credits: 3	
THR 280 - Set Design; Credits: 3	
THR 360 - Theatre Management; Credits: 3	
THR 370 - Directing; Credits: 3	
THR 380 - Costume Design/Makeup; Credits: 3	
THR 388 - Stage Lighting; Credits: 3	
THR 478 - Senior Project/Showcase; Credits: 3	
THR ____ - Advanced Experience Elective (1); Credits: 3	
THR ____ - Advanced Experience Elective (2); Credits: 3	
THR ____ - Intensive Theatre Arts Training Elective (1); Credits: 1	
THR ____ - Intensive Theatre Arts Training Elective (2); Credits: 3	
Total Theatre Arts Content Specialty Course Credits: 51	
Electives	
ELECT ____ - 3 Credit Elective (1); Credits: 3	
ELECT ____ - 3 Credit Elective (2); Credits: 3	
ELECT ____ - 3 Credit Elective (3); Credits: 3	
Total Elective Course Credits: 9	
Additional Liberal Arts and Science Courses	
ENG 204 - Script Writing; Credits: 3	
THH 191 - Introduction to Theatre; Credits: 3	

THH 391 - Theatre History Before 1900; Credits: 3
THH 392 - Theatre History After 1900; Credits: 3
THH ____ - Musical Theatre History Elective (1); Credits: 3
<b>Total Additional Liberal Arts and Science Courses: 15</b>
<b>Acting Concentration Component</b>
THR 240 - Accents and Dialects; Credits: 3
THR 321 - Acting 5; Credits: 3
THR 324 - Acting 6; Credits: 3
THR 421 - Acting 7; Credits: 3
THR 424 - Acting 8; Credits: 3
<b>Acting Technique Electives (9 Credits)</b>
TML 151 - Voice Lessons for Theatre 1; Credits: 1
TML 152 - Voice Lessons for Theatre 2; Credits: 1
THH 491 - Golden Age of American Musicals; Credits: 3
THH 492 - Modern American Musicals; Credits: 3
THR 131 - Ballet Techniques; Credits: 1
THR 134 - Jazz Dancing 1; Credits: 1
THR 136 - Tap Dancing 1; Credits: 1
THR 137 - Tap Dancing 2; Credits: 1
THR 141 - Movement for Actors; Credits: 3
THR 246 - Improvisation; Credits: 3
THR 331 - Contemporary Dancing; Credits: 1
THR 334 - Theatrical Dancing; Credits: 1
THR 410 - Theatre Workshop; Credits: 3
<b>Total Acting Concentration Courses: 24</b>
<b>Total Program Credits: 120</b>

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
ENG 101	English Composition 1	3
SPE ____	Oral Communication Competency Elective	3
THH 191	Introduction to Theatre	3
THR 111	Introduction to Stagecraft	3
THR 121	Acting 1	3
THR 171	Production/Rehearsal/Performance 1	1
	<b>Total</b>	<b>16</b>
<b>Semester 2</b>		
ENG 102	English Composition 2	3
PSY 101	General Psychology	3
THR 124	Acting 2	3
THR 174	Production/Rehearsal/Performance 2	1
THR ____	Acting Technique Elective (1)	3
THR ____	Advanced Experience Elective (1)	3
	<b>Total</b>	<b>16</b>
<b>Semester 3</b>		
MAT ____	Quantitative Competency Elective	3
SOC ____	Diversity Competency Elective	3
THH 391	Theatre History Before 1900	3
THR 221	Acting 3	3
THR 240	Accents and Dialects	3
THR 271	Production/Rehearsal/Performance 3	1
	<b>Total</b>	<b>16</b>
<b>Semester 4</b>		
SCI ____	Scientific Competency Elective	3
THH 392	Theatre History After 1900	3
THR 224	Acting 4	3
THR 270	Stage Management	3
THR 274	Production/Rehearsal/Performance 4	1
THR ____	Acting Technique Elective (2)	3
	<b>Total</b>	<b>16</b>
<b>Semester 5</b>		
THH ____	Musical Theatre History Elective (1)	3
THR 321	Acting 5	3
THR 360	Theatre Management	3
THR 371	Production/Rehearsal/Performance 5	1
THR ____	Acting Technique Elective (3)	3
THR ____	Intensive Theatre Arts Training Elective (1)	1
	<b>Total</b>	<b>14</b>

	<b>Semester 6</b>	
ELECT ____	3 Credit Elective (1)	3
ENG 204	Script Writing	3
THR 324	Acting 6	3
THR 370	Directing	3
THR 380	Costume Design/Makeup	3
	<b>Total</b>	<b>15</b>
	<b>Semester 7</b>	
ELECT ____	3 Credit Elective (2)	3
THR 280	Set Design	3
THR 388	Stage Lighting	3
THR 421	Acting 7	3
THR ____	Advanced Experience Elective (2)	3
	<b>Total</b>	<b>15</b>
	<b>Semester 8</b>	
ELECT ____	3 Credit Elective (3)	3
THR 424	Acting 8	3
THR 478	Senior Project/Showcase	3
THR ____	Intensive Theatre Arts Training Elective (2)	3
	<b>Total</b>	<b>12</b>
	<b>Total Program</b>	<b>120</b>



## Theatre Arts Program

### Musical Theatre Concentration

### Bachelor of Fine Arts (B.F.A.) Degree

HEGIS Code: 1007.00

Inventory of Registered Program Code: 22134

#### Overview

The Theatre Arts Program develops knowledge, skill, and conservatory training in acting, singing, dancing, and theatrical design and technology. The Program provides a broad range of experiences in multiple classes and shows, enabling students to prepare for careers in theatre, film, television, internet, and other multi-media productions that incorporate comedy, tragedy, drama, musicals, and video. Close to New York City, the Theatre Program utilizes the proximity by regularly inviting professional guest directors from Broadway and movies to direct our productions and offer master classes.

#### Musical Theatre Concentration Overview

The Musical Theatre Concentration in Theatre Arts prepares students for the necessary triple-threat of acting, singing, and dancing. Along with the acting training, musical theatre students participate in private, one-on-one singing lessons every semester, and dance classes every semester in Jazz, Tap, Ballet, Modern, Hip-Hop, and Theatrical Dancing. Students also study singing techniques for Cabaret and Choral performances, audition techniques, and culminate their work in a Senior Showcase for agents, casting directors, and other industry professionals.

#### Musical Theatre Concentration

ENS 310 - Broadway Bound; Credits: 1
MUS 121 - Sight Singing 1; Credits: 1
MUS 185 - Keyboard Skills 1; Credits: 1
THR 134 - Jazz Dancing 1; Credits: 1
THR 136 - Tap Dancing 1; Credits: 1
THR 331 - Contemporary Dancing; Credits: 1
THR 334 - Theatrical Dancing; Credits: 1
THR 351 - Acting Through Song; Credits: 1
<b>Musical Theatre History Electives (</b>
<i>Students choose one of the following:</i>
THH 491 - Golden Age of American Musicals; Credits: 3 or THH 492 – Modern American Musicals; Credits: 3
<b>Musical Theatre Technique Electives</b>
<i>(Students choose from the follow for a total of 5 credits)</i>
THR 135 - Jazz Dancing 2; Credits: 1
THR 137 - Tap Dancing 2; Credits: 1
THR 141 - Movement for Actors; Credits: 3
THR 246 - Improvisation; Credits: 3
THR 410 - Theatre Workshop; Credits: 3
<b>Theatre Music Lessons</b>
TML 151 - Voice Lessons for Theatre 1; Credits: 1
TML 152 - Voice Lessons for Theatre 2; Credits: 1
TML 251 - Voice Lessons for Theatre 3; Credits: 1
TML 252 - Voice Lessons for Theatre 4; Credits: 1
TML 351 - Voice Lessons for Theatre 5; Credits: 1
TML 352 - Voice Lessons for Theatre 6; Credits: 1
TML 451 - Voice Lessons for Theatre 7; Credits: 1
TML 452 - Voice Lessons for Theatre 8; Credits: 1
<b>Total Concentration Credits: 24</b>

## Program Course Requirements

The courses below are required of all students in the Theatre Arts Program.

Common Core	
ENG 101 - English Composition 1; Credits: 3	
ENG 102 - English Composition 2; Credits: 3	
MAT ____ - Quantitative Competency Elective; Credits: 3	
PSY 101 - General Psychology; Credits: 3	
SCI ____ - Scientific Competency Elective; Credits: 3	
SOC ____ - Diversity Competency Elective; Credits: 3	
SPE ____ - Oral Communication Competency Elective; Credits: 3	
Total Common Core Credits: 21	
Theatre Arts Content Specialty Courses	
THR 111 - Introduction to Stagecraft; Credits: 3	
THR 121 - Acting 1; Credits: 3	
THR 124 - Acting 2; Credits: 3	
THR 221 - Acting 3; Credits: 3	
THR 224 - Acting 4; Credits: 3	
THR 171 - Production/Rehearsal/Performance 1; Credits: 1	
THR 174 - Production/Rehearsal/Performance 2; Credits: 1	
THR 271 - Production/Rehearsal/Performance 3; Credits: 1	
THR 274 - Production/Rehearsal/Performance 4; Credits: 1	
THR 371 - Production/Rehearsal/Performance 5; Credits: 1	
THR 270 - Stage Management; Credits: 3	
THR 280 - Set Design; Credits: 3	
THR 360 - Theatre Management; Credits: 3	
THR 370 - Directing; Credits: 3	
THR 380 - Costume Design/Makeup; Credits: 3	
THR 388 - Stage Lighting; Credits: 3	
THR 478 - Senior Project/Showcase; Credits: 3	
THR ____ - Advanced Experience Elective (1); Credits: 3	
THR ____ - Advanced Experience Elective (2); Credits: 3	
THR ____ - Intensive Theatre Arts Training Elective (1); Credits: 1	
THR ____ - Intensive Theatre Arts Training Elective (2); Credits: 3	
Total Theatre Arts Content Specialty Course Credits: 51	
Electives	
ELECT ____ - 3 Credit Elective (1); Credits: 3	
ELECT ____ - 3 Credit Elective (2); Credits: 3	
ELECT ____ - 3 Credit Elective (3); Credits: 3	
Total Elective Course Credits: 9	
Additional Liberal Arts and Science Courses	
ENG 204 - Script Writing; Credits: 3	
THH 191 - Introduction to Theatre; Credits: 3	
THH 391 - Theatre History Before 1900; Credits: 3	
THH 392 - Theatre History After 1900; Credits: 3	
THH ____ - Musical Theatre History Elective (1); Credits: 3	
Total Additional Liberal Arts and Science Courses: 15	

<b>Musical Theatre Concentration Component</b>	
ENS 310 - Broadway Bound; Credits: 1	
MUS 121 - Sight Singing 1; Credits: 1	
MUS 185 - Keyboard Skills 1; Credits: 1	
THR 134 - Jazz Dancing 1; Credits: 1	
THR 136 - Tap Dancing 1; Credits: 1	
THR 331 - Contemporary Dancing; Credits: 1	
THR 334 - Theatrical Dancing; Credits: 1	
THR 351 - Acting Through Song; Credits: 1	
TML 151 - Voice Lessons for Theatre 1; Credits: 1	
TML 152 - Voice Lessons for Theatre 2; Credits: 1	
TML 251 - Voice Lessons for Theatre 3; Credits: 1	
TML 252 - Voice Lessons for Theatre 4; Credits: 1	
TML 351 - Voice Lessons for Theatre 5; Credits: 1	
TML 352 - Voice Lessons for Theatre 6; Credits: 1	
TML 451 - Voice Lessons for Theatre 7; Credits: 1	
TML 452 - Voice Lessons for Theatre 8; Credits: 1	
<b>Musical Theatre History Elective (3 Credits)</b>	
THH 491 - Golden Age of American Musicals; Credits: 3 or	
THH 492 - Modern American Musicals; Credits: 3	
<b>Musical Theatre Technique Electives (5 Credits)</b>	
THR 135 - Jazz Dancing 2; Credits: 1	
THR 137 - Tap Dancing 2; Credits: 1	
THR 141 - Movement for Actors; Credits: 3	
THR 246 - Improvisation; Credits: 3	
THR 410 - Theatre Workshop; Credits: 3	
<b>Total Acting Concentration Courses: 24</b>	
<b>Total Program Credits: 120</b>	

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
ENG 101	English Composition 1	3
THH 191	Introduction to Theatre	3
THR 111	Introduction to Stagecraft	3
THR 121	Acting 1	3
THR 171	Production/Rehearsal/Performance 1	1
THR ____	Intensive Theatre Arts Training Elective (1)	1
TML 151	Voice Lessons for Theatre 1	1
	<b>Total</b>	<b>15</b>
<b>Semester 2</b>		
ENG 102	English Composition 2	3
PSY 101	General Psychology	3
SPE ____	Oral Communication Competency Elective	3
THR 124	Acting 2	3
THR 134	Jazz Dancing 1	1
THR 174	Production/Rehearsal/Performance 2	1
TML 152	Voice Lessons for Theatre 2	1
	<b>Total</b>	<b>15</b>
<b>Semester 3</b>		
SCI ____	Scientific Competency Elective	3
THH 391	Theatre History Before 1900	3
THR 136	Tap Dancing 1	1
THR 136	Acting 3	3
THR 271	Production/Rehearsal/Performance 3	1
THR ____	Advanced Experience Elective (1)	3
TML 251	Voice Lessons for Theatre 3	1
	<b>Total</b>	<b>15</b>
<b>Semester 4</b>		
MUS 121	Sight Singing 1	1
MUS 185	Keyboard Skills 1	1
THH 392	Theatre History After 1900	3
THH 491	Golden Age of American Musicals	3
THR 224	Acting 4	3
THR 270	Stage Management	3
THR 274	Production/Rehearsal/Performance 4	1
TML 252	Voice Lessons for Theatre 4	1
	<b>Total</b>	<b>16</b>

	<b>Semester 5</b>	
ENS 310	Broadway Bound	1
SOC ____	Diversity Competency Elective	3
THH 492	Modern American Musicals	3
THR 351	Acting Through Song	1
THR 360	Theatre Management	3
THR 371	Production/Rehearsal/Performance 5	1
THR ____	Musical Theatre Technique (1)	1
THR ____	Musical Theatre Technique (2)	1
TML 351	Voice Lessons for Theatre 5	1
	<b>Total</b>	<b>15</b>
	<b>Semester 6</b>	
ENG 204	Script Writing	3
MAT ____	Quantitative Competency Elective	3
THR 331	Contemporary Dancing	1
THR 334	Theatrical Dancing	1
THR 370	Directing	3
THR 380	Costume Design/Makeup	3
TML 352	Voice Lessons for Theatre 6	1
	<b>Total</b>	<b>15</b>
	<b>Semester 7</b>	
ELECT ____	3 Credit Elective (1)	3
THR 280	Set Design	3
THR 388	Stage Lighting	3
THR 478	Senior Project/Showcase	3
THR ____	Intensive Theatre Arts Training Elective (2)	3
TML 451	Voice Lessons for Theatre 7	1
	<b>Total</b>	<b>16</b>
	<b>Semester 8</b>	
ELECT ____	3 Credit Elective (2)	3
ELECT ____	3 Credit Elective (3)	3
THR ____	Musical Theatre Technique (3)	1
THR ____	Musical Theatre Technique (4)	1
THR ____	Musical Theatre Technique (5)	1
THR ____	Advanced Experience Elective (2)	3
TML 452	Voice Lessons for Theatre 8	1
	<b>Total</b>	<b>13</b>
	<b>Total Program</b>	<b>120</b>

**Theatre Arts Program**  
**Theatrical Design/Technology Concentration**  
**Bachelor of Fine Arts (B.F.A.) Degree**

*HEGIS Code: 1007.00*

*Inventory of Registered Program Code: 22134*

**Overview**

The Design and Technology Concentration in Theatre Arts prepares students for work in the five areas of their professional career: set design, lighting design, costume design, stage management, and technical director. Students participate in every aspect for set, light, and costume construction, as well as designing in areas of interest. Students also participate in United States Institute of Technology and Stage Source in Boston, showcasing their work to industry professionals.

**Theatrical Design/Technology Concentration**

MAC 150 - Introduction to Live Sound; Credits: 3
THR 383 - Advanced Set Design; Credits: 3
THR 481 - Rendering for the Stage; Credits: 3
THR 484 - Advanced Stage Lighting; Credits: 3
THR ____ - Design/Technology Technique Elective (1); Credits: 3
THR ____ - Design/Technology Technique Elective (2); Credits: 3
THR ____ - Design/Technology Technique Elective (3); Credits: 3
THR ____ - Design/Technology Technique Elective (4); Credits: 3
<b>Total Concentration Credits: 24</b>

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
ENG 101	English Composition 1	3
SPE ____	Oral Communication Competency Elective	3
THH 191	Introduction to Theatre	3
THR 111	Introduction to Stagecraft	3
THR 121	Acting 1	3
THR 171	Production/Rehearsal/Performance 1	1
	<b>Total</b>	<b>16</b>
<b>Semester 2</b>		
ENG 102	English Composition 2	3
MAC 150	Introduction to Live Sound	3
PSY 101	General Psychology	3
THR 124	Acting 2	3
THR 174	Production/Rehearsal/Performance 2	1
THR ____	Advanced Experience Elective (1)	3
	<b>Total</b>	<b>16</b>
<b>Semester 3</b>		
MAT ____	Quantitative Competency Elective	3
SOC ____	Diversity Competency Elective	3
THR 221	Acting 3	3
THR 270	Stage Management	3
THR 271	Production/Rehearsal/Performance 3	1
THR 280	Set Design	3
	<b>Total</b>	<b>16</b>
<b>Semester 4</b>		
SCI ____	Scientific Competency Elective	3
THH 392	Theatre History After 1900	3
THR 224	Acting 4	3
THR 274	Production/Rehearsal/Performance 4	1
THR 360	Theatre Management	3
THR ____	Design/Technology Technique Elective (1)	3
	<b>Total</b>	<b>16</b>
<b>Semester 5</b>		
THH ____	Musical Theatre History Elective (1)	3
THR 371	Production/Rehearsal/Performance 5	1
THR 380	Costume Design/Makeup	3
THR ____	Advanced Experience Elective (2)	3
THR ____	Design/Technology Technique Elective (2)	3
	<b>Total</b>	<b>13</b>

	<b>Semester 6</b>	
ENG 204	Script Writing	3
THR 370	Directing	3
THR 388	Stage Lighting	3
THR ____	Design/Technology Technique Elective (3)	3
THR ____	Intensive Theatre Arts Training Elective (1)	3
	<b>Total</b>	<b>15</b>
	<b>Semester 7</b>	
ELECT ____	3 Credit Elective (1)	3
THH 391	Theatre History Before 1900	3
THR 481	Rendering for the Stage	3
THR 484	Advanced Stage Lighting	3
THR ____	Design/Technology Technique Elective (4)	3
THR ____	Intensive Theatre Arts Training Elective (2)	1
	<b>Total</b>	<b>16</b>
	<b>Semester 8</b>	
ELECT ____	3 Credit Elective (2)	3
ELECT ____	3 Credit Elective (3)	3
THR 383	Advanced Set Design	3
THR 478	Senior Project/Showcase	3
	<b>Total</b>	<b>12</b>
	<b>Total Program</b>	<b>120</b>



# Master of Music

## Jazz/Commercial Music Overview, M.M.

HEGIS Code: 1004.00

Inventory of Registered Program Code: 21158

### Degree Requirements

The graduate program in Jazz/Commercial Music is offered with concentrations in Performance, Composition/Arranging, Music History, and Music Technology. It provides qualified students the opportunity to advance their study and research in the field of music and earn a Master of Music degree (M.M.).

The program is designed to meet the needs of professional musicians, audio recording engineers, music business executives, multimedia specialists, and active professionals working in the music industry, music education, or a music related field.

Courses of study are flexible and designed to complement past experience and assist students in reaching current and future goals. Students meet each semester with the Graduate Advisor to plan their academic program. Candidates for the degree have the opportunity to perform with an ensemble during each semester of study.

Students must satisfactorily complete at least 36 credits of approved graduate courses with a minimum G.P.A. of 3.0. Twenty-four (24) of these credits must be completed in residence in order to be eligible for the Master's Degree. Undergraduate courses (100-400 level) may not be counted for credit toward a Master's Degree.

The graduate program leading to the Master of Music Degree is planned for three semesters of full-time study. Many students, however, take two years or more to complete all requirements. Graduate courses are scheduled for the late afternoon or early evening for the convenience of working students.

### Concentration Component

Students in the graduate program in Jazz/Commercial Music take the courses in the music core and select one of the concentrations listed below. The 12 credits in the music core and the 18 credits in the selected concentration, together with the 6 credits of electives complete the 36-credit requirement for the Master of Music Degree.

### Transfer Credit

Students who have taken graduate work at another institution may transfer up to twelve (12) credits toward the Master of Music degree if the course work was taken within a three-year period preceding matriculation at Five Towns College. The number of credits and type of course work transferred must be approved by the Graduate Admissions Committee. Students planning to take graduate courses for transfer credit at other institutions must have advance approval in writing from the Academic Affairs Office.

### Admissions Standards

All candidates for admission are expected to demonstrate musical skills and a commitment to the advancement of their personal and professional accomplishments. Completion of a bachelor's degree in music or a related field with at least 36 credits of applied music courses and a 2.75 G.P.A. is required for admission.

### Comprehensive Examination

The comprehensive examination gives graduate music students an opportunity to demonstrate intellectual mastery and fluency in music theory, music history, and their area of specialty. The comprehensive exam consists of two parts: a written exam (90 minutes) and an oral exam (30-45 minutes) tailored to the student's program and area of emphasis. A passing grade will allow the student to continue on the path towards graduation, while a failing grade will require the student to re-take portions of the exam at the discretion of the committee.

### Recitals/Project

The Master of Music Program requires performance and composition majors to study with a member of the college faculty while matriculated for a degree, and present a Graduate Recital at the end of their studies with accompanying program notes. An approved final project is required of degree candidates in all other concentrations.

## **Graduation Requirements**

Candidates for the Master's Degree must complete all requirements within five years of the date of matriculation:

1. Satisfactory completion of thirty-six (36) credits of course work that are designed to have the student acquire knowledge, expertise, and research skills in the field.
2. Passing the comprehensive exam.
3. A minimum of 24 credits at the College.
4. A minimum Grade Point Average of 3.0.
5. A minimum grade of B in all concentration courses.
6. A research project or recital approved by the Graduate Advisor.

If continuous matriculation has not been maintained, a reevaluation of credentials will be required.

## **Concentrations**

**Composition/Arranging Concentration**

**Music History Concentration**

**Music Performance Concentration**

**Music Technology Concentration**

## Program Course Requirements

The courses below are required of all students in the Jazz/Commercial Music Program.

Music Core	
EDU 551 - Research Methods and Materials; Credits: 3	
MUH ____ - Music History Elective 500-800 Level (1); Credits: 3	
MUS ____ - Music Technology Elective (1); Credits: 3	
MUS ____ - Music Theory/Analysis Course (1); Credits: 3	
Total Music Core Credits: 12	
Electives	
ELECT ____ - 3 Credit Elective (1); Credits: 3	
ELECT ____ - 3 Credit Elective (2); Credits: 3	
Total Elective Credits: 6	
Concentration Component	
Jazz/Commercial Music, Composition/Arranging Concentration, M.M.	
Jazz/Commercial Music, Music History Concentration, M.M.	
Jazz/Commercial Music, Music Performance Concentration, M.M.	
Jazz/Commercial Music, Music Technology Concentration, M.M.	
Total Concentration Credits: 18	
Total Program Credits: 36	

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**Jazz/Commercial Music Program**  
**Composition/Arranging Concentration**  
**Master of Music (M.M.) Degree**

HEGIS Code 1004.00

Inventory of Registered Program Code: 21158

**Composition/Arranging Concentration**

<b>Composition/Arranging Concentration Courses</b>	
MUS 614 - Composers Workshop 1; Credits: 3	
MUS ____ - Composition/Arranging Elective (1); Credits: 3	
MUS ____ - Composition/Arranging Elective (2); Credits: 3	
MUS ____ - Music Elective (1); Credits: 3	
<b>Total Composition/Arranging Concentration Credits: 12</b>	
<b>Recital Component</b>	
AML 541 - Applied Music Lesson 1; Credits: 2	
AML 542 - Applied Music Lesson 2; Credits: 2	
AML 641 - Applied Music Lesson 3; Credits: 2	
<b>Total Recital Credits: 6</b>	
<b>Total Concentration Credits: 18</b>	

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
AML 541	Applied Music Lesson 1	2
MUS 614	Composers Workshop 1	3
ELECT ____	1 Credit Elective (1)	1
EDU 551	Research Methods and Materials	3
MUS ____	Music Technology Elective (1)	3
	<b>Total</b>	<b>12</b>
<b>Semester 2</b>		
AML 542	Applied Music Lesson 2	2
ELECT ____	1 Credit Elective (2)	1
MUH ____	Music History Elective 500-800 Level (1)	3
MUS ____	Composition/Arranging Elective (1)	3
MUS ____	Music Elective (1)	3
	<b>Total</b>	<b>12</b>
<b>Semester 3</b>		
AML 641	Applied Music Lesson 3	2
ELECT ____	1 Credit Elective (3)	1
ELECT ____	3 Credit Elective (1)	3
MUS ____	Composition/Arranging Elective (2)	3
MUS ____	Music Theory/Analysis Course (1)	3
GRAD ____	Graduate Recital	0
	<b>Total</b>	<b>12</b>
	<b>Total Program:</b>	<b>36</b>

**Jazz/Commercial Music Program**  
**Music History Concentration**  
**Master of Music (M.M.) Degree**

HEGIS Code: 1004.00

Inventory of Registered Program Code: 21158

**Music History Concentration**

<b>Music History Concentration Courses</b>	
MUH ____	- Music History Elective 500-800 Level (1); Credits: 3
MUH ____	- Music History Elective 500-800 Level (2); Credits: 3
MUH ____	- Music History Elective 500-800 Level (3); Credits: 3
MUH ____	- Music History Elective 500-800 Level (4); Credits: 3
<b>Total Music History Concentration Course Credit: 12</b>	
<b>Project Component</b>	
MUS 552	- Project Seminar 1; Credits: 3
MUS 553	- Project Seminar 2; Credits: 3
<b>Total Project Credits: 6</b>	
<b>Total Concentration Credits: 18</b>	

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
EDU 551	Research Methods and Materials	3
MUH ____	Music History Elective 500-800 Level (1)	3
ELECT ____	3 Credit Elective (1)	3
MUS ____	Music Technology Elective (1)	3
	<b>Total</b>	<b>12</b>
<b>Semester 2</b>		
MUH ____	Music History Elective 500-800 Level (2)	3
MUH ____	Music History Elective 500-800 Level (3)	3
MUS 552	Project Seminar 1	3
ELECT ____	3 Credit Elective (2)	3
	<b>Total</b>	<b>12</b>
<b>Semester 3</b>		
MUH ____	Music History Elective 500-800 Level (4)	3
MUH ____	Music History Elective 500-800 Level (5)	3
MUS 553	Project Seminar 2	3
MUS ____	Music Theory/Analysis Course (1)	3
	<b>Total</b>	<b>12</b>
	<b>Total Program Credits:</b>	<b>36</b>

**Jazz/Commercial Music Program**  
**Music Performance Concentration**  
**Master of Music (M.M.) Degree**

HEGIS Code: 1004.00

Inventory of Registered Program Code: 21158

**Music Performance Concentration**

<b>Music Performance Concentration Courses</b>	
ENS ____	- Ensemble Elective (1); Credits: 1
ENS ____	- Ensemble Elective (2); Credits: 1
ENS ____	- Ensemble Elective (3); Credits: 1
MUS 521	- Advanced Improvisation; Credits: 3
MUS ____	- Music Performance Elective (1); Credits: 3
MUS ____	- Composition/Arranging Elective (1); Credits: 3
<b>Total Concentration Course Credits: 12</b>	
<b>Recital/Project Component</b>	
AML 541	- Applied Music Lesson 1; Credits: 2
AML 542	- Applied Music Lesson 2; Credits: 2
AML 641	- Applied Music Lesson 3; Credits: 2
<b>Total Recital/Project Credits: 6</b>	
<b>Total Concentration Credits: 18</b>	



## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
AML 541	Applied Music Lesson 1	2
EDU 551	Research Methods and Materials	3
ENS ____	Ensemble Elective (1)	1
MUS 521	Advanced Improvisation	3
MUS ____	Music Technology Elective (1)	3
	<b>Total</b>	<b>12</b>
<b>Semester 2</b>		
AML 542	Applied Music Lesson 2	2
ELECT ____	3 Credit Elective (1)	3
ENS ____	Ensemble Elective (2)	1
MUH ____	Music History Elective 500-800 Level (1)	3
MUS ____	Composition/Arranging Elective (1)	3
	<b>Total</b>	<b>12</b>
<b>Semester 3</b>		
AML 641	Applied Music Lesson 3	2
ELECT ____	3 Credit Elective (1)	3
ENS ____	Ensemble Elective (3)	1
MUS ____	Music Performance Elective (1)	3
MUS ____	Music Theory/Analysis Course (1)	3
GRAD ____	Graduate Recital	0
	<b>Total</b>	<b>12</b>
	<b>Total Program Credits:</b>	<b>36</b>

**Jazz/Commercial Music Program**  
**Music Technology Concentration**  
**Master of Music (M.M.) Degree**

*HEGIS Code: 1004.00*

*Inventory of Registered Program Code: 21158*

**Music Technology Concentration**

<b>Music Technology Concentration Courses</b>	
AUD 500 - Multitrack Audio Production; Credits: 3	
AUD 511 - Nonlinear Production; Credits: 3	
AUD 513 - Digital Nonlinear Production; Credits: 3	
AUD 521 - MIDI Concepts; Credits: 3	
<b>Total Music Technology Course Credits: 12</b>	
<b>Project Component</b>	
MUS 552 - Project Seminar 1; Credits: 3	
MUS 553 - Project Seminar 2; Credits: 3	
<b>Total Project Component Credits: 6</b>	
<b>Total Concentration Credits: 18</b>	

## Recommended Sequence of Courses

Course Code	Course Name	Credits
<b>Semester 1</b>		
AUD 500	Multitrack Audio Production	3
AUD 521	MIDI Concepts	3
EDU 551	Research Methods and Materials	3
MUS ____	Music Theory/Analysis Course (1)	3
	<b>Total</b>	<b>12</b>
<b>Semester 2</b>		
AUD 511	Nonlinear Production	3
ELECT ____	3 Credit Elective (1)	3
MUH ____	Music History Elective 500-800 Level (1)	3
MUS 552	Project Seminar 1	3
	<b>Total</b>	<b>12</b>
<b>Semester 3</b>		
AUD 513	Digital Nonlinear Production	3
ELECT ____	3 Credit Elective (2)	3
MUS 553	Project Seminar 2	3
MUS ____	Music Technology Elective (1)	3
	<b>Total</b>	<b>12</b>
	<b>Total Program Credits:</b>	<b>36</b>

## **Music Education Program, M.M.**

*HEGIS Code 1004.00*

*Inventory of Registered Program Code: 21158*

### **Degree Requirements**

The graduate program in Music Education requires satisfactory completion of thirty-six 36 credits of approved graduate courses including a research project and 25 hours of field experience. It is designed for those individuals who have Provisional/Initial Certification and wish to attain Professional Certification to teach grades K-12. Twenty-four (24) of these credits must be completed in residence in order to be eligible for the master's degree. The program provides qualified students the opportunity to advance their study and research in music education and earn a Master of Music degree (M.M.). All requirements must be completed within five years of the date of matriculation.

### **Admission Standards**

All applicants for admission are required to have Provisional/ Initial Certification and demonstrate by audition significant musical skills and a commitment to the advancement of their personal and professional accomplishments. Completion of an undergraduate major in music education with at least 36 credits of applied music courses and a 2.75 overall G.P.A. are required for admission.

Students in the graduate program in Music Education take 18 credits of music education courses, 12 credits of music core courses, and 6 elective credits to complete the 36- credit requirement for the Master of Music degree.

### **Graduation Requirements**

Candidates for the Master's Degree must complete all requirements within five years of the date of matriculation.

1. Satisfactory completion of thirty-six (36) credits of course work that are designed to have the student acquire knowledge, expertise, and research skills in the field.
2. 25 hours of field experience.
3. A minimum of 24 credits at the College.
3. A minimum Grade Point Average of 3.0.
5. A research project approved by the Graduate Advisor. If continuous matriculation has not been maintained, a reevaluation of credentials will be required.

## Program Course Requirements

The courses below are required of all students in the graduate program in Music Education leading to the Master of Music degree.

<b>Music Core</b>	
EDU 510 - Music in the Secondary School; Credits: 3	
EDU 531 - Current Issues in Education; Credits: 3	
EDU 542 - Music in the Elementary School; Credits: 3	
EDU 552 - Project Seminar 1; Credits: 3	
EDU 553 - Project Seminar 2; Credits: 3	
EDU 610 - Music Education Technology; Credits: 3	
<b>Total Music Core Credits: 18</b>	
<b>Additional Courses</b>	
EDU 551 - Research Methods and Materials; Credits: 3	
MUH ____ - Music History Elective 100-200 Level (1); Credits: 3	
MUS ____ - Music Theory/Analysis Course (1); Credits: 3	
MUS/ENS ____ - Performance Elective (1); Credits: 3	
<b>Total Additional Course Credits: 12</b>	
<b>Electives</b>	
ELECT ____ - 3 Credit Elective (1); Credits: 3	
ELECT ____ - 3 Credit Elective (2); Credits: 3	
<b>Total Elective Course Credits: 6</b>	
<b>Total Program Credits: 36</b>	

## Recommended Sequence of Courses

<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
<b>Semester 1</b>		
EDU 531	Current Issues in Education	3
EDU 551	Research Methods and Materials	3
MUH ____	Music History Elective 100-200 Level (1)	3
MUS ____	Music Theory/Analysis Course (1)	3
<b>Total</b>		<b>12</b>
<b>Semester 2</b>		
EDU 542	Music in the Elementary School	3
EDU 552	Project Seminar 1	3
ELECT ____	3 Credit Elective (1)	3
MUS/ENS ____	Performance Elective (1)	3
<b>Total</b>		<b>12</b>
<b>Semester 3</b>		
EDU 510	Music in the Secondary School	3
EDU 553	Project Seminar 2	3
EDU 610	Music Education Technology	3
ELECT ____	3 Credit Elective (2)	3
<b>Total</b>		<b>12</b>
<b>Total Program Credits:</b>		<b>36</b>

# Doctor of Musical Arts Degree

## Composition/Arranging, D.M.A.

HEGIS Code: 1004.10

### Overview

This program offers the student an opportunity to acquire training for a career as a composer and arranger or as a college teacher of music theory and composition. A thorough knowledge of contemporary harmony and a background in orchestration are essential for this degree.

The program in composition and arranging stresses creative activity emphasizing the development of a personal aesthetic expressible in sound. Competencies also include a broad knowledge of historical and contemporary compositional practices, music theory, history and criticism. The program involves the utilization and application of this knowledge to the compositional process.

Acceptance in the program in composition/arranging will be based upon an interview, audition, evidence of creative talent and a knowledge of craftsmanship in writing music demonstrated in a portfolio of compositions/arrangements that includes both the scores and recordings.

### Doctor of Musical Arts (D.M.A.)

Qualified doctoral candidates must earn a minimum of 60 credits beyond the master's level and must maintain a 3.0 G.P.A. or higher. Doctoral candidates must register for either course credit or *MUS 800 - Continuous Registration* in every semester until they graduate.

The Plan of Study includes 30 credits of core curriculum courses. In conjunction with their assigned major professor, students are responsible for selecting the elective courses to complete a *Plan of Study* that identifies course work needed to fulfill degree requirements.

The College through its Graduate Division, accepts prospective candidates for the degree of Doctor of Musical Arts (D.M.A.). The degree is granted in the fields of music performance, composition/arranging, music education, or music history and literature, and requires demonstration of distinguished achievement. The degree is offered with an emphasis on jazz/commercial music in accordance with the mission of the College.

Attainment of a doctoral degree at Five Towns College requires outstanding scholarship and research culminating in a dissertation that contributes to the general fund of knowledge in the area of concentration. Qualified doctoral candidates must earn a minimum of 60 credits beyond the master's level and must maintain a 3.0 G.P.A. or higher.

Doctoral degrees in music at the College are intended for those planning to work at the most advanced academic and professional levels of musical endeavor. Students admitted to doctoral study are expected to achieve competence as musician/scholars who can communicate effectively both orally and in written form. They should be able to demonstrate the ability to write concisely with clarity and prepare critiques of musical performances that reflect mature, sensitive insights into musical values.

Doctoral study requires a minimum of three or four years of graduate work. Completion of an appropriate Masters Degree is prerequisite to doctoral study. The degree program objectives listed below must be demonstrated by candidates for graduation as a prerequisite to qualifying for the Doctor of Musical Arts degree:

- Intellectual awareness and curiosity sufficient to predict continued growth and contribution to the discipline;
- Knowledge of the techniques of jazz harmony sufficient to analyze selected compositions;
- Knowledge of representative literature and influential composers;
- Expertise in music history, education, performance, or composition;
- Expertise in the supervision of music programs;
- Expertise in the application and utilization of appropriate research skills; and
- Sufficient writing and speaking skills to communicate clearly and effectively to members of the scholarly and wider communities.

## Admission Policies and Procedures (D.M.A.)

All applicants for admission to doctoral study must submit a completed application, three letters of recommendation, official transcripts documenting the successful completion of an appropriate Masters degree with a G.P.A. of 3.0 or better and schedule a personal interview and audition.

Applicants must also submit an original essay of at least 1500 words on a musical subject of their choice. The essay must be typed and supported by citations and references.

Applicants seeking acceptance must demonstrate exceptional musical skills on an instrument/voice, or present a record of outstanding pedagogical achievement, or submit a scholarly paper or portfolio of compositions/ arrangements that provide evidence of superior potential and creativity.

## Establishment of Matriculation

The Graduate Governance Committee evaluates applications for matriculation based on the following criteria: (1) applicant's grade point average from previous degree programs; (2) letters of recommendation; (3) original essay; (4) personal interview; and (5) individual requirements set forth in the descriptions for each of the programs.

## Special Students

Students who do not wish to enroll in a degree program are permitted to register as nondegree special students. Special students are not eligible for independent study or advisement.

It should be noted that while in certain exceptional cases credits earned as a special student may later be applied to degree candidacy, special student status should not be viewed as a prelude or aid to the attainment of degree candidate status. In any case, no more than 12 credits of coursework earned as a special student can be applied to the D.M.A. degree. Past or present status as a special student is not considered during evaluation of an application for degree candidacy; the latter is considered a separate application, and different admissions criteria are applied. There can thus be no guarantee that individuals granted special student status will be accepted for degree candidacy should they apply.

International special students taking fewer than twelve credits a semester are not eligible for a student visa. All special students taking 6 or more credits a semester must comply with New York State immunization regulations.

## Major Professor

After acceptance as a matriculated student seeking degree candidacy, the Director of Graduate Studies will act as the student's mentor and will be responsible for helping the student select the electives to complete a Plan of Study and meet with the student periodically to review their progress toward completion of the dissertation and degree requirements.

## Plan of Study

The Plan of Study includes 30 credits of core curriculum courses selected from those listed below. Students are responsible for selecting the elective courses to complete a Plan of Study that identifies course work needed to fulfill degree requirements.

## D.M.A. Core

- EDU 541 - College Teaching **Credits: 3**
- EDU 651 - Doctoral Research **Credits: 3**
- EDU 652 - Doctoral Seminar 1 **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (1) **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (2) **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (3) **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (4) **Credits: 3**
- MUS \_\_\_\_ - Music Technology Elective (1) **Credits: 3**
- MUS \_\_\_\_ - Music Theory/Analysis Course (1) **Credits: 3**
- MUS \_\_\_\_ - Music Theory/Analysis Course (2) **Credits: 3**

## **Transfer Credit**

Graduate courses completed at an accredited institution, not applied to another graduate degree, completed with a grade of A or B, may be presented for transfer of credit with the approval of the Director of Graduate Studies. Grades below B in graduate classes do not carry doctoral credit.



## Time Limitation/Leave of Absence

Students in the Doctoral Program must complete a Plan of Study prior to the end of their first year with the signed approval of the Administration, 12 credits during the first two years of study and all requirements within ten years of the date of matriculation. Exceptions are granted only in medical emergencies with the permission of the Graduate Governance Committee. Other exceptions are reviewed on a case-by-case basis, but approval is very rare and appeals are actively discouraged.

The following regulations are in effect for all doctoral students:

1. Students must register for MUS 801 - Doctoral Advisement each semester after completion of EDU 652 - Doctoral Seminar 1. Registration for Doctoral Advisement entitles students to access both the main and Graduate Libraries and consult with their major professor in regard to their research project/dissertation.
2. If a student who is still within the ten-year time period for degree completion does not register for at least one three credit course, matriculation will lapse unless he/she registers for MUS 800 - Continuous Registration.

Students who fail to maintain matriculation by the end of the given semester will be considered to have withdrawn and will be required to reapply for admission to continue working toward his or her degree. Readmission to the program is not guaranteed.

## Leave of Absence

In extraordinary cases a student may be granted a leave of absence upon written application to the Director of Graduate Studies and with the approval of the Provost. Leave of absences are typically granted only in cases of serious illness. The duration of the leave may be counted as part of the ten years allowed for completion of the degree.

## Comprehensive Examination/Dissertation

### Comprehensive Examination/Candidacy

Before admission to degree candidacy, students must pass a Comprehensive Examination that tests the extent of the student's knowledge in the general field of study and the area of specialization. The examination should be taken before completion of all course work.

Students will only be permitted a second attempt to pass the Comprehensive Examination upon the recommendation of the Graduate Academic Standards Committee. The second examination may not take place until four months after the date of the first examination.

Doctoral candidates must be registered for either course credit or MUS 800 - Continuous Registration in every semester until they graduate.

### Composition and Arranging Recitals

Candidates in the composition and arranging program must compose a major work as well as present two recitals of other compositions in a variety of media. Regulations governing publication of compositions are the same as those governing publication of dissertations.

The required abstract must address the formal, stylistic, and technical elements of the compositions.

### Concerts and Performance Recitals

Candidates in the music performance program must conduct three major public concerts or present three recitals: (1) a solo recital during the second semester; (2) a recital of vocal and/or instrumental chamber music; and (3) a solo recital prior to graduation. No more than one concert or recital is permitted per semester. Each concert or recital will be evaluated independently by a panel of judges selected by the Graduate Academic Standards Committee. If a candidate's performance is judged unsatisfactory, an additional one must be performed. In no case will a candidate be permitted to remain in the program if more than one concert or recital is determined to be unsatisfactory.

### Dissertation

Doctoral programs require the completion of a dissertation or a major composition, which must meet required standards of scholarship and demonstrate the candidate's ability to conduct original research.

The Dissertation Proposal should include a statement on the significance/need for the study, research methodology, possible conclusions and recommendations for further research, and cite examples of literature related to the topic. Candidates may not offer their dissertation to any agency for publication without explicit approval in writing from the Graduate Academic Standards Committee.

Enrollment in MUS 800 - Continuous Registration is required until the dissertation is completed. Doctoral candidates seeking financial

aid may apply for full-time status with this registration or an additional enrollment in a three credit course.

### **Final Dissertation Defense**

Upon completion of all required courses and the dissertation, the candidate must schedule a Final Dissertation Defense. The defense focuses on the final document itself but can include general questioning related to the field of study within the scope of the dissertation. The Graduate Academic Standards Committee appoints at least three faculty members to conduct the defense.

After successful completion of the defense, the candidate will prepare the dissertation with the Director of Library before submittal for publication with ProQuest.

The Graduate Academic Standards Committee will recommend conferral of the doctoral degree by the College's Board of Trustees.

### **Publication of the Dissertation**

University Microfilms, Inc., Ann Arbor, Michigan processes the document and sends catalog information to the Library of Congress for printing and distribution of cards for depository catalogs and libraries. The abstract of the dissertation is printed in Microfilm Abstracts and distributed to leading libraries in the United States and elsewhere, and to a select list of journals and abstracting services. One copy of the dissertation is archived in the Graduate Library/Learning Resource Center.

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## Music Education, D.M.A.

HEGIS Code: 0832

### Overview

Emphasis is on an intensive and comprehensive study of the role of music in institutions of higher learning. The doctoral candidate develops a keen knowledge of the pedagogical, psychological, and social values of music education, as well as the theoretical and historical basis of music used in education. Candidates engage in research culminating in a dissertation that makes an original contribution to the field of music education.

The program in music education emphasizes the preparation of music administrators, teachers, and researchers who are able to think abstractly, generalize knowledge, carry on research and apply research findings to their own areas of specialization, and communicate effectively both orally and in written form. The program involves the scholarly study of the philosophical and psychological foundations of music education and the processes of teaching and learning music. Additional studies are recommended in such areas as performance, history of the other arts, the humanities and social sciences.

Acceptance in the music education program requires at least three years of teaching experience, an interview, audition and a record of outstanding pedagogical achievement as evidenced in the three required letters of recommendation.

### Doctor of Musical Arts (D.M.A.)

Qualified doctoral candidates must earn a minimum of 60 credits beyond the master's level and must maintain a 3.0 G.P.A. or higher. Doctoral candidates must register for either course credit or *MUS 800 - Continuous Registration* in every semester until they graduate.

The Plan of Study includes 30 credits of core curriculum courses. In conjunction with their assigned major professor, students are responsible for selecting the elective courses to complete a *Plan of Study* that identifies course work needed to fulfill degree requirements.

The College through its Graduate Division, accepts prospective candidates for the degree of Doctor of Musical Arts (D.M.A.). The degree is granted in the fields of music performance, composition/arranging, music education, or music history and literature, and requires demonstration of distinguished achievement. The degree is offered with an emphasis on jazz/commercial music in accordance with the mission of the College.

Attainment of a doctoral degree at Five Towns College requires outstanding scholarship and research culminating in a dissertation that contributes to the general fund of knowledge in the area of concentration. Qualified doctoral candidates must earn a minimum of 60 credits beyond the master's level and must maintain a 3.0 G.P.A. or higher.

Doctoral degrees in music at the College are intended for those planning to work at the most advanced academic and professional levels of musical endeavor. Students admitted to doctoral study are expected to achieve competence as musician/scholars who can communicate effectively both orally and in written form. They should be able to demonstrate the ability to write concisely with clarity and prepare critiques of musical performances that reflect mature, sensitive insights into musical values.

Doctoral study requires a minimum of three or four years of graduate work. Completion of an appropriate Masters Degree is prerequisite to doctoral study. The degree program objectives listed below must be demonstrated by candidates for graduation as a prerequisite to qualifying for the Doctor of Musical Arts degree:

- Intellectual awareness and curiosity sufficient to predict continued growth and contribution to the discipline;
- Knowledge of the techniques of jazz harmony sufficient to analyze selected compositions;
- Knowledge of representative literature and influential composers;
- Expertise in music history, education, performance, or composition;
- Expertise in the supervision of music programs;
- Expertise in the application and utilization of appropriate research skills; and
- Sufficient writing and speaking skills to communicate clearly and effectively to members of the scholarly and wider communities.

## Admission Policies and Procedures (D.M.A.)

All applicants for admission to doctoral study must submit a completed application, three letters of recommendation, official transcripts documenting the successful completion of an appropriate Masters degree with a G.P.A. of 3.0 or better and schedule a personal interview and audition.

Applicants must also submit an original essay of at least 1500 words on a musical subject of their choice. The essay must be typed and supported by citations and references.

Applicants seeking acceptance must demonstrate exceptional musical skills on an instrument/voice, or present a record of outstanding pedagogical achievement, or submit a scholarly paper or portfolio of compositions/ arrangements that provide evidence of superior potential and creativity.

## Establishment of Matriculation

The Graduate Governance Committee evaluates applications for matriculation based on the following criteria: (1) applicant's grade point average from previous degree programs; (2) letters of recommendation; (3) original essay; (4) personal interview; and (5) individual requirements set forth in the descriptions for each of the programs.

## Special Students

Students who do not wish to enroll in a degree program are permitted to register as nondegree special students. Special students are not eligible for independent study or advisement.

It should be noted that while in certain exceptional cases credits earned as a special student may later be applied to degree candidacy, special student status should not be viewed as a prelude or aid to the attainment of degree candidate status. In any case, no more than 12 credits of coursework earned as a special student can be applied to the D.M.A. degree. Past or present status as a special student is not considered during evaluation of an application for degree candidacy; the latter is considered a separate application, and different admissions criteria are applied. There can thus be no guarantee that individuals granted special student status will be accepted for degree candidacy should they apply.

International special students taking fewer than twelve credits a semester are not eligible for a student visa. All special students taking 6 or more credits a semester must comply with New York State immunization regulations.

## Major Professor

After acceptance as a matriculated student seeking degree candidacy, the Director of Graduate Studies will act as the student's mentor and will be responsible for helping the student select the electives to complete a Plan of Study and meet with the student periodically to review their progress toward completion of the dissertation and degree requirements.

## Plan of Study

The Plan of Study includes 30 credits of core curriculum courses selected from those listed below. Students are responsible for selecting the elective courses to complete a Plan of Study that identifies course work needed to fulfill degree requirements.

## D.M.A. Core

- EDU 541 - College Teaching **Credits: 3**
- EDU 651 - Doctoral Research **Credits: 3**
- EDU 652 - Doctoral Seminar 1 **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (1) **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (2) **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (3) **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (4) **Credits: 3**
- MUS \_\_\_\_ - Music Technology Elective (1) **Credits: 3**
- MUS \_\_\_\_ - Music Theory/Analysis Course (1) **Credits: 3**
- MUS \_\_\_\_ - Music Theory/Analysis Course (2) **Credits: 3**

## **Transfer Credit**

Graduate courses completed at an accredited institution, not applied to another graduate degree, completed with a grade of A or B, may be presented for transfer of credit with the approval of the Director of Graduate Studies. Grades below B in graduate classes do not carry doctoral credit.

## **Time Limitation/Leave of Absence**

Students in the Doctoral Program must complete a Plan of Study prior to the end of their first year with the signed approval of the Administration, 12 credits during the first two years of study and all requirements within ten years of the date of matriculation. Exceptions are granted only in medical emergencies with the permission of the Graduate Governance Committee. Other exceptions are reviewed on a case-by-case basis, but approval is very rare and appeals are actively discouraged.

The following regulations are in effect for all doctoral students:

1. Students must register for MUS 801 - Doctoral Advisement each semester after completion of EDU 652 - Doctoral Seminar 1. Registration for Doctoral Advisement entitles students to access both the main and Graduate Libraries and consult with their major professor in regard to their research project/dissertation.
2. If a student who is still within the ten-year time period for degree completion does not register for at least one three credit course, matriculation will lapse unless he/she registers for MUS 800 - Continuous Registration.

Students who fail to maintain matriculation by the end of the given semester will be considered to have withdrawn and will be required to reapply for admission to continue working toward his or her degree. Readmission to the program is not guaranteed.

## **Leave of Absence**

In extraordinary cases a student may be granted a leave of absence upon written application to the Director of Graduate Studies and with the approval of the Provost. Leave of absences are typically granted only in cases of serious illness. The duration of the leave may be counted as part of the ten years allowed for completion of the degree.

## **Comprehensive Examination/Dissertation**

### **Comprehensive Examination/Candidacy**

Before admission to degree candidacy, students must pass a Comprehensive Examination that tests the extent of the student's knowledge in the general field of study and the area of specialization. The examination should be taken before completion of all course work.

Students will only be permitted a second attempt to pass the Comprehensive Examination upon the recommendation of the Graduate Academic Standards Committee. The second examination may not take place until four months after the date of the first examination.

Doctoral candidates must be registered for either course credit or MUS 800 - Continuous Registration in every semester until they graduate.

### **Composition and Arranging Recitals**

Candidates in the composition and arranging program must compose a major work as well as present two recitals of other compositions in a variety of media. Regulations governing publication of compositions are the same as those governing publication of dissertations.

The required abstract must address the formal, stylistic, and technical elements of the compositions.

### **Concerts and Performance Recitals**

Candidates in the music performance program must conduct three major public concerts or present three recitals: (1) a solo recital during the second semester; (2) a recital of vocal and/or instrumental chamber music; and (3) a solo recital prior to graduation. No more than one concert or recital is permitted per semester. Each concert or recital will be evaluated independently by a panel of judges selected by the Graduate Academic Standards Committee. If a candidate's performance is judged unsatisfactory, an additional one must be performed. In no case will a candidate be permitted to remain in the program if more than one concert or recital is determined to be unsatisfactory.

### **Dissertation**

Doctoral programs require the completion of a dissertation or a major composition, which must meet required standards of scholarship and demonstrate the candidate's ability to conduct original research.

The Dissertation Proposal should include a statement on the significance/need for the study, research methodology, possible conclusions and recommendations for further research, and cite examples of literature related to the topic. Candidates may not offer their dissertation to any agency for publication without explicit approval in writing from the Graduate Academic Standards Committee.

Enrollment in MUS 800 - Continuous Registration is required until the dissertation is completed. Doctoral candidates seeking financial aid may apply for full-time status with this registration or an additional enrollment in a three credit course.

### **Final Dissertation Defense**

Upon completion of all required courses and the dissertation, the candidate must schedule a Final Dissertation Defense. The defense focuses on the final document itself but can include general questioning related to the field of study within the scope of the dissertation. The Graduate Academic Standards Committee appoints at least three faculty members to conduct the defense.

After successful completion of the defense, the candidate will prepare the dissertation with the Director of Library before submittal for publication with ProQuest.

The Graduate Academic Standards Committee will recommend conferral of the doctoral degree by the College's Board of Trustees.

### **Publication of the Dissertation**

University Microfilms, Inc., Ann Arbor, Michigan processes the document and sends catalog information to the Library of Congress for printing and distribution of cards for depository catalogs and libraries. The abstract of the dissertation is printed in Microfilm Abstracts and distributed to leading libraries in the United States and elsewhere, and to a select list of journals and abstracting services. One copy of the dissertation is archived in the Graduate Library/Learning Resource Center.

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# Music History and Literature, D.M.A.

HEGIS Code: 1006

## Overview

In this program the candidate has the opportunity to acquire the appropriate tools and methods of research in both history and literature and to study the history of music from the past to the present. The candidate also has the opportunity to undertake research in any cultural area or historical aspect of music that adds to the body of knowledge in music history and literature. A broad background in the humanities and social sciences is one of the essentials for this degree.

The program in music history and literature emphasizes the scholarly study of music and its relationship to other fields such as social, political and art history. Competencies include bibliographic research, analytic techniques and writing skills.

The ability to work conceptually with the relationships between music and music literature within cultural/historical contexts is essential as is knowledge of various historical periods, and the ability to produce and defend scholarly work.

Acceptance in the program of music history and literature requires an interview, audition, and submission of a historical research essay demonstrating a high level of scholarly potential together with representative writing samples.

## Doctor of Musical Arts (D.M.A.)

Qualified doctoral candidates must earn a minimum of 60 credits beyond the master's level and must maintain a 3.0 G.P.A. or higher. Doctoral candidates must register for either course credit or *MUS 800 - Continuous Registration* in every semester until they graduate.

The Plan of Study includes 30 credits of core curriculum courses. In conjunction with their assigned major professor, students are responsible for selecting the elective courses to complete a *Plan of Study* that identifies course work needed to fulfill degree requirements.

The College through its Graduate Division, accepts prospective candidates for the degree of Doctor of Musical Arts (D.M.A.). The degree is granted in the fields of music performance, composition/arranging, music education, or music history and literature, and requires demonstration of distinguished achievement. The degree is offered with an emphasis on jazz/commercial music in accordance with the mission of the College.

Attainment of a doctoral degree at Five Towns College requires outstanding scholarship and research culminating in a dissertation that contributes to the general fund of knowledge in the area of concentration. Qualified doctoral candidates must earn a minimum of 60 credits beyond the master's level and must maintain a 3.0 G.P.A. or higher.

Doctoral degrees in music at the College are intended for those planning to work at the most advanced academic and professional levels of musical endeavor. Students admitted to doctoral study are expected to achieve competence as musician/scholars who can communicate effectively both orally and in written form. They should be able to demonstrate the ability to write concisely with clarity and prepare critiques of musical performances that reflect mature, sensitive insights into musical values.

Doctoral study requires a minimum of three or four years of graduate work. Completion of an appropriate Masters Degree is prerequisite to doctoral study. The degree program objectives listed below must be demonstrated by candidates for graduation as a prerequisite to qualifying for the Doctor of Musical Arts degree:

- Intellectual awareness and curiosity sufficient to predict continued growth and contribution to the discipline;
- Knowledge of the techniques of jazz harmony sufficient to analyze selected compositions;
- Knowledge of representative literature and influential composers;
- Expertise in music history, education, performance, or composition;
- Expertise in the supervision of music programs;
- Expertise in the application and utilization of appropriate research skills; and
- Sufficient writing and speaking skills to communicate clearly and effectively to members of the scholarly and wider communities.

## Admission Policies and Procedures (D.M.A.)

All applicants for admission to doctoral study must submit a completed application, three letters of recommendation, official transcripts documenting the successful completion of an appropriate Masters degree with a G.P.A. of 3.0 or better and schedule a personal interview and audition.

Applicants must also submit an original essay of at least 1500 words on a musical subject of their choice. The essay must be typed and supported by citations and references.

Applicants seeking acceptance must demonstrate exceptional musical skills on an instrument/voice, or present a record of outstanding pedagogical achievement, or submit a scholarly paper or portfolio of compositions/ arrangements that provide evidence of superior potential and creativity.

## Establishment of Matriculation

The Graduate Governance Committee evaluates applications for matriculation based on the following criteria: (1) applicant's grade point average from previous degree programs; (2) letters of recommendation; (3) original essay; (4) personal interview; and (5) individual requirements set forth in the descriptions for each of the programs.

## Special Students

Students who do not wish to enroll in a degree program are permitted to register as nondegree special students. Special students are not eligible for independent study or advisement.

It should be noted that while in certain exceptional cases credits earned as a special student may later be applied to degree candidacy, special student status should not be viewed as a prelude or aid to the attainment of degree candidate status. In any case, no more than 12 credits of coursework earned as a special student can be applied to the D.M.A. degree. Past or present status as a special student is not considered during evaluation of an application for degree candidacy; the latter is considered a separate application, and different admissions criteria are applied. There can thus be no guarantee that individuals granted special student status will be accepted for degree candidacy should they apply.

International special students taking fewer than twelve credits a semester are not eligible for a student visa. All special students taking 6 or more credits a semester must comply with New York State immunization regulations.

## Major Professor

After acceptance as a matriculated student seeking degree candidacy, the Director of Graduate Studies will act as the student's mentor and will be responsible for helping the student select the electives to complete a Plan of Study and meet with the student periodically to review their progress toward completion of the dissertation and degree requirements.

## Plan of Study

The Plan of Study includes 30 credits of core curriculum courses selected from those listed below. Students are responsible for selecting the elective courses to complete a Plan of Study that identifies course work needed to fulfill degree requirements.

## D.M.A. Core

- EDU 541 - College Teaching **Credits: 3**
- EDU 651 - Doctoral Research **Credits: 3**
- EDU 652 - Doctoral Seminar 1 **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (1) **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (2) **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (3) **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (4) **Credits: 3**
- MUS \_\_\_\_ - Music Technology Elective (1) **Credits: 3**
- MUS \_\_\_\_ - Music Theory/Analysis Course (1) **Credits: 3**
- MUS \_\_\_\_ - Music Theory/Analysis Course (2) **Credits: 3**



## **Transfer Credit**

Graduate courses completed at an accredited institution, not applied to another graduate degree, completed with a grade of A or B, may be presented for transfer of credit with the approval of the Director of Graduate Studies. Grades below B in graduate classes do not carry doctoral credit.

## **Time Limitation/Leave of Absence**

Students in the Doctoral Program must complete a Plan of Study prior to the end of their first year with the signed approval of the Administration, 12 credits during the first two years of study and all requirements within ten years of the date of matriculation. Exceptions are granted only in medical emergencies with the permission of the Graduate Governance Committee. Other exceptions are reviewed on a case-by-case basis, but approval is very rare and appeals are actively discouraged.

### **The following regulations are in effect for all doctoral students:**

1. Students must register for MUS 801 - Doctoral Advisement each semester after completion of EDU 652 - Doctoral Seminar 1. Registration for Doctoral Advisement entitles students to access both the main and Graduate Libraries and consult with their major professor in regard to their research project/dissertation.
2. If a student who is still within the ten-year time period for degree completion does not register for at least one three credit course, matriculation will lapse unless he/she registers for MUS 800 - Continuous Registration.

Students who fail to maintain matriculation by the end of the given semester will be considered to have withdrawn and will be required to reapply for admission to continue working toward his or her degree. Readmission to the program is not guaranteed.

## **Leave of Absence**

In extraordinary cases a student may be granted a leave of absence upon written application to the Director of Graduate Studies and with the approval of the Provost. Leave of absences are typically granted only in cases of serious illness. The duration of the leave may be counted as part of the ten years allowed for completion of the degree.

## **Comprehensive Examination/Dissertation**

### **Comprehensive Examination/Candidacy**

Before admission to degree candidacy, students must pass a Comprehensive Examination that tests the extent of the student's knowledge in the general field of study and the area of specialization. The examination should be taken before completion of all course work.

Students will only be permitted a second attempt to pass the Comprehensive Examination upon the recommendation of the Graduate Academic Standards Committee. The second examination may not take place until four months after the date of the first examination.

Doctoral candidates must be registered for either course credit or MUS 800 - Continuous Registration in every semester until they graduate.

### **Composition and Arranging Recitals**

Candidates in the composition and arranging program must compose a major work as well as present two recitals of other compositions in a variety of media. Regulations governing publication of compositions are the same as those governing publication of dissertations.

The required abstract must address the formal, stylistic, and technical elements of the compositions.

### **Concerts and Performance Recitals**

Candidates in the music performance program must conduct three major public concerts or present three recitals: (1) a solo recital during the second semester; (2) a recital of vocal and/or instrumental chamber music; and (3) a solo recital prior to graduation. No more than one concert or recital is permitted per semester. Each concert or recital will be evaluated independently by a panel of judges selected by the Graduate Academic Standards Committee. If a candidate's performance is judged unsatisfactory, an additional one must be performed. In no case will a candidate be permitted to remain in the program if more than one concert or recital is determined to be unsatisfactory.

### **Dissertation**

Doctoral programs require the completion of a dissertation or a major composition, which must meet required standards of scholarship and demonstrate the candidate's ability to conduct original research.

The Dissertation Proposal should include a statement on the significance/need for the study, research methodology, possible conclusions and recommendations for further research, and cite examples of literature related to the topic. Candidates may not offer their dissertation to any agency for publication without explicit approval in writing from the Graduate Academic Standards Committee.

Enrollment in MUS 800 - Continuous Registration is required until the dissertation is completed. Doctoral candidates seeking financial aid may apply for full-time status with this registration or an additional enrollment in a three credit course.

### **Final Dissertation Defense**

Upon completion of all required courses and the dissertation, the candidate must schedule a Final Dissertation Defense. The defense focuses on the final document itself but can include general questioning related to the field of study within the scope of the dissertation. The Graduate Academic Standards Committee appoints at least three faculty members to conduct the defense.

After successful completion of the defense, the candidate will prepare the dissertation with the Director of Library before submittal for publication with ProQuest.

The Graduate Academic Standards Committee will recommend conferral of the doctoral degree by the College's Board of Trustees.

### **Publication of the Dissertation**

University Microfilms, Inc., Ann Arbor, Michigan processes the document and sends catalog information to the Library of Congress for printing and distribution of cards for depository catalogs and libraries. The abstract of the dissertation is printed in Microfilm Abstracts and distributed to leading libraries in the United States and elsewhere, and to a select list of journals and abstracting services. One copy of the dissertation is archived in the Graduate Library/Learning Resource Center.

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# Music Performance, D.M.A.

HEGIS Code: 1004

## Overview

Degrees in this area are awarded for instrumental/vocal performance. In addition to demonstrating the technical achievements of the artist-performer, the candidate is expected to exhibit a thorough knowledge of the theoretical, pedagogical, and historical aspects of instrumental/vocal performance as well as knowledge of its literature.

Acceptance in the performance program requires submission of programs listing performances and recordings, an interview and audition demonstrating exceptional musical skills in a major instrument/voice before a committee of graduate faculty.

## Doctor of Musical Arts (D.M.A.)

Qualified doctoral candidates must earn a minimum of 60 credits beyond the master's level and must maintain a 3.0 G.P.A. or higher. Doctoral candidates must register for either course credit or *MUS 800 - Continuous Registration* in every semester until they graduate.

The Plan of Study includes 30 credits of core curriculum courses. In conjunction with their assigned major professor, students are responsible for selecting the elective courses to complete a *Plan of Study* that identifies course work needed to fulfill degree requirements.

The College through its Graduate Division, accepts prospective candidates for the degree of Doctor of Musical Arts (D.M.A.). The degree is granted in the fields of music performance, composition/arranging, music education, or music history and literature, and requires demonstration of distinguished achievement. The degree is offered with an emphasis on jazz/commercial music in accordance with the mission of the College.

Attainment of a doctoral degree at Five Towns College requires outstanding scholarship and research culminating in a dissertation that contributes to the general fund of knowledge in the area of concentration. Qualified doctoral candidates must earn a minimum of 60 credits beyond the master's level and must maintain a 3.0 G.P.A. or higher.

Doctoral degrees in music at the College are intended for those planning to work at the most advanced academic and professional levels of musical endeavor. Students admitted to doctoral study are expected to achieve competence as musician/scholars who can communicate effectively both orally and in written form. They should be able to demonstrate the ability to write concisely with clarity and prepare critiques of musical performances that reflect mature, sensitive insights into musical values.

Doctoral study requires a minimum of three or four years of graduate work. Completion of an appropriate Masters Degree is prerequisite to doctoral study. The degree program objectives listed below must be demonstrated by candidates for graduation as a prerequisite to qualifying for the Doctor of Musical Arts degree:

- Intellectual awareness and curiosity sufficient to predict continued growth and contribution to the discipline;
- Knowledge of the techniques of jazz harmony sufficient to analyze selected compositions;
- Knowledge of representative literature and influential composers;
- Expertise in music history, education, performance, or composition;
- Expertise in the supervision of music programs;
- Expertise in the application and utilization of appropriate research skills; and
- Sufficient writing and speaking skills to communicate clearly and effectively to members of the scholarly and wider communities.

## Admission Policies and Procedures (D.M.A.)

All applicants for admission to doctoral study must submit a completed application, three letters of recommendation, official transcripts documenting the successful completion of an appropriate Masters degree with a G.P.A. of 3.0 or better and schedule a personal interview and audition.

Applicants must also submit an original essay of at least 1500 words on a musical subject of their choice. The essay must be typed and supported by citations and references.

Applicants seeking acceptance must demonstrate exceptional musical skills on an instrument/voice, or present a record of outstanding pedagogical achievement, or submit a scholarly paper or portfolio of compositions/ arrangements that provide evidence of superior potential and creativity.

## **Establishment of Matriculation**

The Graduate Governance Committee evaluates applications for matriculation based on the following criteria: (1) applicant's grade point average from previous degree programs; (2) letters of recommendation; (3) original essay; (4) personal interview; and (5) individual requirements set forth in the descriptions for each of the programs.

## **Special Students**

Students who do not wish to enroll in a degree program are permitted to register as nondegree special students. Special students are not eligible for independent study or advisement.

It should be noted that while in certain exceptional cases credits earned as a special student may later be applied to degree candidacy, special student status should not be viewed as a prelude or aid to the attainment of degree candidate status. In any case, no more than 12 credits of coursework earned as a special student can be applied to the D.M.A. degree. Past or present status as a special student is not considered during evaluation of an application for degree candidacy; the latter is considered a separate application, and different admissions criteria are applied. There can thus be no guarantee that individuals granted special student status will be accepted for degree candidacy should they apply.

International special students taking fewer than twelve credits a semester are not eligible for a student visa. All special students taking 6 or more credits a semester must comply with New York State immunization regulations.

## **Major Professor**

After acceptance as a matriculated student seeking degree candidacy, the Director of Graduate Studies will act as the student's mentor and will be responsible for helping the student select the electives to complete a Plan of Study and meet with the student periodically to review their progress toward completion of the dissertation and degree requirements.

## **Plan of Study**

The Plan of Study includes 30 credits of core curriculum courses selected from those listed below. Students are responsible for selecting the elective courses to complete a Plan of Study that identifies course work needed to fulfill degree requirements.

### **D.M.A. Core**

- EDU 541 - College Teaching **Credits: 3**
- EDU 651 - Doctoral Research **Credits: 3**
- EDU 652 - Doctoral Seminar 1 **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (1) **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (2) **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (3) **Credits: 3**
- MUH \_\_\_\_ - Music History Elective 500-800 Level (4) **Credits: 3**
- MUS \_\_\_\_ - Music Technology Elective (1) **Credits: 3**
- MUS \_\_\_\_ - Music Theory/Analysis Course (1) **Credits: 3**
- MUS \_\_\_\_ - Music Theory/Analysis Course (2) **Credits: 3**

## **Transfer Credit**

Graduate courses completed at an accredited institution, not applied to another graduate degree, completed with a grade of A or B, may be presented for transfer of credit with the approval of the Director of Graduate Studies. Grades below B in graduate classes do not carry doctoral credit.

## **Time Limitation/Leave of Absence**

Students in the Doctoral Program must complete a Plan of Study prior to the end of their first year with the signed approval of the Administration, 12 credits during the first two years of study and all requirements within ten years of the date of matriculation. Exceptions are granted only in medical emergencies with the permission of the Graduate Governance Committee. Other exceptions are reviewed on a case-by-case basis, but approval is very rare and appeals are actively discouraged.

The following regulations are in effect for all doctoral students:

1. Students must register for MUS 801 - Doctoral Advisement each semester after completion of EDU 652 - Doctoral Seminar 1. Registration for Doctoral Advisement entitles students to access both the main and Graduate Libraries and consult with their major professor in regard to their research project/dissertation.
2. If a student who is still within the ten-year time period for degree completion does not register for at least one three credit course, matriculation will lapse unless he/she registers for MUS 800 - Continuous Registration.

Students who fail to maintain matriculation by the end of the given semester will be considered to have withdrawn and will be required to reapply for admission to continue working toward his or her degree. Readmission to the program is not guaranteed.

## **Leave of Absence**

In extraordinary cases a student may be granted a leave of absence upon written application to the Director of Graduate Studies and with the approval of the Provost. Leave of absences are typically granted only in cases of serious illness. The duration of the leave may be counted as part of the ten years allowed for completion of the degree.

## **Comprehensive Examination/Dissertation**

### **Comprehensive Examination/Candidacy**

Before admission to degree candidacy, students must pass a Comprehensive Examination that tests the extent of the student's knowledge in the general field of study and the area of specialization. The examination should be taken before completion of all course work.

Students will only be permitted a second attempt to pass the Comprehensive Examination upon the recommendation of the Graduate Academic Standards Committee. The second examination may not take place until four months after the date of the first examination.

Doctoral candidates must be registered for either course credit or MUS 800 - Continuous Registration in every semester until they graduate.

### **Composition and Arranging Recitals**

Candidates in the composition and arranging program must compose a major work as well as present two recitals of other compositions in a variety of media. Regulations governing publication of compositions are the same as those governing publication of dissertations.

The required abstract must address the formal, stylistic, and technical elements of the compositions.

### **Concerts and Performance Recitals**

Candidates in the music performance program must conduct three major public concerts or present three recitals: (1) a solo recital during the second semester; (2) a recital of vocal and/or instrumental chamber music; and (3) a solo recital prior to graduation. No more than one concert or recital is permitted per semester. Each concert or recital will be evaluated independently by a panel of judges selected by the Graduate Academic Standards Committee. If a candidate's performance is judged unsatisfactory, an additional one must be performed. In no case will a candidate be permitted to remain in the program if more than one concert or recital is determined to be unsatisfactory.

### **Dissertation**

Doctoral programs require the completion of a dissertation or a major composition, which must meet required standards of scholarship and demonstrate the candidate's ability to conduct original research.

The Dissertation Proposal should include a statement on the significance/need for the study, research methodology, possible conclusions and recommendations for further research, and cite examples of literature related to the topic. Candidates may not offer their dissertation to any agency for publication without explicit approval in writing from the Graduate Academic Standards Committee.

Enrollment in MUS 800 - Continuous Registration is required until the dissertation is completed. Doctoral candidates seeking financial aid may apply for full-time status with this registration or an additional enrollment in a three credit course.

**Final Dissertation Defense**

Upon completion of all required courses and the dissertation, the candidate must schedule a Final Dissertation Defense. The defense focuses on the final document itself but can include general questioning related to the field of study within the scope of the dissertation. The Graduate Academic Standards Committee appoints at least three faculty members to conduct the defense.

After successful completion of the defense, the candidate will prepare the dissertation with the Director of Library before submittal for publication with ProQuest.

The Graduate Academic Standards Committee will recommend conferral of the doctoral degree by the College's Board of Trustees.

**Publication of the Dissertation**

University Microfilms, Inc., Ann Arbor, Michigan processes the document and sends catalog information to the Library of Congress for printing and distribution of cards for depository catalogs and libraries. The abstract of the dissertation is printed in Microfilm Abstracts and distributed to leading libraries in the United States and elsewhere, and to a select list of journals and abstracting services. One copy of the dissertation is archived in the Graduate Library/Learning Resource Center.

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# Course Descriptions

## Art History

### **ART 101 - History of Art**

**Credits:** 3

**Class Hours:** 3

Development of art from ancient to modern times. Evolving techniques and styles in historical context. Major movements, concepts, and artists in painting, sculpture, photography and architecture are explored and discussed.

### **ART 103 - Modern Art**

**Credits:** 3

**Class Hours:** 3

Concentrating on the 20th century, this course deals with the major directions the various art forms - painting, sculpture, architecture, and photography - have taken into the contemporary period. The intellectual, social, and cultural forces creating the form and content of modern art will be considered.

### **ART 110 - Art/Design Theory and Criticism**

**Credits:** 3

**Class Hours:** 3

This survey course details a wide variety of art and design movements, theories, principles and practices from the Art Nouveau through contemporary periods. Students will be encouraged to identify and critique works of art and design using common vocabulary and historic understanding. Students will engage in project-based learning strategies, as well as written discourse, surrounding the topic of artists and designers that challenge the disciplinary boundaries is encouraged to positively impact creative processes and expand potential in art making practices.

### **ART 150 - History of Digital Art**

**Credits:** 3

**Class Hours:** 3

Digital technologies have played a major role in revolutionizing how we define and experience art today. This course will explore how digital technologies have impacted traditional and non-traditional art forms, and have played a role in how we experience everyday life. Topics explored will include digital imaging, photography, and print design, digital exploration of sculpture and environmental design, and the emergence of new media art forms which are supported by the internet and interactive computer software. Students will even become exposed to the emergence of virtual and augmented realities through lecture, project-based learning, field studies, gallery visits and more.

### **ART 201 - Visual Arts**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 102

Exploration of the ways of looking at and understanding works of art in the fields of painting, sculpture, architecture, and photography. Consideration of the relationships between these arts and society at large.

### **ART 202 - Renaissance Art**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 102

Outstanding artistic achievements in Italy and Northern Europe from the fourteenth through the sixteenth centuries. Development of painting, sculpture, and architecture; their relation to political and social movements; study of major schools and representative artists.

## Audio Recording Technology

### **AUD 101 - Audio Recording Theory**

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$60.00

Study of acoustic theory and practical application of recording studio signal flow. Students will participate in a hands-on environment covering topics such as microphone characteristics and techniques, recording and mixing using a Digital Audio Workstation, MIDI production and basic effects processing.

### **AUD 102 - Audio Recording Techniques**

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$160.00

**Prerequisites:** AUD 101

An overview of the recording studio with focused attention on the control room. Study and demonstration of techniques in recording, mixing, and production. Practical application of studio procedures in actual recording and mixing situations. Development of skills on recording consoles, digital recording formats, and special outboard recording equipment, including reverbs, and dynamic effects processors.

### **AUD 201 - Recording Studio Operations**

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$210.00

**Prerequisites:** AUD 102

An in-depth study of studio procedures, production techniques and digital signal processing. Application of recording skills including session setup and tempo mapping in software. Application of digital editing skills including advanced modes and tools in software and use of Elastic Audio and VocALign plug-ins. Music production using virtual instruments. Mixing techniques involving advanced signal flow.

### **AUD 202 - Advanced Audio Production**

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$270.00

**Prerequisites:** AUD 201

Development of skills necessary for employment in a professional studio using a 72 channel SSL console, outboard equipment, HD digital recording format, and advanced recording and mixing techniques.

### **AUD 303 - MIDI Applications**

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$80.00

**Prerequisites:** AUD 202 or MUS 212

Study of MIDI production techniques for music composition. Students will learn how to sequence and edit MIDI data using a variety of software, including but not limited to Reason, Pro Tools and Logic. Students will create beats, use virtual instruments and mix complete projects.

### **AUD 304 - Nonlinear Recording**

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$110.00

**Prerequisites:** AUD 202

Concepts and techniques of industry standard DAW systems. Computer platforms that are used for recording, processing and digital editing. Emphasis on the application and operation of primary plug-ins. Highlighting the technical aspects of recording, editing, manipulating, and mixing of digital audio. Basic operation of outboard controllers.

### **AUD 306 - Analog Audio Production**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** AUD 202

An in-depth study of analog studio procedures, production techniques, signal processing, and analog tape machine maintenance and calibration. Students will learn analog theory and concepts by participating in in-class group Recording and Mixing Sessions. Participants will gain an appreciation for audio productions created before digital technology and will see the value of using analog techniques and equipment in today's digital studios.

### **AUD 313 - Synthesis and Sound Design**

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$110.00

**Prerequisites:** AUD 202

Concepts and techniques of using analog and virtual synthesizers for various aspects of music production. Examine the art and sonic characteristic of original music sound design. To study the unique process of creating sound from oscillators, filters, and modulation.

### **AUD 314 - Live Sound Design**

**Credits:** 3

**Class Hours:** 3

**Previous Name:** AUD 214

**Course Fee:** \$60.00

**Prerequisites:** AUD 202 or MAC 150

An in-depth study into the world of live sound design. The technical aspects of front of house mixing, stage monitor mixing, and small PA mixing as it pertains to musicals, concerts and theatrical plays. A scientific approach to room design and its relationship to frequency response. The methodology of sound reinforcement, live sound signal flow, live sound equipment, and stage layout. Emphasis on microphone, speaker selection and placement, sound effect design, and the role of sound to clarify and heighten the listening experience.



**AUD 401 - Audio/Video Post- Production****Credits:** 3**Class Hours:** 3**Course Fee:** \$270.00**Prerequisites:** AUD 202

Study of production techniques common to the audio/video environment. Synchronization of audio to Video using non-linear procedures. Creating and insertion of sound effects along with the art of Foley design. Using ADR to replace field recorded/on set dialog. To finalize a soundtrack with all replaced and original audio using a mixdown method for stereo and multi-channel sessions for audio/video post production.

**AUD 402 - Advanced Mixing Procedures****Credits:** 3**Class Hours:** 3**Course Fee:** \$270.00**Prerequisites:** AUD 202

A study of the art of music production mixing. Creating stereo mixdown using industry standard hardware and software. Advanced techniques of compressor/limiters, expanders/noise gates for dynamic sidechaining and parallel processing. Applicable use of equalization for musical timbre modifications. Practice time-base FX processing including reverb, delay, and modulation. Mixing analysis and frequency ear training.

**AUD 403 - Advanced Nonlinear Production****Credits:** 3**Class Hours:** 3**Course Fee:** \$270.00**Prerequisites:** AUD 202

Concepts and techniques of using an HD nonlinear recording system for various aspects of music production. Examination of the inner workings of the industry standard non-linear formats, plug-ins, stereo and multi-channel mixing. Enhancement of efficiency and quality of productions.

**AUD 410 - Video Game Sound Production****Credits:** 3**Class Hours:** 3**Course Fee:** \$160.00**Prerequisites:** AUD 202

Study of production techniques within the video game environment. Synchronization of audio and on-screen animation. Creating and insertion of sound effects, voice ADR, and the art Foley design. Final mixdown procedure for stereo and multi-channel sessions specifically in video game production.

**AUD 411 - Video for Audio Production****Credits:** 3**Class Hours:** 3**Course Fee:** \$210.00**Prerequisites:** AUD 202

The study of video editing, including but not limited to the tools and modes used within the non-destructive editing realm. Special attention toward sound editing within industry standard software programs. Synchronization of audio to video in post-production. Introductory understanding of mixdown procedures for stereo and multi-channel productions.

**AUD 500 - Multitrack Audio Production****Credits:** 3**Class Hours:** 3**Course Fee:** \$60.00

Study and demonstration of audio recording theory and practice. Topics include acoustics and sound propagation, microphone characteristics and technique, studio design, speakers and amplifiers, signal flow and outboard effect units. Development of skills with recording consoles, multitrack tape machines and special effect devices including digital reverb, digital delay, compression and noise gating.

**AUD 511 - Nonlinear Production****Credits:** 3**Class Hours:** 3**Course Fee:** \$60.00**Prerequisites:** AUD 500

Introduction to the concepts and techniques of Digital Audio Workstations (DAW). Computer platforms that are used for recording, processing and digital editing. Emphasis on non-destructive editing techniques, sample rate and bit depth conversion, format protocols, and operation of primary plug-ins.

**AUD 513 - Digital Nonlinear Production****Credits:** 3**Class Hours:** 3**Course Fee:** \$60.00**Prerequisites:** AUD 511

Study and apply digital nonlinear multitrack recording, editing, and mixing techniques to the music production and the audio/video post-production. Basic tracking, overdubbing, dialog replacement, spotting sound effects. Development of skills with a console, DAW, effects processors, and advanced plug-ins.

**AUD 521 - MIDI Concepts****Credits:** 3**Class Hours:** 3**Course Fee:** \$80.00

Conceptual background and implementation of the Musical Instrument Digital Interface (MIDI) protocol. Use of the MIDI language for electronic instrument interconnection and synchronization. Sequencing and real time parameter controllers related to music composition and production. The impact of MIDI technology on recording, composition, education and live performance.

## Business

### **BUS 101 - Accounting 1**

**Credits:** 3

**Class Hours:** 3

Introduction to accounting principles and techniques. Their application to records and statements, general and special journals and ledgers. Controlling accounts, preparation of financial statements, and completion of all stages of the entire accounting cycle.

### **BUS 102 - Accounting 2**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** BUS 101

Accounting for specialized commercial and industrial activities, including partnerships and corporation accounting. Decision making, income taxes, consolidated statements, computerized accounting, and electronic spreadsheets.

### **BUS 111 - Business Organization and Management**

**Credits:** 3

**Class Hours:** 3

Character, forms, and structure of business organizations; their relationships to society and human factors in business. Marketing methods, information systems, finance and investment are examined within the business environment.

### **BUS 121 - Business Law 1**

**Credits:** 3

**Class Hours:** 3

Survey of the American legal system; fundamentals of legal liability; growth of legal institutions; Federal and New York State court systems. Development and application of principles of law to business and sales.

### **BUS 122 - Business Law 2**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** BUS 121

Legal aspects of business operations; partnerships, corporations, and related business organizations. Their formation, operation, and dissolution. Basic principles of personal property, bailments, sales, security devices, real property, estates, and bankruptcy.

### **BUS 151 - Business Communication**

**Credits:** 3

**Class Hours:** 3

Covers the most important business communication concepts in an organizational context. Real-world examples keep students engaged. Students also learn to navigate complex relationships and use current technologies. They become skilled in creating Microsoft® PowerPoint® decks, managing their online reputations, engaging customers with social media, and leading web meetings and conference calls. Self-reflection questions help them develop a deeper understanding of themselves and how to communicate to reach personal and professional goals.

### **BUS 205 - Managerial Accounting**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** BUS 102

Fundamental accounting principles and practices applied to the managerial decision making process within an organization. Topics include cost-volume-profit analysis, budgeting, control and performance evaluation, and product costing. Practical business problems will be used to illustrate current techniques.

### **BUS 211 - Principles of Management**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** BUS 111

Principles of Management as they relate to the planning, organization, leading, controlling and evaluation of management activities. Case studies and problems are used to analyze management problems. Both classical and current theories of management are explored.

### **BUS 220 - Sports Management**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** BUS 111

An investigation into the scope of the sports industry, a growing major business enterprise in the United States and much of the world. Functions of management, skills, and attributes required of a sports manager, and roles of a manager are discussed. Attention focuses on how the managerial process relates to sports organizations and their products. Students will become acquainted with career opportunities in the sports field.

### **BUS 232 - Business Ethics**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** BUS 111

Gives the student a framework for evaluating the societal and environmental impact of business decisions and for choosing the best ethical approach to solving business problems.

### **BUS 241 - Principles of Marketing**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** BUS 111

This course is designed to engage students and provide the frameworks, concepts, and approaches to decision making to ensure comprehensive understanding of the marketing of goods and services in a global economy. Attention is directed toward understanding the critical role marketing plays within the organization. Emphasis is placed on the basic marketing premise that customer needs must be satisfied in order to achieve company objectives. The student gains insights in the strategic planning process, the four components of the Marketing Mix-Product, Price, Distribution and Promotion and create their own marketing plan.

**BUS 242 - Professional Selling and Sales Management****Credits:** 3**Class Hours:** 3**Previous Name:** Formerly Salesmanship**Prerequisites:** BUS 111

Techniques of industrial and retail salesmanship; demonstration and analysis of products, determination of customer needs and motivations. Organization, presentation and evaluation of sales talks and promotions; handling objections; closing strategies and personal qualifications for effective selling.

**BUS 243 - Retailing Strategy****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 111

Survey of retailing; shopping centers, plazas, malls and retail stores; major divisions, their functions, and interrelationship; merchandising techniques; promotion, control of operations, and personnel management.

**BUS 244 - Advertising****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 111

Fundamental principles, techniques, and procedures used in modern advertising. Product identification, media selection, layout and copywriting, research, space and time purchasing. Role of the advertising agency; campaign planning, organization, and management.

**BUS 246 - Consumer Behavior****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 111

A study of theory and practice of consumer behavior. Concepts and findings from the fields of sociology, psychology, social psychology, and economics, bearing upon buyer behavior are considered. The importance of consumer research as a prerequisite to marketing decisions. The elements of consumer decision processes.

**BUS 251 - Principles of Finance****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 101

An introduction to the principles and methods of financing with emphasis upon monetary policy and bank management. Topics studied include public and private finance, money and banking, capital management, business financing, securities markets, government finance, consumer credit, and interest rates.

**BUS 275 - Social Media Concepts and Practice****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 111 or MAC 101

Social Media has become a driving force in business and communications. However, when it comes to social media marketing and writing, many communications practitioners don't know where to begin. This course educates students in the analysis, use, and overall implementation of social media in marketing, while educating students on the diversified writing strategies appropriate for a variety of social platforms. Students will also learn how to support their writing with evocative visual imagery to engage an audience. Upon completion of this course, students will have developed a portfolio of composed communications pieces appropriate for a variety of social media outlets.

**BUS 306 - Management Information Systems****Credits:** 3**Class Hours:** 3**Course Fee:** \$60.00**Prerequisites:** COM 101

Examines the development, evolution and applications of Management Information Systems as well as the impact the information revolution has had and continues to have on business and society. Business related software as well as computer application programs including word processing, spreadsheets, and presentation software will be examined. Integration of the Internet with these applications will also be explored. Past, present and future proposed practices and perspectives will be presented and demonstrated through text, media, projects and assignments.

**BUS 307 - E-Commerce****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 241

Advanced study of business on the Internet. Strategies for Internet marketing, sales and promotion. Analysis of legal and ethical issues as well as security concerns. Development of business plans to implement E-Commerce.

**BUS 310 - Management Theory and Practice****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 211

Application of advanced managerial techniques, methods and strategies designed to increase production, quality and job satisfaction.

**BUS 311 - Human Resource Management****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 211

Focus on major employee challenges and concerns within a business. Policies, procedures, developing practices in employment hiring, training, staffing, and managing employees that companies must use in order to remain competitive within their industry. We focus our attention in this area because understanding how organizations can gain sustainable competitive advantage through people (human resources) is a challenging practice. The terms human resources, human capital, intellectual capital and talent imply that it is people who drive the performance of their organizations along with other resources such as money, materials, and information. A blend of behavioral science with traditional employee and labor relations philosophies are studied. Effective ways to deal with problems in communication, leadership, discipline, performance, and compensations are identified.

**BUS 312 - Organizational Behavior****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 211

Focus upon human behavior within organizations, both formal and informal, including such topics as: motivation, communication, leadership, implementing change and organizational development.

**BUS 318 - International Business****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 241

Study of the language, practices, and distinctions of international business, including analysis of major international political contexts and economic forces that affect global markets and international trade.

**BUS 341 - Public Relations****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 241

Developing corporate public relations policies. Communications between a firm and its various constituents, including personnel, consumers, community, stockholders, government, and the media. Factors such as ecology, politics, ethics, and social concerns are explored.

**BUS 375 - Social Media Marketing****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 275

Social Media has become a driving force in business and communications. However, when it comes to social media marketing and writing, many communications practitioners don't know where to begin. This course educates students in the analysis, use, and overall implementation of social media in marketing, while educating students on the diversified writing strategies appropriate for a variety of social platforms. Students will also learn how to support their writing with evocative visual imagery to engage an audience. Upon completion of this course, students will have developed a portfolio of composed communications pieces appropriate for a variety of social media outlets.

**BUS 461 - Business Seminar****Credits:** 3**Class Hours:** 3**Prerequisites:** BUS 241

Special study or original research of selected business problems and policies. The decision making process is used to systematically examine areas of business such as marketing, management, finance, law, advertising, public relations, mass communication and information systems.

**CCP 023 - College Communication Skills****Credits:** 3**Previous Name:** Formerly BES 023+

This course, in preparation for ENG101, students will study terms and topics central to college-level reading and writing. There will be an emphasis on strengthening reading and writing skills through the use of readings as models for writing and writing exercises. Students will learn how to construct sentences, paragraphs, and short essays that are topically relevant, properly formatted, efficiently organized, and grammatically correct, as well as consistent with college-level writing.

**CCP 180 - Web Portfolio Design****Credits:** 3**Previous Name:** COM 212**Course Fee:** \$160.00

Just about every professional industry requires a professional website which can promote, educate, and engage an audience. Within this hands-on course, students will be exposed to a variety of options that are available to create a website, develop a new website using basic coding language and a Content Management System (CMS), and learn about how assets can enhance a website and connect with social media networks. Upon completion of this course, students will have a fully-functioning website and domain, to use in future educational or professional pursuits.

**CCP 210 - Branding the Creative Professional****Credits:** 3

Creative professionals face a myriad of challenges when entering the professional workplace. This course is designed to assist all creative students in developing a personal brand identity which supports the unique personalized goals of a creative professional. Students will begin by thinking deeply about what makes them unique. From this exploration, students will generate a personalized visual branding statement and marketing plan, which supports their unique qualities. Based on these plans, students will evaluate the strongest promotional outlets to let their personal brand shine in a traditional, freelance, and entrepreneurship settings. Upon completion of this course, students will possess the confidence to showcase their unique talents, portfolios, or reels to prospective clients and/or employers.

**CCP 471 - Internship 1****Credits:** 3**Previous Name:** Formerly BUS 471**Prerequisites:** Completion of 87 credits; Cumulative GPA of at least 3.0; and Approval from the Office of Career Services.

The internship experience includes placement in a field experience directed towards the student's career goals. Topics in career assessment and education supplement the field experience. Students participate in web-based discussion and projects as well as keeping a journal and submitting reports related to the field experience. students are placed with selected employers for a minimum of 90 hours and receive written evaluation from the employer. Students should obtain an Internship Eligibility Verification form from the Office of Career Services.

**CCP 472 - Internship 2****Credits:** 3**Previous Name:** Formerly BUS 472**Prerequisites:** CCP 471; Cumulative GPA of at Least 3.0; and Approval from the Office of Career Services.

The internship experience includes placement in a field experience directed towards the student's career goals. Topics in career assessment and education supplement the field experience. Students participate in web-based discussion and projects as well as keeping a journal and submitting reports related to the field experience. students are placed with selected employers for a minimum of 90 hours and receive written evaluation from the employer. Students should obtain an Internship Eligibility Verification form from the Office of Career Services.

**CCP 473 - Internship 3****Credits:** 3**Previous Name:** Formerly BUS 473**Prerequisites:** CCP 472; Cumulative GPA of at least 2.5; and Approval from the Office of Career Services.

The internship experience includes placement in a field experience directed towards the student's career goals. Topics in career assessment and education supplement the field experience. Students participate in web-based discussion and projects as well as keeping a journal and submitting reports related to the field experience. students are placed with selected employers for a minimum of 90 hours and receive written evaluation from the employer. Students should obtain an Internship Eligibility Verification form from the Office of Career Services.

**CCP 474 - Co-Op Experience****Credits:** 12**Prerequisites:** Prerequisite: CCP 471; cumulative GPA of at least 3.0; and approval from the Office of Career Services.

## Computer Business Applications

### **COM 101 - Computers in Business**

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$60.00

Introduction to Computers in Business will familiarize students with computers and business related software programs. Lessons will focus on concepts of computer hardware and software as well as a variety of computer applications including word processing, spreadsheets, and presentation software. Use of the Internet in conjunction with these programs will also be incorporated. Coursework will include projects that can be utilized in both a student's college and future careers.

### **COM 211 - Desktop Publishing**

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$60.00

Introduction to Adobe Illustrator and Photoshop CS2, with focus on image creation and manipulation, photo correction, photo collage, editing, cropping, scanning, text and image, uploading, and using layers and filters.

## Economics

### **ECO 101 - Macroeconomics**

**Credits:** 3

**Class Hours:** 3

**Previous Name:** Principles of Economics - Macro

Study of the relationships among social groups in their activities relating to the production and consumption of wealth. Analysis of forces determining prices, wages, employment, and profits. Consideration of facts and theories concerning national income, business cycles, public finance, money and banking, and inflation. Comparison of different economic systems.

### **ECO 102 - Microeconomics**

**Credits:** 3

**Class Hours:** 3

**Previous Name:** Formerly Principles of Economics - Micro

Study of the interaction of supply, demand, and prices in a market economy. Critical analysis of price theory under conditions of perfect and imperfect competition, oligopoly, and monopoly. Applications to wages, profits, rent, and interest. Theory of consumer behavior. Practices of the individual firm. Economic growth and international problems. Satisfies 3 credits towards an Economics Elective requirement.

### **ECO 201 - Money and Banking**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** BUS 101 and ECO 102

Introduction to the theories and functions of money; the money supply, interest rates, and the private and central systems of banking.

## English

### **ENG 011 - Reading and Writing for Success**

**Credits:** 3

**Class Hours:** 3

This is a study that examines the basic elements of reading comprehension and writing skills. Enrollment in this course is based on ACCUPLACER placement. Within this course students will improve their abilities in reading comprehension, learn to develop and express ideas in writing, and the summarization of readings within the writing process. The coursework will require utilization of a dictionary and thesaurus. The application of basic library techniques will be used to do library research projects. (Credit does not apply towards graduation.)

### **ENG 101 - English Composition 1**

**Credits:** 3

**Class Hours:** 3

In this course, students will write in a variety of styles, including emails, stories, and essays. They will learn what it means to read and write in academic and professional contexts. Invention strategies, prewriting, drafting, and grammar and punctuation will be explored. Students will engage in the rhetorical activities and skills necessary for academic and workplace success.

### **ENG 102 - English Composition 2**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 101

In this course, students will become critical readers/writers of thesis-driven essays as they develop knowledge of academic discourse through research, writing, and revision. The course introduces the skills required to identify, locate, retrieve, analyze, and utilize valid and reliable electronic and print sources. Through the MLA style of documentation, students will be introduced to information use laws, regulations, and policies.

### **ENG 201 - Creative Writing**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 102

Practice in various kinds of writing styles for different purposes. Study of techniques in expository and creative writing; the selection of style and form to match the objective, including personal poetry, critical essays, and dramatic dialogues.

### **ENG 202 - Broadcast Newswriting and Reporting**

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$210.00

**Prerequisites:** ENG 102

In this course, students will learn the basics of writing conversational, clear and accurate news copy for radio & television. They will be introduced to broadcast terminology and writing techniques. Plus, they will write television and radio reports about various topics, from hard news to feature stories. This will be a workshop-type class, in which students will not only learn from a textbook but will also complete audio projects and their work will be played and discussed in class.

### **ENG 203 - Journalism**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 102

Basic news reporting skills, including how to cover and write a news story, with emphasis on reporting actual events. Development of a working knowledge of proofreading skills, newspaper layout, and practical grammar. The functions of daily and weekly newspapers and the moral responsibilities of the reporter.

### **ENG 204 - Script Writing**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 102

Training in the preparation of scripts for theater, television, and film with an emphasis on character portrayal, dialogue, and scene construction. Introduces the student to basic script formats, terminology, and techniques.

### **ENG 210 - Feature and Magazine Writing**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 102

Writing and reporting of feature news stories with special emphasis on stories intended for magazine publication.

**ENG 212 - Broadcast Newswriting and Producing****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

In this course, students will learn the characteristics of broadcast writing, improve their researching skills and develop video editing skills to produce short newscasts in conjunction with the Mass Communications Lab. Throughout the semester, students will become familiar with an electronic news production system. They will work on writing conversational, clear, accurate news copy and develop techniques required in broadcast journalism. Students will learn from a textbook, complete projects and have periodic current events quizzes.

**ENG 213 - Hip Hop Literature****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

This course will study hip-hop as an independent genre of literature worthy of study within the literary tradition, through the work of notable artists from each movement of hip-hop, such as DJ Kool Herc, Run-D.M.C., Public Enemy, A Tribe Called Quest, N.W.A, Eminem, and Kanye West. This course will explore hip-hop as poetry and examine the ways in which rap music innovates the written and spoken word, through identifying and evaluating the essential elements of storytelling that are present in rap music and critique troubling lyrics in hip-hop, challenging them in order to apply the methods to canonical literature.

**ENG 215 - Print Journalism****Credits:** 3**Class Hours:** 3**Course Fee:** \$60.00**Prerequisites:** ENG 102

Survey of writing and reporting. Emphasis on print and online journalism. The phases of practical writing and reporting, including interviewing techniques, feature writing, beat reporting, speeches, news conferences, crime, weather disasters and profiles. Fee applied; see the Academic Catalog for information.

**ENG 219 - Review and Criticism Writing****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

This course will focus on learning how critics review artistic works and the process of composing insightful and critical articles and reviews. Throughout this course we will attend many music and theatre events and watch television and film, in order to gain the experience necessary to write criticisms and reviews of live performances.

**ENG 221 - The Poem****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Study of selected poetry, emphasizing poetic technique and the role that literary criticism plays in shaping and enriching the reader's appreciation and understanding.

**ENG 241 - Short Fiction****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Study of selected short stories and novellas, emphasizing narrative technique and the role that literary criticism plays in shaping and enriching the reader's appreciation and understanding.

**ENG 261 - The Drama****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Study of selected plays, emphasizing dramatic technique and the role that literary criticism plays in shaping and enriching the reader's appreciation and understanding.

**ENG 271 - Art of the Essay****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Study of the various techniques that the master essayist employs in structuring effective prose. An emphasis on modeling various essay-writing techniques will be a major course component.

**ENG 301 - Copywriting for Advertising/Public Relations****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Strategy and planning that go into persuasive writing. Laws and regulations that affect public relation practice, news releases, factors for print, broadcast and internet. Writing for a variety of controlled media.



**ENG 302 - Photojournalism****Credits:** 3**Class Hours:** 3**Course Fee:** \$160.00**Prerequisites:** ENG 102

This introductory course in photojournalism and editorial photography will explore the use of the photographic image in narrative, documentary and editorial form for multi-media, newspapers and magazines from its beginning to the present day and how photojournalism has affected the way we see the world. Additional course fee; see the Academic Catalog for information.

**ENG 304 - Screenwriting****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Writing for television and film with attention to the use of dramatic language, character, plot and screen dynamics. Emphasis on advanced script formats, terminology and techniques.

**ENG 330 - American Literature****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Examination of the major writers of the nineteenth and twentieth centuries. Consideration of Realism and Naturalism, the Imagists and the Symbolists. Study of works in historical perspective.

**ENG 331 - Literature in the Jazz Age****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

American literature as it developed in the period during which jazz and modern popular musical forms emerged as important expressions of American culture. Emphasis on cross-currents of influence among literature, popular music and the social climate of twentieth-century United States.

**ENG 332 - Film and Literature****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Study of the narrative film. Emphasis on the elements of film, film genres, literary aspects of film, and the place of the director. Students will consider the major currents of film criticism theory and will be expected to provide written and oral evaluations of major narrative films.

**ENG 333 - Children's Literature****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Reading material designed specifically for children in the lower and upper elementary grades, 1-3 and 4-6. Attention concentrated on short stories related to growing up, succeeding in school, junior biographies and novels dealing with contemporary urban life.

**ENG 342 - Four Modern European Writers****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

In-depth study of the works of four major 20th century European writers. Representative works of a poet, short story writer, novelist, and dramatist will be analyzed with regard to the nature of each genre, the relationship between literature and society, and the creative process.

**ENG 352 - British Literature****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

A survey course reviewing the major writers of the 19th and 20th centuries from the Romantic and Victorian periods to contemporary times. The principal genres of poetry, fiction, and drama are studied.

**ENG 353 - Contemporary Fiction****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Study of major selections from the literature of fiction produced in the 20th Century. Focus is on the literary development of the modern and post-modern schools of writing and their authors who primarily wrote fiction.

**ENG 354 - Modern American Novel****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Development of the American novel as an evolving narrative form in the twentieth century. Beginning with Drieser's *Sister Carrie*, this course moves through Hemingway's *The Sun Also Rises*, Lewis's *Arrowsmith*, and Fitzgerald's *Tender Is The Night* to culminate in Faulkner's *The Sound and the Fury*. These works will be examined in their historical and aesthetic contexts.

**ENG 361 - Masterworks of Literature****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Analysis of selected world masterpieces from the Middle Ages to the end of the Renaissance period. The study and analysis of poetry, short stories and plays written during this period.

**ENG 371 - Myths and Legends****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Examination of Greek and Roman myths of creation, myths of the gods, and Greek sagas and local legends. Contemporary mythological theories of Freud, Jung, and Levi-Strauss. The survival of classical mythology in the arts, including fiction, poetry, drama, painting, sculpture, film, and music.

**ENG 402 - Shakespeare****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Shakespeare's life and works. Selected plays and poems representative of several dramatic and poetic genres history play, tragedy, comedy, and lyric are studied in their historical, political, cultural and literary contexts. Analysis of language, characterization, plot and structure are employed to develop an appreciation of Shakespeare's art.

**ENG 404 - Editorial and Review Writing****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Writing editorials and reviews of plays, movies, music, books, records and film. Students analyze examples of the best writings in these forms and produce their own editorials and reviews.

**ENG 407 - Contemporary Issues in Journalism****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

Impact of television, radio, newspapers and the Internet on our culture, society, politics, and government. The critical issues that favor or oppose current uses of the media in our society

**English as a Second Language****ESL 011 - Reading and Vocabulary 1****Credits:** 3**Class Hours:** 3

This course provides the English language learner with reading and writing activities to improve reading comprehension and increase vocabulary. Emphasis is on learning to read for meaning and with understanding. To complete the course, students will give an oral presentation based on selected readings. Graded Pass/Fail only. Credits do not apply towards graduation.

**ESL 012 - Effective Writing 1****Credits:** 3**Class Hours:** 3

English language learners will learn the step-by-step process of writing sentences and using proper grammar. Coursework will be centered on content area readings to help build writing skills. Students will be given special writing assignments, which will be presented to the class. Graded Pass/Fail only. Credits do not apply towards graduation.

**ESL 013 - Conversational Skills 1****Credits:** 3**Class Hours:** 3

Students will be provided with a variety of listening and speaking activities that will enable them to improve their conversational skills. Emphasis will be on critical thinking as it relates to what is heard and how to respond. Graded Pass/Fail only. Credits do not apply towards graduation.

**ESL 014 - Foundations of Grammar 1****Credits:** 3**Class Hours:** 3

The English language learner will acquire basic Standard American English grammar, as it is applied to writing and everyday conversation. Students will learn grammatical rules so as to be able to speak and write with confidence. Graded Pass/Fail only. Credits do not apply towards graduation.

**ESL 021 - Reading and Vocabulary 2****Credits:** 3**Class Hours:** 3

Through reading and writing exercises, there will be increased fluency in reading, better understanding of grammar usage, and improved conversational English. Emphasis is on interpretive reading and building vocabulary. Students are required to make an oral presentation on selected readings. Graded Pass/Fail only. Credits do not apply towards graduation.

**ESL 022 - Effective Writing 2****Credits:** 3**Class Hours:** 3

Students will learn writing skills associated with paragraph development. Emphasis will be on reading and writing paragraphs, for the purpose of evaluating, analyzing, and expressing ideas and thoughts. Students are expected to make classroom presentations on these writings. Graded Pass/Fail only. Credits do not apply towards graduation.

**ESL 023 - Conversational Skills 2****Credits:** 3**Class Hours:** 3

English language learners will explore more academic and world-wide topics, while improving their vocabulary, grammar, listening and speaking skills. Students are expected to participate in oral presentations and discussions. Graded Pass/Fail only. Credits do not apply towards graduation.

**ESL 024 - Foundations of Grammar 2****Credits:** 3**Class Hours:** 3

Students will acquire a better understanding of how to use grammar to develop more complex writing skills, along with improved conversational skills. Graded Pass/Fail only. Credits do not apply towards graduation.

**ESL 031 - Reading and Vocabulary 3****Credits:** 3**Class Hours:** 3

Students will explore a variety of reading exercises which will improve their reading comprehension and expand their use of new vocabulary words. Learners will demonstrate understanding and interpretation of writings. Students are expected to present an oral report based on selected readings. Graded Pass/Fail only. Credits do not apply towards graduation.

**ESL 032 - Effective Writing 3****Credits:** 3**Class Hours:** 3

English language learners will learn to write, expressing their ideas in a variety of meaningful essays. Students will write using correct grammar, proper sentence structure, and well-constructed paragraphs to describe their thought on specific topics. Students will make presentations about their written work. Graded Pass/Fail only. Credits do not apply towards graduation.

**ESL 033 - Conversational Skills 3****Credits:** 3**Class Hours:** 3

Preparation for academic coursework is based on building listening, speaking and thinking skills. This course focuses on improving these skills so the student has a better understanding of the meaning and content of all subject matter, with the ability to converse appropriately.

**ESL 034 - Foundations of Grammar 3****Credits:** 3**Class Hours:** 3

This course will enable the English language learner to become proficient in using proper grammar in writing and speaking in academic and social settings. Graded Pass/Fail only. Credits do not apply towards graduation.

# History

## **HIS 201 - Contemporary Issues**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 102

Contemporary themes in world history that bear on current problems and situations. Case studies of emerging problems involving developing nations and world powers.

## **HIS 202 - Film History**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 102

Development of the motion picture industry from its origin to the present. Study of major films, current trends and world issues as seen through film.

## **HIS 204 - Film Classics**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 102

Study of film as an art form and the motion picture industry icons that created them, through screenings of seminal film works. Emphasis on the films of directors such as Chaplin, Ford, Griffith, Hawkes, Hitchcock, Lubitsch, Preminger, Cocteau, von Sternberg, Welles, Spielberg, et al for inspiration, guidance and focus.

## **HIS 210 - History of Audio Recording**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 102

Study of the history, culture, and development of audio recording technology from inception through the digital age. Topics include talkies, microphones, electromagnetic recordings, phonographs, LP records, MIDI, multitrack recorders, DAT, digital recordings, and portable recordings.

## **HIS 250 - History of Graphic Design**

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 102

Students study visual communication, and digital graphic design from its earliest historical roots through modern, interactive multimedia. This course will explore diverse tools, methods, and social roles design has played in society. Finally, through class discussions, research assignments and project-based learning, the course will analyze the contributions of designers have impacted our contemporary society and culture.

# Interactive Computer Graphics

## ICG 110 - 3D Animation 1

**Credits:** 3

**Class Hours:** 3

**Previous Name:** VID 220

**Course Fee:** \$300.00

This foundation-level 3D animation class will expose students to the tools and techniques necessary to learn the fundamental skills to all aspects of creating 3D animation: Modeling, Animating, Lighting, and Texturing. This process begins with exploring the common techniques every 3D software shares to translate three dimensional space onto a two dimensional screen. Students learn to create 2D splines as the basis of 3D modeling. Basic animation principles will be covered such as linear and spline keyframes. Analogies will be drawn between photographic studio lighting techniques and how they relate to lighting within 3D software. This course is a core skill that is used to build upon for both visual digital creation and physical product fabricating.

## ICG 115 - Drawing and Imaging 1

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$100.00

This foundation-level drawing and imaging class will expose students to the tools and techniques necessary to translate ideas into tangible, visual images. This process begins with exploring the aesthetic, formal, and conceptual properties of an idea, and then translating them onto a two-dimensional plane. Students will observe objects and their environment; translate these items onto traditional and digital media through drawing and digital image creation, integrating a variety of media. Students will learn drawing techniques such as visualization, line-making, gesture drawing, shape generation, visual alignment and spatial relationships, perspective, and foreshortening. In addition to learning studio techniques, students will also be challenged to identify deeper connections and meanings within the objects and environments that they are rendering. Traditional dry media on paper, and digital drawing using tablets, will be utilized within this course.

## ICG 120 - Motion Design 1

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$250.00

**Prerequisites:** ICG 110

This Fundamentals course is designed to teach the skills necessary to understand the complexities of creating computer generated imagery in motion using layered visual elements. The ability to manipulate visual digital elements in time is a core competency that each student should master for the field of Interactive Computer Graphics. Students will distinguish types of digital visual element, the format they are housed in and how this format affects how they are composited together to tell a visual story. Students will develop skills capable of synthesizing layered composites to allow for their creative imaginations to take hold.

## ICG 125 - Design Principles

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$100.00

**Prerequisites:** ICG 115

Within this foundation-level course, students engage in a deep exploration of fundamental design principles that are standard within a wide variety of interactive computer graphics professions. The design principles and theories that students will investigate include: line, shape, color, value, texture, and typography. Students will also be exposed to the design principles of composition, format, visual hierarchy, visual modes, arrangement, modularity, the rule of thirds, and more. Students will also gain insight into the 5-phase design process, which puts design thinking into action. This process includes: discovery, interpretation, ideation, experimentation, and evolution. Upon completion from this course, students will have an innate understanding of how design principles and design planning impact the final product of a professional interactive computer graphics project.

## ICG 150 - Interactive Computer Graphics 1

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$300.00

**Prerequisites:** ICG 110

Teaches the fundamental building blocks to develop the core competencies of Interactive Computer Graphic programing. Acknowledges the fact that creative people are visual learners. Typical classes in programing go through weeks of theory and start off with learning to output text to the screen. Within the first class students will be programing lines of code as the produce shapes and colors on their computer screen. Using a programing language that was designed from its inception to be used by artists allows students to start down the path of being computational visual designers with a solid foundation in the world of programing for Interactive Computer Graphics.

**ICG 180 - Screen Design****Credits:** 3**Class Hours:** 3**Course Fee:** \$160.00**Prerequisites:** ICG 250

Just about every professional industry requires a professional website which can promote, educate, and engage an audience. Within this hands-on course, students will be exposed to a variety of options that are available to create a website, develop a new website using basic coding language and a Content Management System (CMS), and learn about how assets can enhance a website and connect with social media networks. Upon completion of this course, students will have a fully-functioning website and domain, to use in future educational or professional pursuits.

**ICG 210 - 3D Animation 2****Credits:** 3**Class Hours:** 3**Course Fee:** \$300.00**Prerequisites:** ICG 110

This intermediate 3D animation class will expose students to the tools and techniques necessary move their 3D skills forward from their fundamental understand. Intermediate 3D: Modeling, Animating, Lighting, and Texturing will be covered. Intermediate animation principles will be covered with more attention spent on creating animation that conveys emotional engagement from their audience. Real-world surface properties and how they are translated into rendering 3D photorealistic scenes will be covered. This intermediate 3D animation class will expose students to the tools and techniques necessary move their 3D skills forward from their fundamental understand. Intermediate 3D: Modeling, Animating, Lighting, and Texturing will be covered. Intermediate animation principles will be covered with more attention spent on creating animation that conveys emotional engagement from their audience. Real-world surface properties and how they are translated into rendering 3D photorealistic scenes will be covered.

**ICG 215 - Drawing and Imaging 2****Credits:** 3**Class Hours:** 3**Course Fee:** \$100.00**Prerequisites:** ICG 115

Building from the drawing skills acquired in ICG101, this advanced foundation-level course will allow students to perfect their digital drawing skills in both raster and vector-based design environments, while allowing students to begin to develop their personal digital drawing style. Students will refresh their foundation skills, while learning how to incorporate value and depth into their compositions. Students will learn how to combine their 3D realistically rendered textures and materials like wood and metal using elements generated from 3D software. Upon completion of this course, students will have several fully composed pieces to add to their design portfolios.

**ICG 220 - Motion Design 2****Credits:** 3**Class Hours:** 3**Course Fee:** \$250.00**Prerequisites:** ICG 120

Students will illustrate the ability to synthesize a brand into story, using advanced Motion Graphics skills. Interpolation of keyframes will be classified allowing the student to manipulate a layer's transformation and velocity. Partial "masking" removal of a "layers" elements over time including roto-brushing, keying effects, and tracking will be learned. Students will construct two dimensional compositions with 3D space, referred to as 2 ½ dimensional space. Special attention will be given to incorporating visual elements that have been rendered out of 3D Animation into the student's layered compositions.

**ICG 240 - Design Thinking 1****Credits:** 3**Class Hours:** 3**Prerequisites:** ICG 125

Designing consists of a 5-phase process which includes: discovery, interpretation, ideation, experimentation, and evolution. Of these 5 phases, ideation is often considered the most challenging step for creative professionals. This course builds upon principles set out in the Design Principles course, allowing students to engage in an extensive exploration of creative problem solving in a digital environment. While there are no set rules to being creative, this course shows students how to organize their ideas in ways that allow for quick conceptualization, iteration, and communication using digital tools. User Experience (UX) and User Interface (UI) will be introduced as a means of directing ideas to meet the needs of a user. An exploration of the various learning software tools designed for the creative process are explored. Upon completion of this course students will be able to "ideate" while choosing the right combination of software tools that fit their particular style of creative problem solving.

**ICG 250 - Interactive Computer Graphics 2****Credits:** 3**Class Hours:** 3**Course Fee:** \$300.00**Prerequisites:** ICG 150

Teaches the computer programming languages that make up a Web Page. This course acknowledges the fact that creative people are visual learners. Building on the the first level of Interactive Computer Graphics program that destigmatized artists being programmers, students learn more practical programming languages. Students gain control over how web pages are created and learn client side programming techniques that allow for students to express their creative ideas interactively using a web browser as their medium.

**ICG 310 - 3D Animation 3/Advanced Rendering****Credits:** 3**Class Hours:** 3**Course Fee:** \$180.00**Prerequisites:** ICG 210

Covers two advanced topics in photorealistic rendering and designing for real-time playback for interactive applications. Within the subject of photorealistic rendering students will manipulate their 3D environments to look photographic. This course teaches how to use photorealistic imaging techniques such as, physically based ray-tracing, image based lighting, global illumination models, and advanced texturing. In the second topic students will learn to prepare their 3D models for real-time playback for Virtual/Augmented/Mixed Reality applications. This subject includes low polygon modeling, polygon reduction techniques, advanced texturing skills such as UVW unwrapping, and texture baking.

**ICG 340 - Design Thinking 2****Credits:** 3**Class Hours:** 3**Prerequisites:** ICG 240

Being able to effectively communicate with a user is a hallmark trait of effective interactive design. Users should be able to clearly and naturally navigate throughout an interface; therefore it is important for a designer to make decisions about layout, color, navigation, and more, that will allow a user to engage in a dynamic and stress-free environment. In this course, students will take an in-depth look into smart and intuitive interface design. Key concepts that will be explored include: intuitiveness, functionality, visual designs, communications with users, and the iterative design process.

**ICG 350 - Interactive Computer Graphics 3****Credits:** 3**Class Hours:** 3**Course Fee:** \$300.00**Prerequisites:** ICG 250

Teaches the computer programming environment called Unity3D. This course allows the student to import their 3D and 2D assets into an interactive programmable environment. Programming with this API allows students to output to multiple platforms. Students will learn to create Virtual and Augmented Reality Applications along with browser and mobile based interactive 3D applications.

**ICG 380 - Apprenticeship - Experience Lab****Credits:** 3**Class Hours:** 3**Prerequisites:** ICG 340

Learning communities are designed as an intentional "restructure" of the traditional classroom, using constructivist principles where the instructor provides focus and guidance within an experiential learning environment. Apprenticeship for the Experience Lab is the first of two courses where students take on an "assistant" role, and complete projects under the direction and tutelage of the senior-level students who have already completed this coursework. Assignments are designed to meet the goals of real-world interactive computer graphics jobs, through learning experiences that require high levels of active participation.

**ICG 450 - Capstone 1****Credits:** 3**Class Hours:** 3**Course Fee:** \$180.00**Prerequisites:** ICG 350

Maintains the goal of showcasing the highest level of technical, creative, project-management skills of an interactive computer graphics student. Within the first section of this two-section course, students will work independently, under the guidance of a mentor advisor, to create one comprehensive and well-researched interactive computer graphics project that showcased the unique personality of the designer. Weekly peer-critiques will allow students to engage in active discussions to refine the final projects. Upon completion of this course, students will present their final projects to a panel of guests who will assess if the student is eligible to progress to ICG Capstone II- Portfolio.

**ICG 460 - Experience Lab****Credits:** 3**Class Hours:** 3**Course Fee:** \$250.00**Prerequisites:** ICG 380

Continuing the tradition of a learning community, The Experience Lab is the second of two courses that focus on experiential learning and collaborative group projects. Within this course, students take on a "mentorship" role, where they direct, mentor, and assist first-level students. Assignments are designed to meet the goals of real-world interactive computer graphics jobs, through learning experiences that require high levels of active participation.

**ICG 465 - Capstone 2-Portfolio/Career Prep****Credits:** 3**Class Hours:** 3**Course Fee:** \$180.00**Prerequisites:** ICG 450

Requires student to finalize their portfolios and package their personal brands to be ready to enter the professional marketplace or graduate school. Students revise projects designed in previous courses and develop new designs, based on extensive peer-critique and personal reflection. Upon completion of this course, students will have confidence in their interviewing skills, their portfolio, and their unique perspectives as designers



# Marketing

## **MKT 330 - Market Research**

**Credits:** 3

**Prerequisites:** BUS 241

The primary goal of this course is the understanding of how market research can help businesses make the best decisions and how they can transform research findings into actionable business insights. The course also aims to help students gain the ability to evaluate and interpret research designed and conducted by outside providers. During the course, we will discuss a wide range of research methods including in-depth interviews, focus groups, surveys and modeling, and their application to the services and non-profit sectors. We will also discuss data sources and data collection methods. Students will have the opportunity to define a business problem, develop a research plan, collect and analyze data and present findings and their implications as a class project.

## **MKT 340 - Services Marketing**

**Credits:** 3

**Prerequisites:** BUS 241

Principles, methods, policies, and strategies are explored in the specialized role of a services marketer. Current examples and data are analyzed from several industries within the service economy to understand the competitive advantage for companies that market both services and tangible products. Current issues in the marketing of services such as ethical misconduct, sustainability, technology, and the global market are addressed. Students will have the opportunity to develop leadership skills while completing a marketing audit study and creating a customer retention program for a business.

## **MKT 420 - Marketing Strategy and Analytics**

**Credits:** 3

**Prerequisites:** BUS 241

This course aims to cover topics in Marketing Analytics, an important decision making strategy for companies' marketing and merchandising divisions. Topics covered in this course include market segmentation, marketing mix analysis, product bundle organization, and social network analysis.

## Mass Communications

### MAC 101 - Mass Communication

**Credits:** 3

**Class Hours:** 3

This course is an introduction to various forms of mass media, and the use of different platforms from books to the internet to inform and entertain.

### MAC 102 - Broadcast Fundamentals

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$110.00

Survey of current practices and policies involved in the broadcast-media fields. The historical, cultural, legal and management aspects of broadcasting will be reviewed and related to the responsibilities of broadcasting to the public it serves.

### MAC 121 - Communication Lab 1

**Credits:** 2

**Course Fee:** \$180.00

This lab will give students hands-on experience in online, audio and visual reporting. During the semester, students will be expected to cover several events that occur on and around campus. They will develop reporting, writing, news judgement, editing and visual storytelling skills that they will use in the workplace. In addition, students will be supervised by an instructor during their lab hours and will work on live productions in a group environment. They will be assigned a key role/crew position for productions including: Anchor, Reporter, Photographer, Director, Assistant Director, Floor Manager and more.

### MAC 122 - Communication Lab 2

**Credits:** 2

**Course Fee:** \$180.00

**Prerequisites:** MAC 121

This lab will give students hands-on experience in online, audio and visual reporting. During the semester, students will be expected to cover several events that occur on and around campus. They will develop reporting, writing, news judgement, editing and visual storytelling skills that they will use in the workplace. In addition, students will be supervised by an instructor during their lab hours and will work on live productions in a group environment. They will be assigned a key role/crew position for productions including: Anchor, Reporter, Photographer, Director, Assistant Director, Floor Manager and more.

### MAC 150 - Introduction to Live Sound

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$180.00

Introduction to the basic theory, equipment, and procedures used in audio production for radio, television, and live event productions, including news, remote and sports broadcasts. Students will gain hands-on experience with the latest in digital audio equipment editing software common to all fields of communication.

### MAC 201 - Voice and Diction

**Credits:** 3

**Class Hours:** 3

Improvement of voice and diction (articulation), relaxation and breathing, resonance, phonation, volume and pitch, rate, emphasis and vocal quality. The sounds of American English to create recognition of various vocal patterns. For Mass Communication students.

### MAC 202 - History and Application of Media Law

**Credits:** 3

**Class Hours:** 3

**Prerequisites:** ENG 102

Media law and freedom of expression in the United States. Case studies, landmark decision and binding precedent decided by the United States Supreme Court and their impact on mass media.

### MAC 211 - Broadcast Journalism

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$160.00

**Prerequisites:** ENG 102

Writing and reporting for broadcast television and radio news and entertainment. All phases of report writing and editing, including interviewing techniques, feature writing, beat reporting, speeches, news conferences, crime and sports.

### MAC 212 - Broadcast Announcing

**Credits:** 3

**Class Hours:** 3

**Course Fee:** \$210.00

A lab course that prepares students to perform as announcers and professional communicators for the electronic media. Emphasis on voice analysis and improvement, pronunciation, articulation, and audio and video performance.

### MAC 221 - Communication Lab 3

**Credits:** 2

**Course Fee:** \$180.00

**Prerequisites:** MAC 122

This lab will give students hands-on experience in online, audio and visual reporting. During the semester, students will be expected to cover several events that occur on and around campus. They will develop reporting, writing, news judgement, editing and visual storytelling skills that they will use in the workplace. In addition, students will be supervised by an instructor during their lab hours and will work on live productions in a group environment. They will be assigned a key role/crew position for productions including: Anchor, Reporter, Photographer, Director, Assistant Director, Floor Manager and more.

**MAC 222 - Communication Lab 4****Credits:** 2**Course Fee:** \$180.00**Prerequisites:** MAC 221

Provides students the opportunity to apply the skills and knowledge acquired during class to work in a group environment on events or project associated with their concentration. Students will be supervised by an instructor during their lab hours and will be assigned a key role/crew position for that production. Key roles and crew positions include: On-air Personality, Newscasters, Journalist, Reporter, Photographers, Camera Operator, Television Director, Assistant Director, Technical Director, Graphics, Teleprompter Operator, Audio Engineer, Floor manager, Event Coordinator, Editor, and Segment Producer.

**MAC 243 - Audio and Visual Technologies****Credits:** 3**Class Hours:** 3**Course Fee:** \$180.00

This course will explore the basic audio and visual technology used in live field production, multimedia presentations and theatre productions. Students will demonstrate the different types of audio/visual show enhancement techniques through hands on labs and campus wide events.

**MAC 257 - Live Event Management/Producing****Credits:** 3**Class Hours:** 3

This course will equip students with essential knowledge and skills needed to manage and produce any type of live show or corporate event, from pre-production planning to the final execution and delivery of the show/event. Students will gain practical experience through college wide campus events.

**MAC 290 - Visual Communication****Credits:** 3**Class Hours:** 3**Course Fee:** \$180.00

Students will be provided with the practical knowledge and technical skills necessary to effectively communicate content with a creative and innovative perspective through visual imagery and media. In this course, students will learn the about vector and raster graphics, how to design with specific audiences in mind, and edit images using Adobe Creative Suite software. Students will learn how to research, apply and critique typography, color strategies, digital imaging, design principles, and visual trends. Students will apply ideas from theories of visual culture, particularly visual semiotics, that aim to provide a deeper understanding of images in contemporary culture.

**MAC 299 - Radio Broadcasting and Operations****Credits:** 3**Class Hours:** 3**Previous Name:** MAC 400**Course Fee:** \$370.00**Prerequisites:** VID 131

Application of advanced radio and television production principles and skills. Expected to actively engage in everyday operation of the college radio station and the college television studio.

**MAC 301 - New and Emerging Media****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

For the past ten years, we've been experiencing a revolution in communications. People aren't just tied to computers anymore, they are also creators and consumers of information through smartphones and tablets. This course examines various aspects of the changing media environment, new media outlets and the role of media in social and cultural life. Through a variety of projects, students will demonstrate knowledge of new media forms and develop new skills to participate in the new media environment.

**MAC 302 - Media Ethics and Criticism****Credits:** 3**Class Hours:** 3**Prerequisites:** ENG 102

This course focuses on the moral and ethical dilemmas journalists face. Topics include: freedom of speech, objectivity, censorship, confidentiality, right to privacy, truth in advertising and ethics in online journalism. We'll explore these topics through case studies and current media cases.

**MAC 312 - Broadcast Programming****Credits:** 3**Class Hours:** 3

Broadcast programming strategies as they influence the evaluation, selection and scheduling of different types of programming for networks, independent stations, public broadcasting, news and special events.

**MAC 321 - Communication Lab 5****Credits:** 2**Course Fee:** \$180.00**Prerequisites:** MAC 222

This lab will give students hands-on experience in online, audio and visual reporting. During the semester, students will be expected to cover several events that occur on and around campus. They will develop reporting, writing, news judgement, editing and visual storytelling skills that they will use in the workplace. In addition, students will be supervised by an instructor during their lab hours and will work on live productions in a group environment. They will be assigned a key role/crew position for productions including: Anchor, Reporter, Photographer, Director, Assistant Director, Floor Manager and more.

**MAC 322 - Communication Lab 6****Credits:** 2**Course Fee:** \$180.00**Prerequisites:** MAC 321

This lab will give students hands-on experience in online, audio and visual reporting. During the semester, students will be expected to cover several events that occur on and around campus. They will develop reporting, writing, news judgement, editing and visual storytelling skills that they will use in the workplace. In addition, students will be supervised by an instructor during their lab hours and will work on live productions in a group environment. They will be assigned a key role/crew position for productions including: Anchor, Reporter, Photographer, Director, Assistant Director, Floor Manager and more.

**MAC 345 - Show Control Systems****Credits:** 3**Class Hours:** 3**Course Fee:** \$300.00**Prerequisites:** MAC 243

This course will cover the integration and operation of today's leading show control systems in multimedia live event productions. Emphasis is placed on defining live-production components and system interfaces. Students will gain practical experience through college wide campus events.

**MAC 350 - Podcast Producing****Credits:** 3**Class Hours:** 3**Course Fee:** \$250.00**Prerequisites:** MAC 299

This course is designed to teach the complete process of developing, recording, editing, enhancing, and syndicating audio-based podcast through a combination of lecture, demonstration, and hands-on lab instruction in WFTU' radio station and production suites. Students will learn different ways to produce interesting content and creative approaches to telling stories.

**MAC 380 - Sportscasting****Credits:** 3**Class Hours:** 3**Course Fee:** \$210.00

This course will introduce students to techniques on how to write, edit and cover sports stories. Interviewing techniques and skills will be refined in this class. Students will need to have a flexible schedule in order to cover games outside of classes. Students will learn to write for a sports newscast and learn how to cover breaking sports news. They will also analyze successful styles from many sportscasters in all mediums, including broadcast and the web.

**MAC 403 - Broadcast Marketing and Advertising****Credits:** 3**Class Hours:** 3**Prerequisites:** MAC 312

Study of the advertising, promotion and marketing techniques for three major media areas: broadcasting, cable and online. Emphasis will be on the conceptualization, writing and production elements suited for commercial, network, local and cable promotion as well as management, research, and budgeting.

**MAC 410 - Multimedia Journalism****Credits:** 3**Class Hours:** 3**Course Fee:** \$210.00**Prerequisites:** MAC 301

This course will focus on the opportunities and challenges faced by journalists in the digital world. Students will work to create online story packages, including: planning, pitching, reporting, fact-checking, and editing across multiple platforms and devices.

**MAC 420 - Sports Journalism****Credits:** 3**Class Hours:** 3**Prerequisites:** MAC 211 or MAC 299

This upper-level journalism course will utilize basic journalism skills, introducing students to the world of sports journalism. Surveying the history of sports media, in all forms – print, radio, TV, online, and mobile. Students will be reporting and writing in all forms, including social media, online-blogging, feature and column writing. Students will gain practical experience covering the college's athletic teams throughout the semester.

**MAC 425 - Senior Project****Credits:** 3**Class Hours:** 3**Course Fee:** \$350.00**Prerequisites:** MAC 211

The senior project will be the capstone of the student's work at Five Towns College. The student will spend the semester creating a project that includes in-depth reporting, and may take the form of a news broadcast, magazine report or multimedia presentation. This will include extensive planning and research, topic approval and adherence to deadlines, under the guidance of a faculty adviser. Students will also make sure their online portfolio is up-to-date, for presentation to potential employers.

## Mathematics

### **MAT 011 - Developmental Mathematics**

**Credits:** 3

Designed to help students better understand concepts in the areas of whole numbers, fractions, decimals, percents, and measurements. Develops ability to apply the fundamental mathematical operations (adding, subtracting, multiplying, and dividing). Individualized, self-paced approach. Graded Pass/Fail only. Credits do not apply towards graduation.

### **MAT 111 - Mathematical Reasoning**

**Credits:** 3

**Prerequisites:** Elementary algebra or one year of high school academic mathematics

Designed to introduce students to mathematical ways of thinking, this course focuses on the following topics: symbolic logic; set theory; numeration systems; inductive and deductive reasoning; and applications to programming.

### **MAT 123 - College Algebra**

**Credits:** 3

**Prerequisites:** Elementary algebra or two years of high school academic mathematics

First and second degree equations and inequalities, exponents, polynomials, factoring, rational expressions and graphing.

### **MAT 231 - Introduction to Statistics**

**Credits:** 3

**Prerequisites:** Elementary algebra or one year of high school academic mathematics

Classification and analysis of data: mean, variance, standard deviation, and linear correlation. Concepts of probability. Binomial, hypergeometric, and normal distributions; sampling.

## Music

### **MUS 105 - Fundamentals of Music**

**Credits:** 3

Comprehensive study of the beginning basics of music theory. Subjects covered in this area are pitch, rhythm, harmony, meter, scales, intervals, and solfege syllables. To reinforce the subject matter, the course focuses on written exercises, sight-singing, dictation, and musical analysis. (This is an elective course that may be required depending upon music placement.)

### **MUS 106 - Basic Musicianship**

**Credits:** 1

**Course Fee:** \$20.00

Comprehensive study of the beginning basics of aural and keyboard skills. Subjects covered in this area are solfege syllables, finger positions, sight reading, sight singing, intervals, chord progression, rhythmic dictation, and melodic dictation. (This is an elective course that may be required depending on placement.)

### **MUS 111 - Harmony 1**

**Credits:** 3

Fundamentals of music theory as a prerequisite to the study of literature and materials of music. In both treble and bass clef, there is a strong focus on intervals up to the octave, major and minor scales (natural, harmonic, melodic), triads and seventh chords. Chord symbols, figured bass, harmonic function. Melodic and harmonic analysis. Form, voice leading, melody harmonization.

### **MUS 112 - Harmony 2**

**Credits:** 3

**Prerequisites:** MUS 111

The common use in the Great American Songbook of triads and seventh chords. Thorough examination of melodic construction and voice leading. Principles of harmonic motion and chord progressions, including dominant and secondary dominant relationships and the basic principles of form in popular American music. Analysis of common chord progressions used in American music from 1920-1970.

### **MUS 121 - Sight Singing 1**

**Credits:** 1

Training in the singing of intervals and major and minor melodic phrases. Rhythmic reading of simple and compound meters, and sight reading in bass and treble clefs. The development of a sense of tonality and the ability to sing major scales and triads.

### **MUS 122 - Sight Singing 2**

**Credits:** 1

**Prerequisites:** Prerequisite: MUS 121 or equivalent.

Training in the singing of intervals more complex melodies. Sight-reading in bass and treble clefs. Further development of a sense of tonality and the ability to sing basic intervals, minor scales, minor triads, minor seventh chords, dominant seventh chords, and major seventh chords.

### **MUS 123 - Ear Training 1**

**Credits:** 1

Training in the recognition and notation of diatonic intervals, rhythms, melodic phrases and triads. Aural recognition of diatonic chord progressions, and melodies.

### **MUS 124 - Ear Training 2**

**Credits:** 1

**Prerequisites:** MUS 123

Training in the recognition and notation of simple and compound rhythms, seventh chords, and melodic phrases. Aural recognition of melodies and chord progressions, containing both diatonic and chromatic harmony.

### **MUS 185 - Keyboard Skills 1**

**Credits:** 1

**Course Fee:** \$20.00

Individualized keyboard training in a group setting. Development of skills relevant to the performance of melodies and harmonic progressions in small position (SP). Training in sight reading and accompaniment skills necessary for the professional musician and music educator. Additional course fee; see the Academic Catalog for information.

### **MUS 186 - Keyboard Skills 2**

**Credits:** 1

**Course Fee:** \$20.00

**Prerequisites:** MUS 185

Individualized keyboard training in a group setting. Development of skills relevant to the performance of more advanced melodies and harmonic progressions in large position (LP). Training in sight reading and accompaniment skills necessary for the professional musician and music educator. Additional course fee; see the Academic Catalog for information.

### **MUS 211 - Harmony 3**

**Credits:** 3

**Prerequisites:** MUS 112

Study of the minor key cadential chart: chord patterns, progressions derived from minor keys, chords and scales derived from harmonic and melodic minor. Dominant 7b9, diminished 7th, Minor-Major, ninth, eleventh and thirteenth chords. Lydian dominant. Analysis of chord progressions found in jazz, including introductions, modulations, and deceptive cadences. Eighth note line writing using arpeggios and scales on Rhythm Changes and Blues progressions.

### **MUS 212 - Harmony 4**

**Credits:** 3

**Prerequisites:** MUS 211

Students compose melodies on standard chord progressions and create their own chord patterns based on the analysis throughout the course.

**MUS 218 - Form and Analysis****Credits:** 3**Prerequisites:** MUS 212

Through exposure to a wide variety of representative examples, students will study the structural components of musical composition concentrating on the larger dimensions. Topics will include simple forms, rondo, fugue, and sonata form as well as popular song forms in the Great American Songbook, Blues, and various popular/rock forms.

**MUS 221 - Sight Singing 3****Credits:** 1**Prerequisites:** MUS 122

Training in aural and visual perception of complex rhythmical, contrapuntal, and melodic material. Sight reading with emphasis on chromaticism. Modal scales and sight singing of choral music.

**MUS 222 - Sight Singing 4****Credits:** 1**Prerequisites:** MUS 221

Training in aural and visual perception of more complex rhythmical, contrapuntal, and melodic material. Sight reading in additional clefs, singly and in combination with clefs previously studied, with emphasis on chromaticism. Continuation of modal scales.

**MUS 223 - Ear Training 3****Credits:** 1**Prerequisites:** MUS 124

Training in the aural recognition and notation of complex rhythmic and harmonic material using seventh and ninth chords. Emphasis on modern chord progressions in the major and minor modes. Transcription of contemporary popular music from records and tapes.

**MUS 224 - Ear Training 4****Credits:** 1**Prerequisites:** MUS 223

Training in the aural recognition and notation of more complex rhythmic and harmonic material. Emphasis on chromaticism and modulation. Melodic dictation of standard jazz repertoire including bass lines.

**MUS 261 - Computer Music Notation****Credits:** 3**Previous Name:** Formerly MUS 411**Course Fee:** \$60.00**Prerequisites:** MUS 112

Use of Sibelius 7 software for music notation and scoring. Application to lead sheets, single-line parts, large ensemble arrangements and preparation of printed music for a variety of educational purposes. Scoring techniques for classical, jazz and popular styles are developed.

**MUS 285 - Keyboard Skills 3****Credits:** 1**Course Fee:** \$20.00**Prerequisites:** MUS 186

Keyboard lessons in a group setting. The playing and reading of more advanced compositions; learning to read chord symbols of more advanced difficulty; the ability to transpose simple compositions and lead sheets.

**MUS 286 - Keyboard Skills 4****Credits:** 1**Course Fee:** \$20.00**Prerequisites:** MUS 285

Individualized keyboard training in a group setting. Development of skills relevant to the performance of progressively more advanced melodies and harmonic progressions. Learning to play chords and improvisations necessary for the professional musician. Emphasis on developing reading and improvisational skills.

**MUS 304 - Popular Music Lab 1****Credits:** 1**Prerequisites:** MUS 286

Study, rehearsal and performance of the diverse popular music repertoire necessary to excel in professional settings such as cruise ships, club dates, nightclubs, theme parks and concerts. Familiarization with musical styles such as Motown, classic rock, disco, jazz standards, rhythm and blues, and current popular music. Open to vocalists and instrumentalists with permission of instructors.

**MUS 305 - Jazz Lab 1****Credits:** 1**Prerequisites:** MUS 286

Study, rehearsal and performance of the diverse jazz repertoire necessary to excel in professional settings such as cruise ships, club dates, nightclubs, theme parks, and concerts. Familiarization with styles such as bebop, swing, Latin jazz, fusion, and contemporary/smooth Jazz. Open to vocalists and instrumentalists with permission of instructors.

**MUS 311 - Counterpoint****Credits:** 2

Species and free counterpoint based on 18th-century practice. Techniques for the writing of imitative forms, including canon and invention, as well as invertible counterpoint and short two-voice pieces.

**MUS 314 - Arranging****Credits:** 2**Prerequisites:** MUS 212

Arranging for woodwind, brass, string, and rhythm section instruments in a small jazz/commercial music setting. Technical factors relevant to performance, range limits, melodic, harmonic, and rhythmic potentials. Study of transposition and the preparation of score and parts. Use of counter-melodies and secondary lines; performing and recording of arrangements.

**MUS 315 - Commercial Arranging****Credits: 2****Prerequisites:** MUS 314

Arranging for woodwind, brass, and rhythm section instruments in a 17-piece jazz/commercial music ensemble setting. Technical factors relevant to performance, range limits, melodic, harmonic, and rhythmic potentials. Preparation of score and parts, transposition, and voicing techniques. Use of counter-melodies and secondary lines; performing and recording of arrangements.

**MUS 318 - Improvisation 1****Credits: 2****Prerequisites:** MUS 212

Introduction to Jazz improvisation in theory and practice. Application of melody-harmony relationships to instrumental/vocal performance. Emphasis on melodic sequences, patterns, and appropriate scales. Transcription and analysis of legendary performers. Phrasing and other elements of style are developed through application to standard repertory.

**MUS 319 - Improvisation 2****Credits: 2****Prerequisites:** MUS 318

Improvisation in theory and practice. Application of advanced melodic/harmonic relationships to instrumental/vocal performance. Detailed analysis of selected jazz idioms and their application to individual creative expression.

**MUS 365 - Vocal Arranging****Credits: 2**

This class will examine different techniques for arranging vocal music in a variety of popular styles. Students will learn the guidelines for arranging solo and background vocals unique to each style of music, including a cappella music, classical music, doo-wop, jazz, and pop music.

**MUS 393 - Instrumental Conducting****Credits: 2****Prerequisites:** MUS 212

Conducting techniques applicable to instrumental ensembles. Score reading and analysis, application of principles of orchestration and arranging. Organization of the effective rehearsal with emphasis on the rearrangement of parts in preparation for public performance. Reduction and simplification of scores. Conducting techniques for the pit orchestra/band and the recording studio.

**MUS 394 - Choral Conducting****Credits: 2****Prerequisites:** MUS 212

Conducting techniques applicable to vocal ensembles including choruses and a cappella groups. Score reading and analysis, application of the principles of voice development and choral arranging. Organization of the effective rehearsal with emphasis on the selection of suitable music and preparation for public performance.

**MUS 395 - Orchestration 1****Credits: 2****Prerequisites:** MUS 212

Traditional orchestration techniques for chamber ensembles. Study of instrument families and the past works of well-known composers. Students will orchestrate for different kinds of chamber formats.

**MUS 400 - Introduction to Film Scoring****Credits: 2****Prerequisites:** MUS 261

Introduction to fundamental scoring techniques for film and other visual media. Study of the work of well-known film composers and the basics of composition for movie segments. Students will analyze music for its emotional value and contribution to influence on visual impact, and compose music for film/video projects with current music software.

**MUS 404 - Popular Music Lab 2****Credits: 1****Prerequisites:** MUS 304

Study, rehearsal, and performance of the diverse popular music repertoire necessary to excel in professional settings such as cruise ships, club dates, nightclubs, theme parks, and concerts. Familiarization with musical styles such as Motown, classic rock, disco, jazz standards, rhythm and blues, and current popular music. Open to vocalists and instrumentalists with permission of instructors.

**MUS 405 - Jazz Lab 2****Credits: 1****Prerequisites:** MUS 305

Study, rehearsal and performance of the diverse jazz repertoire necessary to excel in professional settings such as cruise ships, club dates, nightclubs, theme parks, and concerts. Familiarization with styles such as bebop, swing, Latin jazz, fusion, and contemporary/smooth Jazz. Open to vocalists and instrumentalists with permission of instructors.

**MUS 415 - Popular Songwriting 1****Credits: 2****Prerequisites:** MUS 212

Exploration of the fundamentals of commercial songwriting. Analysis of the basic elements of a song: lyrics and music (melody, rhythm and harmony). Techniques and tools for finding and developing lyrical and musical ideas. The business aspects of song writing lead sheets, demos, copyright, music publishers, producers, contracts, and royalties.

**MUS 416 - Studio Composition****Credits: 3****Prerequisites:** MUS 314

Basic techniques of studio music production using digital audio workstation (DAW) software such as Logic Pro X. Students will develop necessary skills for digital music production based on MIDI sequencing and audio processing.



**MUS 435 - Songwriter's Workshop 1****Credits:** 1**Previous Name:** Formerly ENS370

Individualized instruction in a group setting. Study of the skills required for the composition of professional quality popular songs: melody, lyrical content, effective structures, preparation for public performance.

**MUS 436 - Songwriter's Workshop 2****Credits:** 1**Previous Name:** Formerly ENS370**Prerequisites:** MUS 435

Individualized instruction in a group setting. Study of the skills required for the composition of professional quality popular songs: melody, lyrical content, effective structures, preparation for public performance.

**MUS 451 - Keyboard Harmony****Credits:** 2**Course Fee:** \$20.00**Prerequisites:** MUS 286

Musicianship training and keyboard facility. Harmonization of melodies, modulation, transposition, and improvisation. Score reduction and accompaniment techniques. Contemporary chord voicings and alterations and their application to the reharmonization of melodies. Additional course fee; see the Academic Catalog for information.

**MUS 511 - Jazz Harmony 1****Credits:** 3

Study of diatonic and chromatically altered chords in melodic settings and harmonic progressions together with seventh chords and commonly used substitute dominants. Analysis of chord progressions found in popular music.

**MUS 512 - Jazz Harmony 2****Credits:** 3**Prerequisites:** MUS 511

Study of complex chord voicings, non-chordal tones, and tone clusters found in contemporary jazz/popular music. Analysis of selected examples of jazz/commercial music, and alternative harmonizations of standard progressions.

**MUS 513 - Electronic Music Composition****Credits:** 3**Course Fee:** \$60.00

A hands-on course designed to merge the technology of digital sequencing with the art of music composition. The Korg M3 synthesizer is used as a workstation for arranging and recording original compositions which vary from simple melodies to complex canons on CD or MP3. Additional course fee; see the Academic Catalog for information.

**MUS 521 - Advanced Improvisation****Credits:** 3

Improvisational principles and practices. Techniques used for the application of advanced melodic and harmonic composition and devices to instrumental and vocal performance of standard and current jazz repertory. Emphasis on the analysis of selected jazz idioms and their relationship to individual creative expression.

**MUS 552 - Project Seminar 1****Credits:** 3

Practical application of the principles and tools of research to develop a research topic that culminates in a thesis/research project outline.

**MUS 553 - Project Seminar 2****Credits:** 3

Completion of a thesis/research project developed from a previously prepared project outline. A copy of the final document is submitted to the Graduate Library and becomes the property of the College. This course may be repeated without credit.

**MUS 604 - Advanced Instrumental Conducting****Credits:** 3**Previous Name:** Formerly EDU 604

Advanced conducting techniques and pedagogy for bands and orchestras. Score analysis, conducting patterns with focus on phrasing, tempo, intonation, blend and balance. Study of literature appropriate for school performances.

**MUS 607 - Advanced Choral Conducting****Credits:** 3**Previous Name:** Formerly EDU 607

Advanced conducting techniques: score analysis; conducting patterns; emphasis on the demands of tempo, dynamics articulation and text. Study of varied styles in choral music, choral conducting pedagogy, and literature suitable for school performance.

**MUS 611 - Contemporary Jazz Harmony****Credits:** 3

Analysis of complex chord progressions based upon post-1960 harmonic techniques. Study of modal harmony and its relationship to jazz improvisation.

**MUS 612 - Arranging for Studio Orchestra****Credits:** 3

Arranging techniques for the Studio Orchestra. Special voicings, orchestral combinations and reharmonization techniques as applied to the string, woodwind, brass and percussion sections of the studio orchestra. Analysis and application of the techniques of major arrangers and composers such as Gil Evans, Pat Williams, Claus Ogerman and Henry Mancini.

**MUS 614 - Composers Workshop 1****Credits:** 3

Practicum for composer/arrangers including performance and discussion of student works. Emphasis on jazz/commercial idioms. Typical melodic, harmonic, and rhythmic devices and techniques are analyzed to provide an understanding of stylistic trends in contemporary popular music. Original compositions by students based upon creative inclinations.

**MUS 630 - Analytical Techniques****Credits: 3**

This course in music analysis will examine a variety of analytical techniques and approaches. Analytical results are not only influenced by the choice of the research object(s), but by the methods used to study them. Students will learn how to approach musical works from several perspectives. Emphasis will be placed on the ability to apply analytical models across styles and genres.

**MUS 631 - Jazz/Commercial Piano****Credits: 3**

Jazz/Commercial piano performance; study of popular standard songs and blues progressions; development of improvisational technique; the diatonic modes and a variety of harmonic progressions used by contemporary pianists. Analysis of solos by Bud Powell, Bill Evans, Oscar Peterson, Chick Corea and Dick Hyman.

**MUS 671 - Selected Topics in Music****Credits: 3**

Topics are selected each time a course is offered and are designed primarily to meet the needs of working professionals. May be repeated for credit.

**MUS 711 - Jazz Composition/Arranging****Credits: 3**

Advanced arranging for small and large ensembles. Melody writing, various voicing techniques, harmonization of melodies, and rhythm section part writing. Performance and evaluation of student arrangements.

**MUS 712 - Film Scoring****Credits: 3****Course Fee: \$110.00**

Scoring of original music for film and video. Study of the work of well known film composers and the basics of composition for film/video segments. Students will analyze music for its emotional and visual impact and compose music for film/video projects. Additional course fee; see the Academic Catalog for information.

**MUS 714 - Composers Workshop 2****Credits: 3**

Practicum for composer/arrangers including performance and discussion of student works. Emphasis on larger performing mediums on a grander scale utilizing arranging and orchestration techniques. Exploration of melodic, harmonic and rhythmic devices laying the groundwork for advanced portfolio development.

**MUS 800 - Continuous Registration****Credits: 0**

Required of doctoral students for maintenance of matriculated status. Students must register for MUS 800 every semester in which they do not take at least one 3-credit course.

Registration for this course entitles students to use the library and other research facilities, consult members of the faculty, and participate in College activities. This course may be repeated and carries no credit toward graduate degree requirements.

**MUS 801 - Doctoral Advisement****Credits: 0**

Doctoral students are required to meet periodically with their major professor to review their Plan of Study and progress toward completion of their research project. Advisement must be taken each semester. Special fee required. MUS 801 does not meet the requirement for continuous registration.

## **Elective Music Lesson**

### **EML 101 - Elective Music Lesson**

**Credits:** 1

**Previous Name:** EDU 151

**Course Fee:** \$610.00

Weekly individual music lessons for secondary instruments and non-music degree seeking students.

### **EML 501 - Elective Music Lesson**

**Credits:** 1

**Course Fee:** \$610.00

Weekly individual music lessons for secondary instruments and non-music degree seeking students.

## Ensemble

### ENS 302 - American Songbook Ensemble

**Credits:** 1

**Class Hours:** 3

**Previous Name:** Formerly PEV383, PEV384, PEV483, PEV484

**Prerequisites:** Audition and Permission of Director

Professional training for vocal and instrumentalists interested in learning and performing repertoire from the Great American Songbook.

### ENS 306 - Barbershop Harmony Ensemble

**Credits:** 1

**Class Hours:** 2

**Previous Name:** Formerly PEV141, PEV142, PEV241, PEV242, PEV341, PEV342, PEV441, PEV442

Professional level training for vocalists interested in a cappella performance of traditional barbershop quartet literature. Preparation for performances at regional and national competitions sponsored by the Barbershop Quartet Society (SPEBSQSA) and the Sweet Adelines, Inc. Repeatable for credit up to limit permitted.

### ENS 310 - Broadway Bound

**Credits:** 1

**Previous Name:** Formerly THE373, THE374, THE473, THE474

Individualized instruction in a group setting. Professional training for musical theatre/vocal majors interested in obtaining a DVD highlighting their unique talents that will serve as an important marketing tool to advance their careers in the entertainment industry. Preparation for public performance. (Repeatable for credit up to limit permitted.)

### ENS 318 - Chamber Orchestra

**Credits:** 1

**Class Hours:** 2

**Previous Name:** Formerly PES131, PES132, PES231, PES232, PES331, PES332, PES431, PES432

Chamber orchestra designed for instrumentalists to develop the mastery of performance skills and techniques on the instrument and to develop effective ensemble performance skills. Exposure to traditional repertoire with opportunities to perform new works and collaborate with selected professional soloists in the field.

### ENS 322 - Chamber Singers

**Credits:** 1

**Class Hours:** 3

**Previous Name:** Formerly PEV113, PEV114, PEV213, PEV214, PEV313, PEV314, PEV413, PEV414

**Prerequisites:** Audition and Permission of Director

The Chamber Singers specialize in advanced choral repertoire while offering supplementary music for special events and outreach performances. Ensemble usually ranges from 24-32 singers. Membership in Chamber Singers requires a high level of musicianship, outstanding reading skills, and dedication to the choral art. The Chamber Singers will tour annually serving as musical and cultural ambassadors for Five Towns College. Two additional hours of sectional meetings per month are required. (Repeatable for credit up to limit permitted.)

### ENS 326 - Choir

**Credits:** 1

**Class Hours:** 3

Vocal ensemble dedicated to the performance of more difficult and challenging traditional and contemporary choral literature. Rehearsal and preparation for concerts and public performances on and off campus.

### ENS 330 - Concert Band

**Credits:** 1

**Class Hours:** 3

**Previous Name:** Formerly PEB111, PEB112, PEB211, PEB212, PEB311, PEB312, PEB411, PEB412

Performance of standard and contemporary concert band selections. Rehearsal and preparation for public performances.

### ENS 334 - Contemporary A Cappella

**Credits:** 1

**Class Hours:** 2

**Previous Name:** Formerly PEV011

Vocal ensemble for men and women interested in performing contemporary a cappella literature in the style of groups seen in the movie Perfect Pitch and NBC's The Sing Off. Performances will occur in the College Theater and other venues.

### ENS 336 - Electric Jazz Guitar Studio Orchestra

**Credits:** 1

**Class Hours:** 3

**Previous Name:** Formerly Advanced Guitar/Bass Ensemble

**Prerequisites:** Audition and Permission of Director

The Electric Studio Orchestra has advanced study and public performance of standard, contemporary and original jazz/commercial literature. Opportunities to perform a varied repertoire that is demanding and held to professional standards. By audition only.

**ENS 338 - Acoustic Guitar Orchestra****Credits:** 1**Class Hours:** 2**Previous Name:** Formerly PES111, 112, 211, 212, 311, 312, 411, 412**Prerequisites:** A working acoustic guitar.

Graded sight reading and study of standard, contemporary, and original jazz literature. Study and practice of materials for purposes of technical development, repertoire extension, and public performance. (Repeatable for credit up to limit permitted.)

**ENS 342 - Jazz Ensemble****Credits:** 1**Class Hours:** 1**Previous Name:** Formerly PEB141, 142, 241, 242, 341, 342, 421, 422.

Performance of standard, contemporary, and original music literature in small group settings. Rehearsal and preparation for student recitals and public performances. Technical development together with repertoire extension embracing major artistic trends. (Repeatable for credit up to limit permitted.)

**ENS 346 - Jazz Orchestra****Credits:** 1**Class Hours:** 3**Previous Name:** PEB161, 162, 261, 262, 361, 362, 461, 462**Prerequisites:** Audition and Permission of Director

Study and performance of large jazz ensemble literature from various time periods. Styles include swing, Latin, standards, and contemporary Jazz and Pop. Preparation for public performance.

**ENS 362 - Percussion Ensemble****Credits:** 1**Class Hours:** 2**Previous Name:** Formerly PEB151, 152, 261, 262, 361, 362, 461, 462

Study and performance of standard, contemporary, and original jazz literature. Interaction in the rhythm section using traditional and nontraditional groupings of rhythm instruments. (Repeatable for credit up to limit permitted.)

**ENS 374 - String Ensemble****Credits:** 1**Class Hours:** 2**Previous Name:** Formerly PES121, 122, 221, 222, 321, 322, 421, 422

Study and practice of a variety of standard and contemporary literature composed for the violin, viola, violoncello and string bass. Rehearsal and preparation for student recitals and public performances. (Repeatable for credit up to limit permitted.)

**ENS 378 - Symphony Orchestra****Credits:** 1**Class Hours:** 3**Previous Name:** Formerly PES141, 142, 241, 242, 341, 342, 441, 442

Orchestra dedicated to the performance of the traditional and contemporary literature composed for a fully instrumented orchestra of symphonic proportions. Opportunity to develop the skills and repertoire required for performing with a symphony orchestra. (Repeatable for credit up to limit permitted.)

**ENS 382 - Theatre Orchestra****Credits:** 1**Class Hours:** 2**Previous Name:** Formerly PES151, 152, 251, 252, 351, 352, 451, 452**Prerequisites:** Audition and Permission of Director

Professional orchestra designed to develop and enhance the skills required to accompany musical theatre productions that include the performance of overtures, interludes, and backgrounds suitable for solo, group, and ensemble presentations occurring on a theater stage. The ability to follow a conductor from a recessed orchestra pit in front of the stage is emphasized and is a major requirement for orchestra members. (Repeatable for credit up to limit permitted.)

**ENS 386 - Vocal Jazz Ensemble****Credits:** 1**Class Hours:** 3**Previous Name:** Formerly PEV131, 132, 231, 232, 331, 332, 431, 432**Prerequisites:** Audition and Permission of Director

Vocal ensemble designed for vocalists desirous and capable of public performance on a professional level. Opportunities to perform a varied repertoire, embracing major artistic trends, a cappella and with instrumental accompaniment. Special attention will be given to recording techniques and the demands of the recording studio. (Repeatable for credit up to limit permitted.)

**ENS 390 - Wind Ensemble****Credits:** 1**Class Hours:** 2**Previous Name:** Formerly PEB181, 182, 281, 282, 381, 382, 481, 482**Prerequisites:** Audition and Permission of Director

Professional training course designed for the study of standard and contemporary wind ensemble literature. Rehearsal and preparation for public performance.

**ENS 502 - American Songbook Ensemble****Credits:** 1**Class Hours:** 3**Previous Name:** Formerly PEV583, PEV584, PEV683, PEV684**Prerequisites:** Audition and Permission of Director

Professional training for vocal and instrumentalists interested in learning and performing repertoire from the Great American Songbook.

**ENS 506 - Barbershop Harmony Ensemble****Credits:** 1**Class Hours:** 2**Previous Name:** Formerly PEV541, PEV542, PEV641, PEV642

Professional level training for vocalists interested in a cappella performance of traditional barbershop quartet literature. Preparation for performances at regional and national competitions sponsored by the Barbershop Quartet Society (SPEBSQSA) and the Sweet Adelines, Inc. (Repeatable for credit up to limit permitted.)

**ENS 510 - Broadway Bound****Credits:** 1

Individualized instruction in a group setting. Professional training for musical theatre/vocal majors interested in obtaining a DVD highlighting their unique talents that will serve as an important marketing tool to advance their careers in the entertainment industry. Preparation for public performance. (Repeatable for credit up to limit permitted.)

**ENS 518 - Chamber Orchestra****Credits:** 1**Class Hours:** 2**Previous Name:** Formerly PEV531, PES532, PES631, PES632

Chamber orchestra designed for instrumentalists to develop the mastery of performance skills and techniques on the instrument and to develop effective ensemble performance skills. Exposure to traditional repertoire with opportunities to perform new works and collaborate with selected professional soloists in the field.

**ENS 522 - Chamber Singers****Credits:** 1**Class Hours:** 3**Previous Name:** PEV513, PEV514, PEV613, PEV614**Prerequisites:** Audition and Permission of Director

The Chamber Singers specialize in advanced choral repertoire while offering supplementary music for special events and outreach performances. Ensemble usually ranges from 24-32 singers. Membership in Chamber Singers requires a high level of musicianship, outstanding reading skills, and dedication to the choral art. The Chamber Singers will tour annually serving as musical and cultural ambassadors for Five Towns College. Two additional hours of sectional meetings per month are required. (Repeatable for credit up to limit permitted.)

**ENS 526 - Choir****Credits:** 1**Class Hours:** 3

Vocal ensemble dedicated to the performance of more difficult and challenging traditional and contemporary choral literature. Rehearsal and preparation for concerts and public performances on and off campus.

**ENS 530 - Concert Band****Credits:** 1**Class Hours:** 3**Previous Name:** PEB511, PEB512, PEB611, PEB612

Performance of standard and contemporary concert band selections. Rehearsal and preparation for public performances.

**ENS 534 - Contemporary A Cappella****Credits:** 1**Class Hours:** 3

Vocal ensemble for men and women interested in performing contemporary a cappella literature in the style of groups seen in the movie Perfect Pitch and NBC's The Sing Off. Performances will occur in the College Theater and other venues.

**ENS 536 - Electric Jazz Guitar Studio Orchestra****Credits:** 1**Class Hours:** 2**Previous Name:** Formerly Advanced Guitar/Bass Ensemble**Prerequisites:** Audition and Permission of Director

The Electric Studio Orchestra has advanced study and public performance of standard, contemporary and original jazz/commercial literature. Opportunities to perform a varied repertoire that is demanding and held to professional standards. By audition only.

**ENS 538 - Acoustic Guitar Orchestra****Credits:** 1**Class Hours:** 2**Previous Name:** PES511, 512, 611, 612**Prerequisites:** A working acoustic guitar.

The Acoustic Guitar Orchestra specializes in multi-voiced guitar ensemble repertoire. The Guitar Orchestra will provide students the ability to develop their guitar playing techniques as well as their musical skills and language through the performance of musical selections of all periods, created in multiple-part orchestral arrangements, adapted for the guitar

**ENS 542 - Jazz Ensemble****Credits:** 1**Class Hours:** 1**Previous Name:** PEB541, 542, 641, 642

Performance of standard, contemporary, and original music literature in small group settings. Rehearsal and preparation for student recitals and public performances. Technical development together with repertoire extension embracing major artistic trends. (Repeatable for credit up to limit permitted.)

**ENS 546 - Jazz Orchestra****Credits:** 1**Class Hours:** 3**Previous Name:** Formerly PEB561, 562, 661, 662

Study and performance of large jazz ensemble literature from various time periods. Styles include swing, Latin, standards, and contemporary Jazz and Pop. Preparation for public performance.

**ENS 562 - Percussion Ensemble****Credits:** 1**Class Hours:** 2**Previous Name:** PEB561, 562, 661, 662

Study and performance of standard, contemporary, and original jazz literature. Interaction in the rhythm section using traditional and nontraditional groupings of rhythm instruments. (Repeatable for credit up to limit permitted.)

**ENS 574 - String Ensemble****Credits:** 1**Class Hours:** 2**Previous Name:** PES521, 522, 621, 622

Study and practice of a variety of standard and contemporary literature composed for the violin, viola, violoncello and string bass. Rehearsal and preparation for student recitals and public performances. (Repeatable for credit up to limit permitted.)

**ENS 578 - Symphony Orchestra****Credits:** 1**Class Hours:** 3**Previous Name:** PES541, 542, 641, 642

Orchestra dedicated to the performance of the traditional and contemporary literature composed for a fully instrumented orchestra of symphonic proportions. Opportunity to develop the skills and repertoire required for performing with a symphony orchestra. (Repeatable for credit up to limit permitted.)

**ENS 582 - Theatre Orchestra****Credits:** 1**Class Hours:** 2**Previous Name:** PES551, 552, 651, 652**Prerequisites:** Audition and Permission of Director

Professional orchestra designed to develop and enhance the skills required to accompany musical theatre productions that include the performance of overtures, interludes, and backgrounds suitable for solo, group, and ensemble presentations occurring on a theater stage. The ability to follow a conductor from a recessed orchestra pit in front of the stage is emphasized and is a major requirement for orchestra members. (Repeatable for credit up to limit permitted.)

**ENS 586 - Vocal Jazz Ensemble****Credits:** 1**Class Hours:** 3**Previous Name:** Formerly PEV531, 532, 631, 632**Prerequisites:** Audition and Permission of Director

Vocal ensemble designed for vocalists desirous and capable of public performance on a professional level. Opportunities to perform a varied repertoire, embracing major artistic trends, a capella and with instrumental accompaniment. Special attention will be given to recording techniques and the demands of the recording studio. (Repeatable for credit up to limit permitted.)

**ENS 590 - Wind Ensemble****Credits:** 1**Class Hours:** 2**Previous Name:** PEB581, 582, 681, 682**Prerequisites:** Audition and Permission of Director

Professional training course designed for the study of standard and contemporary wind ensemble literature. Rehearsal and preparation for public performance.

# Music Business

## **MUB 101 - Music Business Careers**

**Credits:** 3

Survey of music industry careers. Study of support functionaries, such as talent and advertising agencies, publishers, business managers, buyers, accountants, record producers, and distributors. Performers' rights, copyrights, agency contracts, financing and production agreements, licensing and retailing.

## **MUB 102 - Music Promotion and Broadcasting**

**Credits:** 3

Study of the radio station and record company as vehicles for the promotion of record sales. The organization and administration of a radio station: programming concepts and market research. The structure and operation of record companies and radio stations are examined.

## **MUB 201 - Music Publishing and Copyright**

**Credits:** 3

**Prerequisites:** MUB 101 and MUB 102

Music publishing from its roots in Tin Pan Alley. The music publisher's operations: sources of income (domestic and foreign), performing and mechanical rights organizations, copyright laws, contracts, and catalog development. The publisher as producer and record company, unions, trade organizations, publications, vocabulary, piracy, and the publisher/songwriter relationship.

## **MUB 202 - Music Business Contracts**

**Credits:** 3

**Prerequisites:** MUB 101 and MUB 102

Contracts and other agreements between producers, directors, performers, writers, personnel managers, and booking agents are examined. Bargaining positions and negotiating techniques are discussed.

## **MUB 203 - Independent Record Production**

**Credits:** 3

**Prerequisites:** MUB 101 and MUB 102

The making and selling of a record by an independent producer. Planning and recording a "demo" and/or record company master. Budget and financing, selecting music and a recording studio. Technical requirements for manufacturing processes, graphics, and packaging. Copyright registrations, promotions, publicity, distribution, and sales.

## **MUB 301 - Artist Management**

**Credits:** 3

**Prerequisites:** MUB 202

Establishing the artist-management relationship, planning and developing the artist's career utilizing a multi-media approach; career maintenance and control; handling success.

## **MUB 302 - Concert Production and Promotion**

**Credits:** 3

**Prerequisites:** MUB 301

Study of music events including the legal, financial, political, and public relations issues that impact on public concerts. Emphasis on capital requirements, promotion, contracts, marketing, advertising, publicity and the mechanics of corporate sponsorship.

## **MUB 401 - Music Marketing**

**Credits:** 3

**Prerequisites:** MUB 302

A study of the complexities of marketing and publicizing musical artists in the digital age from both the independent and major label perspectives. Students learn the principles of viral marketing through Internet, social media and mobile marketing strategies, business networking, merchandising techniques, radio promotion, sponsorships and retail partners and explore analytics tools for gathering and analyzing in-market metrics. Emphasis on live performance and licensing as music promotion and monetization vehicles.

## **MUB 403 - Advanced Music Publishing**

**Credits:** 3

**Prerequisites:** MUB 201

An in-depth examination of the music publishing industry, with emphasis on the complexities of licensing music in the digital age. Focus on how digital technology, and the legal and business issues surrounding it, have transformed the world of music publishing and licensing, revenue opportunities and trends in the evolving digital, worldwide marketplace.



## Music Education

### **EDU 240 - Winds Methods 1**

**Credits:** 2

An emphasis on the pedagogical aspects and instructional literature of wind instruments playing. Students will also develop a basic performing skill on all bass and woodwind instruments which will enable them to play in a performance ensemble.

### **EDU 242 - Winds Methods 2**

**Credits:** 2

**Prerequisites:** EDU 240

An emphasis on the pedagogical aspects and instructional literature of wind instruments playing. Students will also develop a basic performing skill on all bass and woodwind instruments which will enable them to play in a performance ensemble.

### **EDU 243 - Strings Methods 1**

**Credits:** 2

An emphasis on the pedagogical aspects and instructional literature of Violin and Viola playing. Students will also develop a basic performing skill on these instruments which will enable them to play in a performance ensemble.

### **EDU 244 - Strings Methods 2**

**Credits:** 2

**Prerequisites:** EDU 243

An emphasis on the pedagogical aspects and instructional literature of Cello and Double Bass playing. Students will also develop a basic performing skill on these instruments which will enable them to play in a performance ensemble.

### **EDU 314 - Literacy in Schools**

**Credits:** 3

The current methodologies, instructional techniques and materials used to develop literacy skills in schools. Emphasis on the teaching of reading, writing, listening and speaking.

### **EDU 316 - Choral Music Education**

**Credits:** 2

Specific competencies are developed for the organization, administration, and implementation of choral music activities, programs, and performing groups in grades K-12. Methods and materials for vocal ensembles such as chorus, choir, and vocal jazz. Emphasis on rehearsal techniques, lesson planning and outcomes assessment.

### **EDU 317 - Instrumental Music Education**

**Credits:** 2

Specific competencies are developed for the organization, administration, and implementation of instrumental music activities, programs, and performing groups in grades K-12. Methods and materials for band, orchestra, wind and jazz ensembles. Emphasis on rehearsal techniques, lesson planning and outcomes assessment.

### **EDU 318 - Elementary Music Education Methods**

**Credits:** 2

This class will examine the most popular music education methodologies for children. Students will evaluate and compare the methodologies and synthesize their own music curriculum. Students will immerse themselves in elementary music textbooks, read current articles on music education, examine case studies of practical teaching methods, and prepare demonstration lessons.

### **EDU 319 - Secondary Music Education Methods**

**Credits:** 2

This class is a continuation of General Music Education Methods 1. Students will prepare month-long units on several popular general music topics including recorder techniques, Orff ensembles, drum circles, music history, and middle school general music. Students will also learn strategies to incorporate technology into the music classroom.

### **EDU 320 - Choral Music Education Methods**

**Credits:** 2

A comprehensive guide preparing students to direct choirs at the elementary, middle, and high school levels. Students will explore and critique repertoire, learn the basics of diction, study the developing and changing voice, practice score study approaches, and be introduced to the six schools of choral conducting.

### **EDU 331 - School and Society**

**Credits:** 3

The historical, philosophical and social foundations that impact current educational theory and practice. The role of contemporary education and schools in shaping society and providing learning opportunities for diverse sociocultural communities, individual variations, and special learning needs are explored. Mandated training under the NYS Dignity for All Students is included. Field-based experience required.

### **EDU 333 - Keyboard Methods for the Teacher 1**

**Credits:** 2

The playing and reading of more advanced accompaniments and improvising accompaniment based on chord progressions; ability to read at sight and transpose more advanced compositions; modulations and improvisation; reduction of scores; and conducting from the keyboard.

### **EDU 334 - Keyboard Methods for the Teacher 2**

**Credits:** 2

**Prerequisites:** EDU 333

The playing and reading of more advanced accompaniments and improvising accompaniment based on chord progressions; ability to read at sight and transpose more advanced compositions; modulations and improvisation; reduction of scores; and conducting from the keyboard.

**EDU 335 - Instrumental Music Education Band 1****Credits:** 1

A comprehensive guide preparing students to direct bands at the elementary and middle school level. Students will explore and critique repertoire, learn the basic fingerings and range of each band instrument, practice score study approaches, and be introduced to the leading arrangers of band music.

**EDU 336 - Instrumental Music Education Band 2****Credits:** 1**Prerequisites:** EDU 335

A comprehensive guide preparing students to direct bands at the High School level. Students will explore and critique repertoire, learn the advanced fingerings and range of each band instrument, practice score study approaches, and be introduced to the leading arrangers of band music.

**EDU 337 - Instrumental Music Education Strings 1****Credits:** 1

A comprehensive guide to prepare students to direct the String Orchestra at the elementary and middle school levels. Students will explore and critique repertoire, learn the basic fingerings and range of each orchestral instrument, practice score study approaches, and be introduced to the leading arrangers of orchestra music.

**EDU 338 - Instrumental Music Education Strings 2****Credits:** 1**Prerequisites:** EDU 337

A comprehensive guide to prepare students to direct the String Orchestra at the elementary and middle school levels. Students will explore and critique repertoire, learn the basic fingerings and range of each orchestral instrument, practice score study approaches, and be introduced to the leading arrangers of orchestra music.

**EDU 420 - Teaching Practicum****Credits:** 2

**Prerequisites:** EDU 240, EDU 243, EDU 318, EDU 319, EDU 333 (Voice/Piano Concentration Students Only), EDU 335/EDU 337 (Instrumental Concentration Students Only), MUE 286, MUS 393, MUS 394 and NYSED Fingerprint Clearance. A minimum grade point average of 3.0, a grade point average of 3.0 or better in music and music education courses, completion of core music courses, demonstration of the competencies called for in the Qualifying Examination at a quality level satisfactory to a faculty jury, and approval of the Music Education Director.

This course is designed to acquaint students with the professional world of music education while providing teaching experiences. Emphasis is placed on developing teacher competencies in lesson planning, organizing, evaluating, and teaching music.

**EDU 421 - Student Teaching****Credits:** 12

**Prerequisites:** EDU 240, EDU 243, EDU 318, EDU 319, EDU 333 (Voice/Piano Concentration Students Only), EDU 335/EDU 337 (Instrumental Concentration Students Only), MUS 286, MUS 393, MUS 394 and NYSED Fingerprint Clearance. A minimum grade point average of 3.0, a grade point average of 3.0 or better in music and music education courses, completion of core music courses, demonstration of the competencies called for in the Qualifying Examination at a quality level satisfactory to a faculty jury, and approval of the Music Education Director.

Music Education majors are placed in cooperating school districts (K-12) under the supervision of selected music teachers and the Music Education Coordinator. They will have an opportunity to work with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities. The supervised student teaching experience requires full-time service for at least 15 weeks to assigned elementary and secondary schools. The assignment is equally divided between settings in pre-kindergarten through grade 6 and grades 7 through 12. Students are required to participate in all related activities such as conferences, meetings, and extra-curricular activities. The required weekly campus seminars focus on the integration of daily classroom observation and teaching experience with current educational theory and practice and the analysis, understanding, and handling of special situations.

**EDU 451 - Health and Learning Disabilities****Credits:** 3

Current research and theories related to the education and development of children with health and learning disabilities. Methods and materials that can be employed by the teacher to help integrate these children into classroom learning activities. Field-based experience required.

**EDU 506 - Vocal Music Curriculum****Credits:** 3

Comprehensive curriculum development for school vocal music programs including solos, duets, small ensembles, and choral groups of various types. Specific approaches to the development of the choral and vocal arts. Tone, diction, vocal techniques, literature, repertoire, and score analysis; competitions and public performances are emphasized.

**EDU 509 - Jazz Pedagogy****Credits:** 3

Study of vocal and instrumental jazz literature, methodologies, and teaching principles and practices. Methods of jazz improvisation instruction are examined. Rehearsal techniques and approaches are analyzed together with strategies for teaching general music classes and both vocal and instrumental jazz ensembles in the public schools and colleges.

**EDU 510 - Music in the Secondary School****Credits:** 3

An investigation of aspects of music education on the secondary level (grades 6-12). Trends in education with an emphasis on music education will be explored. Students will research different approaches to music education in light of current educational laws and philosophy.

**EDU 511 - Computer Music Notation 1****Credits:** 3**Course Fee:** \$60.00

Use of Sibelius software for music notation and scoring. Application to lead sheets, single line parts, large ensemble arrangements and preparation of printed music for a variety of educational purposes. Scoring techniques for classical, jazz and popular styles are developed.

**EDU 512 - Computer Music Notation 2****Credits:** 3**Course Fee:** \$60.00

Application of Sibelius 4 software to large scale composition, non-standard music notation and scoring, part extraction, film scoring, and music publishing to commercial standards. Strategies for increasing speed and efficiency.

**EDU 531 - Current Issues in Education****Credits:** 3

Current curriculum and instructional practices. Special attention is given to national and local reform efforts, standards-based planning and teaching, school-based management, multicultural environments, assessment and accountability.

**EDU 541 - College Teaching****Credits:** 3

Theory, research and techniques that provide the foundation of instruction and the teaching-learning environment in the college music classroom. Methods and materials that support both the new and experienced instructor in their efforts to improve the quality, efficacy and outcomes of instruction for adults at the college level.

**EDU 542 - Music in the Elementary School****Credits:** 3

A seminar to extend knowledge of teaching music in the elementary school (grades K-5/6). Principles and procedures of elementary school music education including the application of New York State and National Music Standards are explored. Emphasis on lesson plan development and demonstrations.

**EDU 551 - Research Methods and Materials****Credits:** 3

Methods, techniques, principles, and tools of research. Practical application through lectures, discussion, student critiques, and individual research project/dissertation outlines. Significant issues and recent developments in research. Study and practice of expository writing.

**EDU 552 - Project Seminar 1****Credits:** 3

Practical application of the principles and tools of research to develop a research topic that culminates in a thesis/research project outline.

**EDU 553 - Project Seminar 2****Credits:** 3**Prerequisites:** EDU 552

Completion of a thesis/research project developed from a previously prepared project outline. A copy of the final document is submitted to the Graduate Library and becomes the property of the College. This course may be repeated without credit.

**EDU 601 - Musical Theatre In Schools****Credits:** 3

Study of selected musical plays, operettas, and comedies suitable for school use in the original form or through adaptation. Musical growth and learning are emphasized. Consideration is given to play selection, casting, rehearsal, accompaniment, musical direction, staging, and budgeting.

**EDU 602 - Vocal Pedagogy****Credits:** 3

Study of the art and science of teaching singing. Topics include the physiological process of vocal production to the artistic aspects of interpretation. Included is a broad range of subjects such as vocal health, disorders and physiology, support, phonation, resonance, diction, legato and repertoire development.

**EDU 610 - Music Education Technology****Credits:** 3**Course Fee:** \$60.00

An overview of music applications and technological resources for the music educator including tablet and smartphone apps appropriate for K-12 students. Students will learn to use Music Workstations as a tool for K-12 music education.

**EDU 611 - Administration of Music and the Arts****Credits:** 3

Planning and management of school music and arts programs. Emphasis on budgeting, financing, and fund-raising. Scheduling and advocacy techniques, department promotion and maintaining status of programs. Festival administration and supervision, application forms, fees, busing, and relationship with the central administration.

**EDU 651 - Doctoral Research****Credits:** 3

Methods, techniques, principles, scholarly writing and tools of research. Practical application through lectures, discussion, student critiques, and individual research outlines. Significant issues and recent developments in the methods and materials of educational research.

**EDU 652 - Doctoral Seminar 1****Credits:** 3

Development of an outline for a research proposal in the field of music or music education and completion of the dissertation from a previously selected topic.

**EDU 653 - Doctoral Seminar 2****Credits:** 3

Development of an outline for a research proposal in the field of music or music education and completion of the dissertation from a previously selected topic.

**ELE 481 - Student Teaching****Credits:** 12**Prerequisites:** An overall GPA of 3.0 or Better and Approval of the Education Chair.

Childhood Education majors are placed in cooperating school districts (K-6) under the supervision of selected teachers and the Education Coordinator. They will have an opportunity to work with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities. The supervised student teaching experience requires full-time service for at least 15 weeks to assigned elementary schools. The assignment is equally divided between settings in grades 1-3 and grades 4- 6. Students are required to participate in all related activities such as conferences, meetings, and extra-curricular activities. The required weekly campus seminars focus on the integration of daily classroom observation and teaching experience with current educational theory and practice and the analysis, understanding, and handling of special situations.

**MUE 124 - Ear Training 2****Credits:** 1**Previous Name:** Formerly MUS124**Prerequisites:** MUS 123

For Music Education students only. Training in the recognition and notation of simple and compound rhythms, seventh chords, and melodic phrases. Aural recognition of melodies and chord progressions, containing both diatonic and chromatic harmony.

**MUE 216 - Four-Part Harmony 1****Credits:** 3**Previous Name:** Formerly MUS216**Prerequisites:** MUS 111

Introduction to analysis, part-writing, figured bass, and harmonization using diatonic harmony as found in the common-practice period of Western tonal music. Topics include harmonies using diatonic chords in major and minor keys, principles of voice leading, the use of non-harmonic tones, identifying cadences, phrases and periods.

**MUE 217 - Four-Part Harmony 2****Credits:** 3**Previous Name:** Formerly MUS217**Prerequisites:** MUE 216

Analysis, part-writing, figured bass, and harmonization using chromatic harmonies as found in the Romantic period of Western tonal music. Course will also consider some works on a larger level, studying how music is structured in terms of form. Topics include Neapolitan 6th chords, Augmented 6th chords, modal mixture, secondary dominants, modulation, binary form, ternary form, etc.

**MUE 220 - Guitar Methods****Credits:** 1**Previous Name:** Formerly EDU203

This course is a minor instrument skills course, designed to give teachers a fundamental understanding of the guitar, and a methodology for teaching beginner and intermediate guitar skills to elementary through high school students.

**MUE 223 - Ear Training 3****Credits:** 1**Previous Name:** Formerly MUS223**Prerequisites:** MUE 124

For Music Education students only. Training in the aural recognition and notation of complex rhythmic and harmonic material using seventh and ninth chords. Emphasis on modern chord progressions in the major and minor modes. Transcription of contemporary popular music from records and tapes.

**MUE 224 - Ear Training 4****Credits:** 1**Previous Name:** Formerly MUS224**Prerequisites:** MUE 223

For Music Education students only. Training in the aural recognition and notation of more complex rhythmic and harmonic material. Emphasis on chromaticism and modulation. Dictation of two and three-part contrapuntal material.

**MUE 240 - Percussion Methods****Credits:** 1**Prerequisites:** MUE 217

An emphasis on the pedagogical aspects and instructional literature of the playing of percussion instruments. Students will also develop a basic performing skill on all percussion instruments which will enable them to play in a performance ensemble.

**MUE 250 - Upper Strings Methods 1****Credits:** 1**Prerequisites:** MUE 217

An emphasis on the pedagogical aspects and instructional literature of Violin and Viola playing. Students will also develop a basic performing skill on these instruments which will enable them to play in a performance ensemble.

**MUE 252 - Upper Strings Methods 2****Credits:** 1**Prerequisites:** MUE 250

An emphasis on the advanced pedagogical aspects and instructional literature of Violin and Viola playing. Students will also develop a basic performing skill on these instruments which will enable them to play in a performance ensemble.

**MUE 260 - Brass Methods 1****Credits:** 1**Prerequisites:** MUE 217

An emphasis on the pedagogical aspects and instructional literature of playing brass instruments. Students will also develop a basic performing skill on all brass instruments which will enable them to play in a performance ensemble.

**MUE 262 - Brass Methods 2****Credits:** 1**Prerequisites:** MUE 260

An emphasis on the advanced pedagogical aspects and instructional literature of playing brass instruments. Students will also develop a basic performing skill on all brass instruments which will enable them to play in a performance ensemble.

**MUE 270 - Lower Strings Methods 1****Credits:** 1**Prerequisites:** MUE 217

An emphasis on the pedagogical aspects and instructional literature of Cello and Double Bass playing. Students will also develop a basic performing skill on these instruments which will enable them to play in a performance ensemble.

**MUE 272 - Lower Strings Methods 2****Credits:** 1**Prerequisites:** MUE 270

An emphasis on the advanced pedagogical aspects and instructional literature of Cello and Double Bass playing. Students will also develop a basic performing skill on these instruments which will enable them to play in a performance ensemble.

**MUE 280 - Woodwinds Methods 1****Credits:** 1**Prerequisites:** MUE 217

An emphasis on the pedagogical aspects and instructional literature of playing woodwind instruments. Students will also develop a basic performing skill on all woodwind instruments which will enable them to play in a performance ensemble.

**MUE 282 - Woodwinds Methods 2****Credits:** 1**Prerequisites:** MUE 280

An emphasis on the advanced pedagogical aspects and instructional literature of playing woodwind instruments. Students will also develop a basic performing skill on all woodwind instruments which will enable them to play in a performance ensemble.

**MUE 286 - Keyboard Skills 4****Credits:** 1**Previous Name:** Formerly MUS 232**Prerequisites:** MUS 285

For Music Education students only. The playing and reading of more advanced accompaniments; ability to read at sight and transpose more advanced compositions; modulation and improvisation; reduction of scores, and conducting from the keyboard.

**MUE 290 - Vocal Methods****Credits:** 2

This course is for non-vocal/piano students, designed to give instrumental music teachers a fundamental understanding of the voice and methodology for teaching beginner and intermediate vocal skills to elementary through high school students.

**MUE 400 - Content Specialty Test Preparation****Credits:** 2

A comprehensive review course that prepares students to take the New York State Music Content Specialty Test (CST).

## Music History and Literature

### **MUH 101 - History of Western Music**

**Credits:** 3

**Previous Name:** Formerly Intro to Music

Study of the elements, forms and styles of music, from the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Twentieth Century. Emphasis on the historical and sociological contexts as a means of developing a sense of stylistic understanding.

### **MUH 102 - Popular Music In America**

**Credits:** 3

Popular Music in America since 1840. The styles of popular music: their musical characteristics, origins, development, interaction with other styles, influence, and artistic expressions.

### **MUH 204 - World Music**

**Credits:** 3

**Prerequisites:** ENG 102

Survey of the music of various genres, styles and cultures that represent the peoples of the world and their manifestations in the United States. The cultural forces that influence music and how music influences the diverse cultures of past and present societies.

### **MUH 207 - History of Video Game Music**

**Credits:** 3

**Prerequisites:** ENG 102

This course tracks the expansion of video game music through historical trends. Students will evaluate the musical content of video games since the 1970s using traditional models of musical analysis. Current trends suggest an increase of interactive and adaptive audio with surround sound for greater game immersion. Written work includes research on a prominent game composer and how the composer's soundtracks influenced video game music at the time.

### **MUH 302 - Jazz History**

**Credits:** 3

**Previous Name:** Formerly MUH 202

**Prerequisites:** ENG 102

Sociological origins and history of the jazz idiom. Survey and analysis of the major schools and trends of jazz. In-depth study of performers, bands, and smaller jazz combinations which have influenced twentieth-century music.

### **MUH 308 - 20th Century Music**

**Credits:** 2

Study of musical development and composers from Impressionism and Expressionism at the turn of the century to current modes such as aleatory, electronic, and totally organized music; Debussy, Stravinsky, Berg, Hindemith, and Schoenberg.

### **MUH 309 - Romantic Era**

**Credits:** 2

**Prerequisites:** ENG 102

Intensive study of the expressive art of the century between the birth of Schubert and the death of Brahms. Selected works of these and other figures such as Berlioz, Mendelssohn, Chopin, Schumann, Liszt, Wagner and Verdi are examined.

### **MUH 311 - History of Rock and Roll**

**Credits:** 3

**Previous Name:** Formerly MUH 405

**Prerequisites:** ENG 102

Rock and Roll: sociological and folk/artistic roots, history and widespread influence on twentieth-century culture, society and music. Emphasis on Rhythm and Blues Artists, Elvis Presley, The Beatles, Rolling Stones, Beach Boys, James Brown, Motown, and Stax Records.

### **MUH 312 - Medieval/Renaissance Era**

**Credits:** 2

**Prerequisites:** ENG 102

Study of Western music from early Christian times through the sixteenth century (450-1600) with emphasis on liturgical singing, early secular music, polyphonic church music, the development of secular vocal and instrumental music including the impact of the printing press. Composers such as Hildegard of Bingen, Machaut, Josquin, Palestrina, Monteverdi and Dowland are explored and analyzed.

### **MUH 314 - Baroque/Classical Era**

**Credits:** 2

**Prerequisites:** Prerequisite: ENG 102 or equivalent.

Study of Baroque and Classical music (1750 to 1820) with emphasis on styles, composers, works, forms, performance practices and cultural and intellectual history. Composers such as Bach, Handel, Vivaldi, Haydn, Mozart, and Beethoven are explored and analyzed.

### **MUH 410 - History of Film Music**

**Credits:** 3

Since the beginning of motion pictures, music has been a significant part of explaining the action on screen. This course will cover both the techniques used to create a film score, including the use of popular and original songs, preexisting music, and compositional techniques, and the history of film music, beginning with silent films and continuing with the development of film music over the 20th-century. The class will culminate with current 21st-century trends in film scoring techniques.

### **MUH 411 - John Lennon**

**Credits:** 3

John Lennon's influence on contemporary popular music. Analysis of his enduring work, pre- and post-Beatles. Songs such as: Imagine, Norwegian Wood, Revolution, In My Life, Mother, Lucy in the Sky With Diamonds, and others are used to illustrate his diversity as a composer and a lyricist.

**MUH 501 - Commercial Music Styles****Credits: 3**

Study and analysis of American popular music with emphasis on its major composers and performers. Social, economic, and historical contexts are examined. Classification and comparison of often used syntax and popular styles. Emphasis on Jazz, Swing, Country, Broadway, Tin Pan Alley, and the Rock genre.

**MUH 503 - The Swing Era****Credits: 3**

Intensive study of jazz and popular music of the early 1930's throughout the late 1940's. Influence of the Great Depression and World War II on the musical styles of the period. The big bands of Duke Ellington, Count Basie, Benny Goodman, Fletcher Henderson and Stan Kenton, as well as the small jazz ensembles of Coleman Hawkins, Teddy Wilson, Roy Eldridge and Art Tatum.

**MUH 504 - Classic Pop Singers****Credits: 3**

An exploration of the fascinating lives of the great singers, such as Al Jolson, Louis Armstrong, Bing Crosby, Ethel Merman, Ella Fitzgerald, Frank Sinatra, and Barbra Streisand, who gave life to classic popular music. Their influence on the development of one of the most enduring music forms of our century, and its role in America's cultural history from the 1920s to the present day, are reviewed and evaluated.

**MUH 605 - Jazz History and Literature I****Credits: 3**

Overview of jazz history from its earliest origins through World War II. Various styles will be examined in detail exploring the historical evolution, economic and social contexts, and important jazz figures. Students are expected to develop aural recognition of the characteristics of assorted styles and will practice historical research methods and scholarly writing.

**MUH 608 - History of Film Music****Credits: 3**

History and analysis of music composed for film. Emphasis on the major composers of film music from 1894 to the present, such as Kerngold, Steiner, Waxman, Hermann, Raskin, Bernstein, Williams and others.

**MUH 609 - Leonard Bernstein****Credits: 3**

A musical and historical chronology of one of America's most prolific composers: Leonard Bernstein; an exposé of the composer's works, controversial life, cultural achievements, and influence on modern music and theater.

**MUH 614 - Early 20th Century Masterpieces****Credits: 3**

Study and analysis of major compositional trends of the early 20th century that influenced the world of music prior to WWII. Intensive examination and evaluation of seminal works that changed the course of musical perception throughout the rest of the century.

**MUH 671 - Special Topics in Music History****Credits: 3**

Topics are selected each time a course is offered and are designed primarily to meet the needs of working professionals. May be repeated for credit. Variable credit.

**MUH 703 - Contemporary Music Seminar****Credits: 3**

Study and analysis of major contemporary musical styles and composition techniques. Intensive examination and evaluation of composers whose works can be categorized as innovative, influential and trend setting.

**MUH 705 - Jazz History and Literature 2****Credits: 3**

Overview of jazz history from Bebop to the present. Various styles will be examined in detail exploring historical evolution, economic and social contexts, and important jazz figures. Students are expected to develop aural recognition of the characteristics of assorted styles and will practice historical research methods and scholarly writing while examining an influential jazz artist or body of music in depth.

## Psychology

### **PSY 101 - General Psychology**

**Credits:** 3

Study of the facts and theories concerning human behavior, including perception, motivation, personality, intelligence, emotions, and attitudes. Consideration of how these aspects of the human being are formed within our social system and how they are interrelated. Applications to learning problems, worker-employer relations, consumer behavior, and other life situations.

### **PSY 301 - Educational Psychology**

**Credits:** 3

**Prerequisites:** PSY 101

Study of the cognitive and affective dimensions of child development and adolescent behavior. The analysis and application of principles of learning and motivation. Topics include student behavior patterns in the school environment, theoretical concepts of learning and personality, ESL implications for learning, and assessment of behavior.

### **PSY 302 - Child Psychology**

**Credits:** 3

**Prerequisites:** PSY 101

Theories of child development from birth to adolescence. Research findings will be analyzed in the areas of moral, intellectual, emotional, sexual and cognitive development.

## Sciences

### **SCI 112 - Physics of Flight/Drone Technology**

**Credits:** 3

**Course Fee:** \$270.00

An in-depth study of the principles and science of flight, specifically small Unmanned Aerial Vehicles (sUAV). Students will be able to operate sUAVs safely and legally by training on RC flight simulators and flying actual aircraft. Participants will learn the current FAA regulations for commercial use and how to navigate in the National Airspace System. Students will discover emerging job opportunities in the UAV industry and how to obtain an FAA issued Remote Pilot Certificate.

### **SCI 131 - Human Biology**

**Credits:** 3

**Course Fee:** \$10.00

An introduction to human biology including discussions of the normal structure of organs and systems, including a consideration of the more common diseases and dysfunctions in each system. The course presents basic concepts so that students may better understand problems of human concern resulting from recent scientific developments.

### **SCI 211 - Environmental Science**

**Credits:** 3

**Course Fee:** \$10.00

Introduction to basic ecological principles; a multidisciplinary survey of the environmental and ecological sciences. The evolution of the modern environment and the present human condition; pollution and misuse of natural resources; environmental problems, causes, and possible solutions.

### **SCI 212 - Physical Geology**

**Credits:** 3

In this introductory geology course, students learn about the structure and materials of the Earth, processes that operate on the surface of the Earth as well as in the Earth's interior. Students will discover and use methods geologists use to interpret geologic history. Topics include plate tectonics, formation of minerals and rocks, weathering and erosion, earthquakes, volcanoes, and glacial processes. Hands on training and field experiences will reinforce principles learned in classroom.



## Sociology

### **SOC 101 - Introduction to Sociology**

**Credits:** 3

A study of the principles of social structure and social interaction, analysis of group behavior, social change, and social institutions. An examination of the major institutions and forms of social organization in American society.

### **SOC 301 - Cultural Diversity**

**Credits:** 3

**Previous Name:** Formerly HIS 301

**Prerequisites:** ENG 102

Exploration of American life and culture as seen from the perspectives of various ethnic groups. Topics include the culture, history and impact of the African-American, Hispanic-American and Asian-American communities in America.

### **SOC 303 - Race/Ethnic Relation in the US**

**Credits:** 3

**Prerequisites:** ENG 102

Study of historical and contemporary patterns of race and ethnic relations in the United States. Topics include: conceptual and theoretical overview of the major sociological perspectives - conflict, functionalism, and interactionism as well as theories of assimilation and pluralism. Students will work to expand their critical thinking and analytical skills, making meaningful connections between perception and reality, and better understanding of how their personal experience of race and ethnicity interacts with larger society and social forces.

### **SOC 305 - Sociology of Immigration and Law**

**Credits:** 3

**Prerequisites:** ENG 102

An in-depth study of patterns and processes, defining immigration in the United States - the reason for migration, the types of migration, and the way it affects the American society and culture. The course focuses on the Great migration of the late 19th and early 20th centuries, and the current wave of immigrants from the Caribbean, Asia, Latin America, and Africa in the context of immigration laws. Fulfills the General Education Diversity requirement.

### **SOC 321 - Sociology of the Family**

**Credits:** 3

**Prerequisites:** ENG 102

Nature and functions of the family, both traditional and nontraditional, in a sociological and anthropological perspective. Factors important to the development of successful marriage and parenthood will be examined. Major emphases include the dynamics of pair interaction before and during marriage, influence of the family on individual development, and interaction among family members.

### **SOC 351 - Social Problems**

**Credits:** 3

**Prerequisites:** ENG 102

Social problems such as poverty, crime, violence, drug addiction, intergroup tensions, disorganization of the family, the plight of the aging, alienation, etc. Global and environmental issues such as the threat of nuclear war, population growth and famine will also be examined. The definition and the causes and effects of these problems, as well as proposed solutions, will be considered.

### **SOC 361 - Mass Media and Society**

**Credits:** 3

**Prerequisites:** ENG 102

Examination of current and classic theories of mass media such as those of Marshall McLuhan. The effects of media on people with respect to family life, education, work patterns, leisure activities, and political behavior. Analysis of current media coverage utilizing newspapers, magazines, television programs, and radio newscasts.

## Spanish

### **SPA 101 - Spanish 1**

**Credits:** 3

Practice in the listening, reading, speaking and writing skills with emphasis on developing communication strategies with exposure to Hispanic culture.

### **SPA 102 - Spanish 2**

**Credits:** 3

**Prerequisites:** SPA 101

Intensive course for the acquisition of technical Spanish skills for effective communication in everyday situations related to the role of the elementary school teacher in a Spanish-speaking environment.

## **Speech**

### **SPE 101 - Fundamentals of Oral Communication**

**Credits:** 3

**Previous Name:** Formerly Fundamentals of Speech

Study of oral communication and its role in contemporary society. Emphasis on listening, interpersonal communication, small group decision-making, and informative and persuasive speaking. Analysis of student speech patterns.

### **SPE 131 - Intro to Public Speaking**

**Credits:** 3

A study of the theory and practice of public speaking. The improvement of students' skills as public speakers, audience members, and critics of public communication as the major goal of the course. Emphasis placed on the basic format of speeches and types of speaking situations: the informative speech, the persuasive speech, the speech for special occasions and thinking on your feet.

## Theatre

### **THR 111 - Introduction to Stagecraft**

**Credits:** 3

**Previous Name:** Formerly THE 111

Survey of the stagecraft components of scenic design, construction, lighting and management that are essential to the successful presentation of live theatre.

### **THR 121 - Acting 1**

**Credits:** 3

**Previous Name:** Formerly THE 161

Examination of the initial process of becoming an actor through improvisation and exercises based on the teachings of Stanislavsky, Adler, Meisner, and Strasberg. Students concentrate on self-observation, discovery, discipline, and connection.

### **THR 124 - Acting 2**

**Credits:** 3

**Previous Name:** Formerly THE 165

Exploration of acting reality and truthful behavior in imaginary circumstances. Building on Acting 1, students experience exercises that further develop their skills in self-awareness, given circumstances, and deepening connections to acting partners.

### **THR 131 - Ballet Techniques**

**Credits:** 1

**Previous Name:** Formerly THE 332

Ballet provides the foundation for all other dance styles. The techniques emphasized in ballet training develops the discipline necessary for the advanced technical ability required for a successful career as a professional dancer.

### **THR 134 - Jazz Dancing 1**

**Credits:** 1

**Previous Name:** Formerly THE 131 Stage Movement 1

Exploration of movement for the actor. Study of body awareness, relaxation, space, level, timing, physical conditioning and various dance movements.

### **THR 135 - Jazz Dancing 2**

**Credits:** 1

**Previous Name:** Formerly THE 132 Stage Movement 2

**Prerequisites:** THR 134

Exploration of movement for the actor. Study of body awareness, relaxation, space, level, timing, physical conditioning and various dance movements.

### **THR 136 - Tap Dancing 1**

**Credits:** 1

**Previous Name:** THE 290

Study and mastery of the advanced and special tap dancing techniques that prepare students for musical theatre performances they will encounter in the professional world.

### **THR 137 - Tap Dancing 2**

**Credits:** 1

**Previous Name:** THE 290

**Prerequisites:** THR 136

Study and mastery of the advanced and special tap dancing techniques that prepare students for musical theatre performances they will encounter in the professional world.

### **THR 141 - Movement for Actors**

**Credits:** 3

**Previous Name:** THE103 Movement for Stage

Introduce students to the fundamentals of movement, breathing, and body awareness. Creative use Laban, Grotowski, viewpoints and other movement techniques.

### **THR 160 - Voice and Diction**

**Credits:** 3

**Previous Name:** THE 141

Improvement of voice and diction (articulation), relaxation and breathing, resonance, phonation, volume and pitch, rate, emphasis and vocal quality. The sounds of American English to create recognition of various vocal patterns.

### **THR 171 - Production/Rehearsal/Performance 1**

**Credits:** 1

**Previous Name:** THE 151

Designed to provide students the opportunity to participate in the production of a play. The Lab hours are spent working in specific areas of interest, after consultation and assignment of responsibilities by the instructor. Specific areas available include: house manager, stage manager, acting (major roles), publicity, lights, properties, costumes and makeup, sound, stage crew, business manager, and producer.

### **THR 174 - Production/Rehearsal/Performance 2**

**Credits:** 1

**Previous Name:** THE 152

**Prerequisites:** THR 171

Designed to provide students the opportunity to participate in the production of a play. The Lab hours are spent working in specific areas of interest, after consultation and assignment of responsibilities by the instructor. Specific areas available include: house manager, stage manager, acting (major roles), publicity, lights, properties, costumes and makeup, sound, stage crew, business manager, and producer.

**THR 221 - Acting 3****Credits:** 3**Previous Name:** THE262 Character Development**Prerequisites:** THR 124

Designed to enable students to develop an individual approach to creating deeper and more developed characters.

**THR 224 - Acting 4****Credits:** 3**Previous Name:** THE 462**Prerequisites:** THR 221

Introduces script analysis and the use of text for the actor. Building on the previous 3 acting classes, students demonstrate skills in applying the technique to scenes.

**THR 240 - Accents and Dialects****Credits:** 3**Prerequisites:** THR 160 or MAC 201

Introduce students to the major accents used onstage and screen, developing their abilities to deploy these accents (and others).

**THR 246 - Improvisation****Credits:** 3

Building on the work of Viola Spolin and Keith Johnston, actors will learn the craft of improv comedy and working spontaneously with an audience. Improvisations will be developed and honed.

**THR 249 - Stage Combat****Credits:** 3

Introduce students to the skills required for combat, including hand-to-hand, judo, rapier and sword, and bamboo sticks.

**THR 270 - Stage Management****Credits:** 3**Previous Name:** THE 213

Study of the skills and knowledge required for stage management. Organizational expertise needed to develop rehearsal schedules, production meetings, performance calendars and the stage manager's prompt book. Emphasis on the protocols of working with directors, actors, designers, and crew members, rehearsal schedules, production meetings, performance calendars and the stage manager's prompt book. Emphasis on the protocols of working with directors, actors, designers, and crew members.

**THR 271 - Production/Rehearsal/Performance 3****Credits:** 1**Prerequisites:** THR 174

Designed to provide students the opportunity to participate in the production of a play. The Lab hours are spent working in specific areas of interest, after consultation and assignment of responsibilities by the instructor. Specific areas available include: house manager, stage manager, acting (major roles), publicity, lights, properties, costumes and makeup, sound, stage crew, business manager, and producer.

**THR 274 - Production/Rehearsal/Performance 4****Credits:** 1**Prerequisites:** THR 271

Designed to provide students the opportunity to participate in the production of a play. The Lab hours are spent working in specific areas of interest, after consultation and assignment of responsibilities by the instructor. Specific areas available include: house manager, stage manager, acting (major roles), publicity, lights, properties, costumes and makeup, sound, stage crew, business manager, and producer.

**THR 280 - Set Design****Credits:** 3**Previous Name:** THE 211**Course Fee:** \$40.00

Scenic design skills and concepts related to the demands and requirements for the stage and cinema.

**THR 282 - Theatre Technology Seminar 1****Credits:** 1

Advanced work in Production/Design in students' area of interest under the close supervision of a faculty mentor.

**THR 321 - Acting 5****Credits:** 3**Previous Name:** THE 365**Prerequisites:** THR 224

Designed to build a scene from contemporary theatre. Scenes are selected from modern works, creating the foundation for scene study.

**THR 324 - Acting 6****Credits:** 3**Previous Name:** THE 324**Prerequisites:** THR 321

Follows Acting 5, this advanced scene study course presents students with more complex material from the plays of Ibsen, Strindberg, Chekhov, Pinter, Churchill, Wilson, Williams, Miller, and O'Neill.

**THR 331 - Contemporary Dancing****Credits:** 1**Prerequisites:** THR 131 or THR 134

A genre of dance that combines terminology and movement from classical ballet, jazz, and modern. Dancers will work with mixing tempo and textures, focusing on both strength and fluidity. Class consists of a warm up, movement across the floor, improvisation and floor work, all culminating in a different combination each week.

**THR 334 - Theatrical Dancing****Credits:** 1**Previous Name:** THE 331/334

Study of major dance genres and choreographic techniques which constitute the art of theatrical dancing for musicals. The works of choreographers such as Graciela Danielle, Tommy Tune, Wayne Cilento, Susan Stoman, and Bob Fosse provide the basis for inquiry and exploration.

**THR 351 - Acting Through Song****Credits:** 1**Previous Name:** THE 362 Acting in Musicals**Prerequisites:** THR 224

Building upon four semesters of actor training and voice lessons, Acting Through Song is a course that synthesizes all the tools necessary to act truthfully and effectively while still singing healthily and beautifully. Attention will be given both to solo songs and audition pieces, as well as scenes that transition from the spoken word to the song.

**THR 360 - Theatre Management****Credits:** 3**Previous Name:** Formerly THE 315

Study of skills, knowledge and expertise required for theatre management. Emphasis on the organizational ability needed to manage all aspects of theatrical productions including box office, ticket sales, seating, public relations and physical plant.

**THR 370 - Directing****Credits:** 3**Previous Name:** Formerly THE 371

Principles and practices of directing plays for the stage, emphasizing composition, movement, rhythm, tempo, and basic text analysis. Practical application of the skills needed to block a scene and convey the dramatic story.

**THR 371 - Production/Rehearsal/Performance 5****Credits:** 1**Prerequisites:** THR 274

Designed to provide students the opportunity to participate in the production of a play. The Lab hours are spent working in specific areas of interest, after consultation and assignment of responsibilities by the instructor. Specific areas available include: house manager, stage manager, acting (major roles), publicity, lights, properties, costumes and makeup, sound, stage crew, business manager, and producer.

**THR 374 - Production/Rehearsal/Performance 6****Credits:** 1**Prerequisites:** THR 371

Designed to provide students the opportunity to participate in the production of a play. The Lab hours are spent working in specific areas of interest, after consultation and assignment of responsibilities by the instructor. Specific areas available include: house manager, stage manager, acting (major roles), publicity, lights, properties, costumes and makeup, sound, stage crew, business manager, and producer.

**THR 376 - Audition Preparation****Credits:** 1**Previous Name:** Formerly THE 303, THE 304, THE 310

This course will explore do's and don't's of the practical audition experience and career planning including practicing audition skills focusing on monologue selection and performance, cold readings, movement/dance calls, warm-ups and basic audition etiquette and protocol. Students will learn how to deal with the business aspects of the profession as well as how to network, negotiating contracts, deal with agents/casting directors, and identify the various Tiers and theatrical venues. Throughout the semester students will be faced with mock auditions and feedback sessions. Students will be asked to approach each audition exactly as they would any professional audition.

**THR 380 - Costume Design/Makeup****Credits:** 3**Previous Name:** Formerly THE 313**Prerequisites:** THR 111

Principles and practices of costume design, makeup and technology. Emphasis on the design process, choice of fabric, construction techniques and historical accessories. Design, selection, application of special effects, prosthetics and stage makeup.

**THR 381 - Theatre Technology Seminar 2****Credits:** 1**Prerequisites:** Prerequisite: THR 282 or equivalent

Advanced work in Production/Design in students' area of interest under the close supervision of a faculty mentor.

**THR 382 - Computer Assisted Drafting****Credits:** 3**Prerequisites:** THR 111

This course provides the students with a foundation for the drafting conventions utilized in the entertainment industry. Students will be trained in the two CAD programs most commonly used by entertainment professionals, AutoCAD and Vectorworks.

**THR 383 - Advanced Set Design****Credits:** 3**Prerequisites:** THR 280

Advanced problems in scenic design, specifically multi-set shows and musicals, will be addressed utilizing a variety of studio skills.

**THR 384 - Advanced Theatrical Dancing****Credits:** 1**Previous Name:** Formerly THE 334**Prerequisites:** THR 334

Study of major dance genres and choreographic techniques which constitute the art of theatrical dancing for musicals. The works of choreographers such as Graciela Danielle, Tommy Tune, Wayne Cilento, Susan Stoman, and Bob Fosse provide the basis for inquiry and exploration.

**THR 386 - Costume Construction****Credits:** 3**Prerequisites:** THR 380

An Introduction to basic costume construction techniques used in theater. Emphasis on basic sewing and construction (both hand and machine), measuring and fitting, pattern cutting, costume shop equipment, garment care, fabric identification, and construction of a period costume.

**THR 388 - Stage Lighting****Credits:** 3**Previous Name:** Formerly THE 311**Prerequisites:** THR 111

The art of lighting design including methods, script interpretation and practical applications to the live stage and studio.

**THR 410 - Theatre Workshop****Credits:** 3**Previous Name:** Formerly THE 461

Theatre Workshop examines the creation of a theatrical experience using the tools of theatre: acting, musical theatre, set design, lighting, and costuming. It is designed to provide students with an ensemble experience, building and creating a theatrical piece that incorporates original material, established plays, and combines the multiple areas of theatre for creativity and cooperative learning.

**THR 421 - Acting 7****Credits:** 3**Previous Name:** Formerly THE 366 Classical Acting**Prerequisites:** THR 324

This course examines classical plays, specifically Shakespeare. Emphasis will be on acting in classic plays, physicality of performing in classical plays, and breaking down classical text. This course will include verse speaking, using iambic Pentameter, and techniques for non-poetic dialogue.

**THR 424 - Acting 8****Credits:** 3**Previous Name:** Formerly THE 162/265**Prerequisites:** THR 421

Study of the most influential acting methods and theories, with emphasis on their practical use and execution through exercises and analysis of scripts.

**THR 471 - Production/Rehearsal/Performance 7****Credits:** 1**Prerequisites:** THR 374

Designed to provide students the opportunity to participate in the production of a play. The Lab hours are spent working in specific areas of interest, after consultation and assignment of responsibilities by the instructor. Specific areas available include: house manager, stage manager, acting (major roles), publicity, lights, properties, costumes and makeup, sound, stage crew, business manager, and producer.

**THR 472 - Production/Rehearsal/Performance 8****Credits:** 1**Prerequisites:** THR 471

Designed to provide students the opportunity to participate in the production of a play. The Lab hours are spent working in specific areas of interest, after consultation and assignment of responsibilities by the instructor. Specific areas available include: house manager, stage manager, acting (major roles), publicity, lights, properties, costumes and makeup, sound, stage crew, business manager, and producer.

**THR 478 - Senior Project/Showcase****Credits:** 3**Previous Name:** Formerly THE 425

Students develop skills and techniques for auditioning for the Senior Showcase in the Spring. The class attending the showcase perform before agents and casting directors.

**THR 481 - Rendering for the Stage****Credits:** 3**Prerequisites:** THR 111

Uses Photoshop as a means of rendering for the stage and introduces students to basic 3D virtual modelling techniques and programs.

**THR 482 - Theatre Technology Seminar 3****Credits:** 1**Prerequisites:** THR 381

Advanced work in Production/Design in students' area of interest under the close supervision of a faculty mentor.

**THR 484 - Advanced Stage Lighting****Credits:** 3**Prerequisites:** THR 388

In this class, students will build upon the lighting basics they learned in THR 388. This class will focus on the art of design and the more successful techniques for implementation of design. This includes lighting in non-traditional spaces, intelligent lighting, and working with projections. Students will also focus on the art of lighting design and how to work as an artist.

**THR 486 - Digital Media for Entertainment****Credits:** 3**Prerequisites:** THR 111

This course teaches the students elements of projection design as well as 3D virtual modeling and pre-visualization.

# Theatre History

## **THH 191 - Introduction to Theatre**

**Credits:** 3

**Previous Name:** Formerly THE 101

A survey course designed to acquaint the student with the evolution of the theatre by examining dramatists, technicians, and actors responsible for its development, as well as prepare theatre majors for careers in show business.

## **THH 391 - Theatre History Before 1900**

**Credits:** 3

**Previous Name:** Formerly THE 301 European Theatre

Prominent theatrical works and stylistic development of theatre in Europe from the Ancient Greeks to the mid-nineteenth century. The impact of social and political change on theatre and culture are explored in the works of Sophocles, Shakespeare, and other dramatists, as well as examining the theories of theatre by Aristotle, Hegel, and Diderot. (Repeatable for credit up to limit permitted.)

## **THH 392 - Theatre History After 1900**

**Credits:** 3

**Previous Name:** Formerly THE 201 Modern Theatre

The evolution of theatre during the mid-nineteenth century to the present. Changes in dramaturgy covered through the plays of Ibsen, Strindberg, Chekhov, O'Neill, Williams, Miller, Pinter, Wilson, Vogel, Mamet, and Shepard. Emphasis on the development of modern staging practices through the works of Stanislavsky, Brecht, Meyerhold, Artaud, Grotowski, and Brook.

## **THH 491 - Golden Age of American Musicals**

**Credits:** 3

**Previous Name:** Formerly THE 401 American Musicals to 1940

**Prerequisites:** ENG 102

Development of musical theatre in America from 1800 to 1940. Study of the cultures, social customs, production techniques and theatres that influenced music in this type of production. Emphasis on the works of composers and lyricists such as George M. Cohan, Irving Berlin, Rodgers and Hart, George Gershwin, and Jerome Kern.

## **THH 492 - Modern American Musicals**

**Credits:** 3

**Previous Name:** Formerly THE 402 American Musicals After 1940

**Prerequisites:** ENG 102

Development of musical theatre in America from 1800 to 1940. Study of the cultures, social customs, production techniques and theatres that influenced music in this type of production. Emphasis on the works of composers and lyricists such as George M. Cohan, Irving Berlin, Rodgers and Hart, George Gershwin, and Jerome Kern.

## Theatre Music Lessons

### **TML 151 - Voice Lessons for Theatre 1**

**Credits:** 1

**Course Fee:** \$610.00

Private voice instruction for Theater Majors only.

### **TML 152 - Voice Lessons for Theatre 2**

**Credits:** 1

**Course Fee:** \$610.00

**Prerequisites:** TML 151

Private instruction for Theater Majors only.

### **TML 251 - Voice Lessons for Theatre 3**

**Credits:** 1

**Course Fee:** \$610.00

**Prerequisites:** TML 152

Private instruction for Theater Majors only.

### **TML 252 - Voice Lessons for Theatre 4**

**Credits:** 1

**Course Fee:** \$610.00

**Prerequisites:** TML 251

Private instruction for Theater Majors only.

### **TML 351 - Voice Lessons for Theatre 5**

**Credits:** 1

**Course Fee:** \$610.00

**Prerequisites:** TML 252

Private instruction for Theater Majors only.

### **TML 352 - Voice Lessons for Theatre 6**

**Credits:** 1

**Course Fee:** \$610.00

**Prerequisites:** TML 351

Private instruction for Theater Majors only.

### **TML 451 - Voice Lessons for Theatre 7**

**Credits:** 1

**Course Fee:** \$610.00

**Prerequisites:** TML 352

Private instruction for Theater Majors only.

### **TML 452 - Voice Lessons for Theatre 8**

**Credits:** 1

**Course Fee:** \$610.00

**Prerequisites:** TML 451

**Private voice instruction for Theater Majors only.**



## Film/Video

### **VID 121 - Introduction to Filmmaking**

**Credits:** 3

**Course Fee:** \$110.00

An introduction to basic filmmaking technique including camera, lighting and sound operation and practice. The fundamental principles of filmmaking include a basic understanding of shot composition, continuity, and montage. The integration of principle and practice is tested through exercises in 1) shot selection including camera angle, camera distance and camera movement, 2) continuity, 3) lighting and 4) sound technique. The students will learn about, and work in, the key positions on a film crew.

### **VID 131 - Television Workshop**

**Credits:** 3

**Course Fee:** \$160.00

Study of the ways in which video is used to present information about people, ideas, processes, products, and services. Multi-camera broadcast style videography techniques are identified and demonstrated. Topics include studio and location shoots, sound and lighting techniques, basic editing, crew positions and coordination.

### **VID 132 - Remote Television Workshop**

**Credits:** 3

**Previous Name:** Formerly TV Workshop 2

**Course Fee:** \$160.00

**Prerequisites:** VID 131

Focusing upon the place of television in society and technology, students study advanced single camera setups, electronic news gathering, electronic field production and editing.

### **VID 145 - Digital Photography**

**Credits:** 3

**Course Fee:** \$270.00

Introduction to the art of digital photographic imaging through the use of digital single-lens reflex cameras. Topics for exploration include cameras, lenses, filters, lighting, and composition. Industry standard digital storage and cataloging systems, such as apple Aperture, are utilized. Special emphasis on still life, portrait, motion, and cityscape photographs.

### **VID 146 - Digital Studio Photography**

**Credits:** 3

**Course Fee:** \$270.00

Digital Photography 2 provides students the opportunity to refine and extend the skills covered in Digital Photography 1. Students will be encouraged to discover their personal style and vision by completing assignments that are both technically and aesthetically challenging. Topics that will be covered include: composition, properties of light, black and white vs. color photography, candid vs. studio photography, the photo essay and photo editing. Students will participate in class critiques and learn how to view, examine and discuss their artwork and the work of their peers.

### **VID 215 - Film Lighting**

**Credits:** 3

**Course Fee:** \$320.00

**Prerequisites:** VID 121 and VID 145

Instruction, including theoretical and stylistic functions, of all equipment resourceful to the lighting of film/video. The course provides a workshop environment for a study of all equipment and technique required to light in film/digital film and television settings, both studio and location. Lighting techniques and conventions to achieve cinematic style, genre, period, mood, tone are considered.

### **VID 231 - Motion Picture Editing 1**

**Credits:** 3

**Previous Name:** Digital Film Editing 1

**Course Fee:** \$320.00

**Prerequisites:** VID 121

Theory and practice of motion picture editing utilizing non-linear digital editing systems and time code. Emphasis on the analysis of editing styles and techniques including continuity and montage. Work flow from various digital cameras examined, along with preparing sync-sound and visual imagery for the editing process, to grasp skills needed for employment as an assistant editor.

### **VID 232 - Filmmaking Aesthetics**

**Credits:** 3

**Course Fee:** \$320.00

**Prerequisites:** VID 121, VID 145, and VID 215 or VID 315

Study of the art and aesthetics of narrative and abstract film pre-production and production, including analysis of scenario, directing, cinematography, and examination of the teamwork of crew members on a shoot to create aesthetic effect. Analysis of camera and lens selection, the effect of film stocks or LUTS, and directorial choices of the use of framing, composition, lighting (and exposure), and sound.

### **VID 233 - Narrative Filmmaking**

**Credits:** 3

**Course Fee:** \$320.00

**Prerequisites:** VID 121, VID 131, and VID 132

Study of more complex production and post-production narrative filmmaking elements, including composition, mobile staging, sound, budgeting, lighting, black and white negative film stocks, and 16mm film cameras.

### **VID 237 - Art Direction**

**Credits:** 3

Production Design and Art Direction for the Film Narrative and Industry Commercial production. All elements of production design examined for the moving image, including features of color, texture & line, when considering location, set, props, wardrobe, and special effects in a larger scheme of period authenticity or thematic tonality of the film.

**VID 302 - Audio for Video****Credits:** 3**Course Fee:** \$320.00

Study and application of the techniques of sound capture and synchronization for film and television production. Emphasis on the theory and practice of microphone placement, machine synchronization and the aesthetics of soundtrack recording and mixdown.

**VID 304 - Screenwriting****Credits:** 3**Prerequisites:** ENG 204

Writing for television and film with attention to the use of dramatic language, character, plot and screen dynamics. Emphasis on advanced script formats, terminology and techniques.

**VID 315 - Cinematography 1****Credits:** 3**Previous Name:** Digital Cinematography 1**Course Fee:** \$320.00**Prerequisites:** VID 215

The study of contemporary digital video cameras, including their qualities of motion picture capture, distinct digital features and subsequent lighting options, and work flow towards the editing process. Study of filters, lenses to capture and produce visual effects. Practical experience in a workshop setting towards authority with shot selection and crew responsibilities as Director of Photography, Camera Operator, 1st Assistant Director, and 2nd Assistant Director.

**VID 331 - Cinematography 2****Credits:** 3**Previous Name:** Formerly Intermediate Cinematography**Course Fee:** \$320.00**Prerequisites:** VID 315

Study of cinematography. Complex lighting, camera angles and camera movement, digital cinema cameras, lenses, filters, tripods, dollies are considered. Students learn camera technique to include all current departmental digital cameras and other advanced camera operations. Additional course fee; see the Academic Catalog for information.

**VID 332 - Cinematography 3****Credits:** 3**Previous Name:** Formerly Advanced Cinematography**Course Fee:** \$320.00**Prerequisites:** VID 331

Camera and lighting technique, including advanced digital cameras, and Arriflex Super 16mm Advanced SR3, provide the environment for a study of complex camera movements and action shots. Period, mood, and genre are considered as well as the advanced use of the lens, and lighting technique for the creation of both storytelling and visual effect. Integration of production and post production will be discussed.

**VID 333 - Producing****Credits:** 3**Previous Name:** Formerly Filmmaker's Workshop**Course Fee:** \$320.00**Prerequisites:** VID 132

Introduction to practical aspects of producing for short films including script analysis and breakdowns, budgeting and scheduling, storyboarding, location scouting, directing, hiring crews and auditions. Additional course fee; see the Academic Catalog for information.

**VID 334 - Motion Picture Editing 2****Credits:** 3**Previous Name:** Digital Film Editing 2/Avid System**Course Fee:** \$320.00**Prerequisites:** VID 231

More complex applications of digital film editing focusing on post-production workflows from the perspective of the editor, director, and cinematographer. Motion, pacing, advanced composting, dynamic effects and storytelling techniques are emphasized. Additional course fee; see the Academic Catalog for information.

**VID 336 - TV Commercial Production****Credits:** 3**Course Fee:** \$320.00**Prerequisites:** VID 132 and VID 233

Study of the cinematic elements and techniques of the 30 - 60 second commercial spot advertisement, from concept development through post-production. Classic and contemporary TV commercials are analyzed from historical, production, and promotion perspectives. Student-directed exercises refine their knowledge, skills, and dispositions regarding producing, directing, editing, and cinematography for the short form.

**VID 361 - Acting for the Camera****Credits:** 3

Study of the creative collaboration between actors and directors, with special emphasis on acting techniques for film and television. Special attention to camera placement, sound and movement on a film/video set.

**VID 371 - Directing for the Screen****Credits:** 3**Prerequisites:** VID 233 and VID 361

Principles and practices involved in directing for the stage and screen. Theory and techniques of directing with emphasis on the director's role throughout the creative process from script analysis, working with actors in establishing purposeful expression, to creating a strong, meaningful visual aesthetics. Practical application of script selection, auditioning, and staging techniques.

**VID 372 - Documentary/Non-Fiction TV****Credits:** 3**Prerequisites:** VID 132 and VID 233

Designed to develop skills required to envision and record events of contemporary and historical human interest in film documentary and non-fiction television programming. Students will develop issues and supporting interviews or documentary footage worthy of report, as well as prepare to develop ideas and supporting storyline for non-fiction television.

**VID 425 - Senior Project 1****Credits:** 3**Course Fee:** \$190.00**Prerequisites:** 2 of; VID 336, VID372, VID 433

Students pre-produce individual films that demonstrate advanced skills. This is the first part of two classes that complete the Senior Project. The cinematic project includes scripts, storyboards, shot lists, budgets, location scouting/management, and various other pre-production elements. Students will collaborate together in key crew positions to pre-produce a 7-10 minute narrative sound motion picture for their Senior Project.

**VID 426 - Senior Project 2****Credits:** 3**Course Fee:** \$190.00**Prerequisites:** VID 425

Production of a 7-10 minute narrative sound motion picture project utilizing the RED Dragon, Cannon C100, or similar digital cameras. Post-production tasks include editing, sound design, Foley, special effects, coloring, titling and credits. Completed films will be exported and ready for exhibition and submissions to film festivals. Productions are evaluated by a faculty jury during the Annual Student Film Festival.

**VID 432 - Independent Filmmaking****Credits:** 3**Course Fee:** \$370.00**Prerequisites:** VID 233

Study of leading contemporary independent directors, editors, cinematographers and other filmmakers, provides the basis for analyzing the methods and materials of independent filmmaking and distribution. The principles taught assist the student in the development of Senior Project Thesis Film Production book required for the making of the thesis film. Topics include casting, script breakdown, budgeting, publicity and promotion, marketing, financing sources and techniques, and selected legal issues. Students also prepare press kits to publicize and promote senior projects for film festivals.

**VID 433 - Experimental Film****Credits:** 3**Prerequisites:** VID 132 or VID 233

The study of Contemporary Music Video and other Experimental Film forms. Montage editing and other assembly techniques, including graphics and camera effects prepare the student for highly creative abstraction in film or digital video, inspired by music or sound effects, designed to advance the student's grasp of proficiency in creating non-linear, non-narrative experimental forms or dynamic popular music video.

**VID 440 - Special Topics in Film/Television****Credits:** 3**Prerequisites:** ENG 102

Intensive workshop in the analysis, revision, and completion of full-length scripts for theater, television, film, and other audiovisual media, with an emphasis on structural integrity, authenticity of characterization, and attention to detail. Students will attempt to produce a fully-realized script that is ready for inclusion in a portfolio of writing samples.

**VID 441 - Comics to Film****Credits:** 3**Course Fee:** \$370.00**Prerequisites:** VID 232

The superhero archetype is examined in relation to American society in a parallel study in both art and film mediums. The history of comics and societal themes are explored. Students will create a hero, script, and shoot a short narrative of their creation.

**VID 442 - Advanced Production Workshop****Credits:** 3**Course Fee:** \$370.00**Prerequisites:** 2 of; VID 336, VID 372, VID 433

Study and practical application of film production, including workshop setting projects that practice technique in camera, lighting, lenses, camera movement, sound in a professional crew construction where the industry job responsibilities are practiced for a larger film studio setting. Location shoots may include documentary, short or feature length or purely serve as exercises to practice and perfect technical skills of the gaffer, Cinematographer, Assistant Camera, sound recordist, 1st and 2nd Assistant Director, etc.

**VID 443 - Motion Picture Editing 3****Credits:** 3**Previous Name:** Digital Film Editing 3/Color Correction**Course Fee:** \$370.00**Prerequisites:** VID 334

Advanced specialization class focused on everything color related -- from the use of color on set, to camera picture profiles and DIT work; with additional focus on LUTs and Color Correction. Using DaVinci Resolve, Shot Put Pro, Adobe After Effects, and other relevant software, essential skills for working with the modern RAW digital images like that of the RED series of cameras will be covered.

**VID 445 - Horror Cinema****Credits:** 3**Course Fee:** \$370.00**Prerequisites:** VID 232

Study of the genre and technique of horror film production beginning with the 1930 Universal Studios release of Dracula and Frankenstein, through the modern-day "slasher" film. The catalogs of Alfred Hitchcock, George Romero, Wes Craven, and Eli Roth will be explored. Class projects include screenplays, short film production, editing, music and sound effects, and visual effects in this context.

**VID 471 - Directing Actors****Credits:** 3**Prerequisites:** VID 371

Theory and practice in directing actors for the screen. Course includes working with actors to secure authentic and thematically sound performances, including communicating with actors about 1) character development, psychology & actions, 2) greater themes of the work, 3) use of activities to expose subtext, and 4) the technical interface with actors in how they expose their work for capture on film or for television. Directors will also practice shot selection, lighting, camera movement-distance-angle in order to more fully express story and subtext.

**VID 474 - Cinematography 4****Credits:** 3**Previous Name:** Professional Cinematography**Prerequisites:** VID 332

The study of professional level cameras and lighting equipment, featured in the industry contemporarily. Practice in the most advanced digital and video film cameras, to capture and produce more complex visual effects, in clarifications of story and theme. Continued practical experience in a workshop setting towards authority with short selection and crew responsibilities, with the addition of professional location and work with guest professionals in the field.

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Head Men's Basketball Coach

**Orbin Hart**

Assistant Men's Basketball Coach

**Veronica Peck, B.A.**

Head Women's Basketball Coach

**Marceann Dunny**

Assistant Women's Basketball Coach

**Jeffrey E. Poplarski, D.C.**

Head Athletic Trainer

**Caitlin Zowak**

Sports Information Director

# Program Advisory Committees

## Audio Recording Technology

**Mike Alvarez**, *Lead Audio Engineer/Project Leader and Associate Audio Services Manager*  
Frost Productions

**Matt Cooper**, *Audio Production Teacher*  
Milliken Tech Center

**Nick D'Alessandro**, *Producer and Mixing Engineer*

**Mike Donohower**, *President*  
Techshop NY

**Alex Fulton**, *Executive Music Producer*  
Storefront Music

**Karl Groeger**, *President*  
Looney Tunes and Brookvale Records

**Andrew Krivonos**, *Owner/Engineer*  
The Brewery Recording Studios (NY and LA)

**Bill Sperl**, *Audio Engineering Teacher*  
H.B. Ward Technical Center

**Jared Tuttle**, *Mixer/Sound Designer/Composer*  
Definition 6

**Grant Valentine**, *Staff Engineer*  
Sear Sound

**Charles Wang**, *Music Performance and Production*  
Bayside High School

## Business

**Brittney Holloway**, *Manager*  
Artist and Label Insights at Pandora

**Craig Levy**, *Vice President, Managing Director*  
Sterling National Bank

**Meaghan Lyons**, *VP A&R*  
Columbia Records

**Jason Melzer**, *Studio Manager*  
Dream Recording Studios

**Erin Nourijanian**, *Director of Marketing*  
NYCB Live

**Michele Rizzo**, *Center Director*  
Y Boulton Center

**James Sajeve**, *Director of Music Technology Brands*  
Korg USA, Inc.

## Film/Video

**Gordon Arkenberg**, *Cinematographer/Researcher*  
Local 600

**Daniel Brooks**, *Sound Mixer/Audio Recordist*  
Local 52

**Zachary Gobetz**, *Colorist/Editor*  
Technicolor

**Caitlin Machak**, *Cinematographer*  
Local 600

**Marcel Morschhauser**, *Editor/Filmmaker*  
Freelance

**Scott Templeton**, *Gaffer*  
Local 52

**Ted Wachs**, *Academic Director*  
New York University

**Ben Wolf**, *Owner*  
Topyary Productions

## Interactive Computer Graphics

**Jared Bloom**, *Assistant Superintendent for Instruction and Curriculum*  
South Huntington Union Free School District

**Joanne Bloomfield**, *President*  
The Marketing Boutique Inc.

**Norm Levy**, *CEO*  
ShoutOmatic, LLC

**Tracy Morris**, *Producer*  
CBS Sports

**Micha Riss**, *President*  
Flying Machine

**Philip Rugile**, *Human Capital Strategist*  
Launchpad Huntington

**Anna Yoon Shin**, *Design Director*  
The Food Network



## Liberal Arts

**Dr. Douglas Howard**, *Chair of English*  
Suffolk Community College (Selden)

**Dr. Elizabeth McCormick**, *Head of the Writing Center*  
Suffolk Community College (Selden)

## Music

**Jeff Allegue**, Artistic Director, Bass Player  
Trans-Siberian Orchestra

**Lisa Gary**, Jazz/Pop Vocalist  
Postmodern Jukebox

**Bill Heller**, Keyboard  
The Rippingtons

**Jeffrey Lange**, Saxophone, Woodwind Player  
Resident Player at Theatre Three

## Music Education

**Celeste Cruz**, *Music Teacher*  
Uniondale Schools

**Jason Giachetti**, *Music Teacher*  
Huntington Schools

**Kelvin Jenkins**, *Director of Music*  
Uniondale Schools

**Dean Karahalios**, *Education Division Professor*  
Five Towns College

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Deer Park Schools

**Eric Reynolds**, *Director of Music*  
Huntington Schools

**Gregg Romano**, *Music Teacher*  
Deer Park Schools

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**Gina Talbert**, *Assistant Superintendent*  
Wyandanch Schools

**Izzet Thomas**, *Curriculum Associate (STEAM)*  
Wyandanch Schools

## Theatre

**Benny Sato Ambush**, *Director*

**Harriett Bass**, *Casting Director*

**Joshua Brody**, *Director*

**Dale Brown**, *Casting Director*

**Ingrid Sonnichsen**, *Emeritus*  
Carnegie Mellon University

# Faculty

## Audio Recording Technology Faculty

**JOHN MACHADO**, Associate Professor  
Audio Recording Technology Department Chair  
Mus.B., Mus.M., Five Towns College

Professional audio engineer with 20 years' experience working in the world of audio recording technology. Engineer/producer on many projects that range from independent recordings to major and indie label recordings, and post production for movies, television, radio, and theatre.

**JOSEPH KUHL**, Associate Professor  
Liberal Arts and Sciences/General Education Division  
Coordinator  
Mus.B., Mus.M., Five Towns College

2010 winner of the Lorraine Kleinman Memorial Award for Excellence in Teaching. Freelance Audio Engineer/ Producer. Recorded and mixed for RCA Records and various independent labels. Published songwriter with music licensed to network TV shows.

**JEE YUN LEE**, Assistant Professor  
B.S., Ewha Woman's University  
Mus.M., Five Towns College

Professional audio recording engineer with experience at Buttons Sound Inc. Assistant Director of Music Television Programs at Seoul Broadcasting System (SBS) for the Soyo Rock Festival in Seoul, Korea.

**MICHAEL MAZZARACO**, Instructor  
B.A., SUNY Purchase

## Adjunct Audio Faculty

**MATT BLOSTEIN**, Instructor  
B.M., Manhattan School of Music  
M.M., University of Valley Forge

**PHIL PAINSON**, Instructor  
AVID Pro Tools Certified

## Business Faculty

**David M. Cohen**, Professor, Business  
College President  
B.A., State University of New York at Oneonta  
J.D., New York Law School

**EDWIN CROCOLL, JR.**, Assistant Professor  
Music and Entertainment Industry Studies Coordinator  
B.A., University of Rochester  
M.B.A., Binghamton University  
M.F.A., University of Southern California

**JANET KAPLAN**, Professor, Business  
Vice President of Strategic Initiatives, Director of Compliance  
B.A., Emory University  
M.A., Stony Brook University  
J.D., Benjamin N. Cardozo School of Law

**CATHERINE KIMMEL**, Associate Professor  
Business Division Chair  
B.S., SUNY College at Buffalo  
M.B.A., Dowling College

**DONNA LATORRE**, Associate Professor, Business B.S.,  
M.B.A., St. John's University

Donna LaTorre has been a business professor at Five Towns College since 2004. She currently teaches business seminar, human resource management and marketing courses. Professor LaTorre received both her undergraduate and graduate degree in Finance from St. John's University. Prior to joining Five Towns College, she worked at Shearson Lehman as a portfolio assistant.

**MARY LOBIONDO**, Associate Professor, Business  
B.S., M.B.A., St. John's University

Experienced educator and administrator with specialization in teaching principles of macroeconomics and microeconomics, business organization, management, and marketing courses. Developed curriculum as an instructor for distance education courses. Academic advisement. Former textile industry executive. Member Global Association of Teachers of Economics, Council for Economic Education. Interim chairperson of the Business Division.

**CAROLANN P. MILLER**, Professor, Business  
Provost/Dean of Academic Affairs  
B.A., M.B.A., St. John's University

Former Assistant Dean at St. Joseph's College and experienced higher education specialist in curriculum, assessment, and administration. Developed curriculum for project management certificate, not-for-profit management, and organization management programs. Created a Cisco Academy for software training development. Member of the Omicron Delta Epsilon economics honor society and the Society of Human Resource Management.

**KRYSTI O'ROURKE**, Assistant Professor, Business  
B.S., Ithaca College  
M.P.A., Long Island University: C.W. Post College

Research Associate for Town of Huntington Programs, LIU's Department of Public Administration and publications in Journal of Gerontological Social Work on Job Interests and Employment

Barriers. Active member in local Chamber of Commerce and Career Director Associations.

## **Adjunct Business Faculty**

**JOHN BLENN**, *Assistant Professor, Music Business*  
B.A., Hofstra University

Producer, SAG actor, director, screenwriter and published playwright with more than 75 productions. President, *Middle Class American Productions*, former General Manager, *Westbury Music Fair* and *Dix Hills Performing Arts Center*, founder and publisher of *Long Island Entertainment*. Directed World Premiere of Eddie Money's autobiographical musical, *Two Tickets to Paradise* and has appeared in such films as *Here Comes the Boom*, *Bronx Bull* and *Paul Blart: Mall Cop*. He is also currently developing the Valley Stream Performing Arts Center.

**ANNE BROWN**, *Assistant Professor, Business*  
B.A., Hofstra University  
J.D., Fordham University School of Law

Experienced attorney licensed to practice in the State of New York. Solo practitioner specializing in bodily injury, real estate, and elder law for over 20 years. Active member of the Nassau County Bar Association's Animal Law Committee and Plaintiff's Round Table, Hofstra and Fordham University Alumni Associations. Mentor at the Barack Obama Elementary School in Hempstead.

**MARK CARPENTIERI**, *Assistant Professor*  
*Music Business*  
B.A., Queens College  
M.S., Clarion University of Pennsylvania

President and Founder of M.C. Records, a five time Grammy nominated label that has released over 45 recordings nationally and internationally. Was nominated for a Grammy as a musician, producer and for his record label. Inducted into the honor society of Phi Kappa Phi. Professor Carpentieri has been teaching at Five Towns College since 2006.

**BRUCE COLFIN**, *Associate Professor, Business*  
B.A., Queens College  
J.D., New York Law School

President of the Law firm of Bruce Colfin Law, P.C., THE FIRM®, primarily concerned with Entertainment Law, Copyright, Trademark, Video, Comics and Toys, Literary Property, Theater and Intellectual Property Law.

**CHRISTINE FLYNN**, *Assistant Professor, Business*  
B.A., Stony Brook University  
M.B.A., Adelphi University  
Certified Financial Planner (C.F.P.)

Experienced Financial Services Professional specializing in business management and finance. Graduate of the Project Management Institute.

**SUSAN GAIDE**, *Professor, Music Business*  
B.S., Hofstra University  
M.B.A., Adelphi University

Songwriter, producer, music marketing strategist and President of ChromeOrange™ Music Media, a New York-based record label and music publishing company (ASCAP). Former writer for *Pro AV* and *Distance Education Report*.

**LAURA GILBERT**, *Instructor*  
B.A., University of Pennsylvania  
J.D., Suffolk University Law School

**DANA GIOE**, *Assistant Professor, Business/Liberal Arts*  
B.A., Florida Atlantic University  
J.D., Nova University

**MELVIN GLAZER**, *Associate Professor, Music Business*  
B.S., Rutgers University

Educator, Songwriter, Business Executive (Past V.P. Sales, Chanel Cosmetics and V.P. Sales, Godiva Chocolates USA), Actor, Columnist, Raconteur and State sponsored speaker on behalf of the New Jersey Council for the Humanities on Frank Sinatra. Publishing and songwriter credits include recordings by Etta James, Robert Plant, Elvis Presley, and Static-X. Collaborations with Hall of Fame writers, Carole King, Sammy Fain, and Aaron Schroeder. Awarded the Doctor of Humane Letters degree for lifetime achievement in Music and Business in May 2014.

**BARRY HEYMAN**, *Assistant Professor*  
B.M., New York University  
J.D., New York Law School

**JOHN MASSERWICK**, *Associate Professor, Business*  
B.B.A., Pace University  
M.B.A., Adelphi University  
Certified Public Accountant (C.P.A.)

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B.A., Harwick College  
M.B.A., Pace University

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B.S., SUNY New Paltz  
M.B.A., Dowling College

**MAUREEN POLLICINO**, *Instructor*  
B.A., State University of New York at Oneonta  
M.B.A., Adelphi University

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B.S., Lehman College  
M.S., SUNY Old Westbury

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B.S., New York University

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*B.A., Hofstra University*  
*M.B.A., CW Post Long Island University*

## Education Faculty

**WILLIAM FORTGANG**, *Associate Professor*  
*Music Education Department Chair*  
*B.A., M.S., P.D., Long Island University*

Professor Fortgang has been an educator for over 40 years. Throughout his career, he has taught public school instrumental music at the elementary and middle school levels and was a Supervisor of Fine Arts. He also served as a Junior-Senior High School principal for 21 years.

At Five Towns College Professor Fortgang teaches at the undergraduate and graduate levels and is responsible for placing and supervising our student teachers. He also supervises our Education faculty members and is responsible for coordinating the NCATE/CAEP (National Council for Accreditation for Teacher Education/Council for the Accreditation of Educator Preparation) accreditation process for our Education Division.

Professor Fortgang is a former President of the Nassau County Music Educators Association and is currently the Executive Director of Nassau NYSCAME (New York State Council of Administrators of Music Education). He holds New York State Permanent Certifications in Music K-12, School Administration and Supervision (SAS) and School District Administration (SDA). Professor Fortgang is an active member of the Suffolk County Music Educators Association, Nassau County Music Educators Association, New York State School Music Association and NAFME (National Association for Music Education).

**JENNIFER DARDZINSKI**, *Assistant Professor*  
*Assistant Dean of Instructors*  
*A.A., Nassau Community College*  
*B.A., Hofstra University*  
*M.S., Ph.D., St. John's University*

## Adjunct Education Faculty

**DOUGLAS BORSUK**, *Assistant Professor*  
*B.S., Rider College; M.S. Adelphi University*  
*P.D., Long Island University; C.W. Post College*  
Brentwood and New York City public school teacher.

**JOSEPH DEL GIUDICE**, *Assistant Professor*  
*B.S., M.S., Long Island University; C.W. Post College*  
Mathematics teacher, Half Hollow School District. Coached American Computer Science League teams.

**ANASTASIA GLASHEEN**, *Associate Professor*  
*B.M., SUNY Potsdam*  
*M.A., M.M., Stony Brook University*  
*D.M.A., University of Southern California*

**DEAN KARAHALIS**, *Associate Professor*  
*Director of Instrumental Music*  
*Mus.B., Mannes College of Music*  
*M.A., Queens College*  
*P.D., Hofstra University*

Founder of The Concert Pops as well as the conductor and music director. He has performed with the Radio City music Hall Orchestra, New York Lyric Opera, Goldovsky Opera and is Musical Director/Founder of the New York Brass Choir. Conducting highlights have included U.S. Air Force Band, Washington, D.C. and a Night at the Opera with Metropolitan Opera star Robert Merrill. In 1992, he was appointed Conductor-Musical Director for The Eglevesky Ballet and is currently musical consultant to the Moscow Festival Ballet. The Concert Pops have performed concerts throughout the east coast in their "Pops Under the Stars" series. Some highlights are performances with guest soloists, Marvin Hamlisch, The Manhattan Rhythm Kings, Broadway's Tommy Tune, Betty Buckley, Enzo Stuarti, Joel Gray, and Robert Merrill.

**TIMOTHY KELLY**, *Associate Professor*  
*A.A.S., Hocking College*  
*B.S., M.S., Ed.D., Dowling College*

**ANGELINA LIBARDI**, *Associate Professor, Science*  
*B.S., M.S., Adelphi University*

**MADELINE NELSON**, *Assistant Professor*  
*B.S., North Adams State College*  
*M.S., Hofstra University*

**STEVEN V. RAND**, *Assistant Professor*  
*B.S., SUNY Old Westbury*  
*M.S. in Ed., Five Towns College*  
Hockey, Basketball, Tennis Coach. Member: Huntington Historical Society; Greater Long Island Running Club.

## Film/Video Faculty

**ERIKA HOULE**, *Assistant Professor*  
*Film/Video Division Chair*  
*B.F.A., M.A., New York University*

**SAVAS ALATIS**, *Instructor*  
*B.F.A., School of Visual Arts*

**JUSTIN ANDREWS**, *Assistant Professor*  
*B.A., Framingham State College*  
*M.F.A., Savannah College of Art and Design*

**THOMAS CALANDRILLO**, *Assistant Professor*  
*Mass Communication Division Chair*  
*B.P.S., M.A., Five Towns College*  
*L.M.H.C., C.A.S.A.C., Adelphi University*

**JARED HERSHKOWITZ**, *Associate Professor*  
*B.A., State University of New York at Albany*  
*M.S., New York Institute of Technology*

## Adjunct Film/Video Faculty

**MICHAEL ATKINSON**, *Assistant Professor*  
*B.F.A., Long Island University: C.W. Post*  
*M.F.A., Long Island University: Brooklyn*

He is a staff writer and film critic for The Village Voice, reviews for Sight and Sound and The New York Times. Author of his film genre book called Exile Cinema.

**CHARLES DESJARDIN**, *Instructor*  
*B.F.A., Five Towns College*

Charles DesJardin is a working professional Freelancer, working currently in such Industry and Commercial production houses as Manhattan's Southeby's. He offers Director of Photography work for Independent film and media industrials. He has a BFA in Film/Video, receiving training in cinematography from season professional Sol Negrin. Also putting his films in film festivals and working on his own independent work!

**DAN GALIARDI**, *Associate Professor*  
*B.S., B.A., SUNY Buffalo*  
*M.S., Hofstra University*

Member, International Cinematographers Guild/Local 600 IATSE, Hollywood, California. Film industry professional camera assistant, proficient in the use of various motion picture cameras (both 16 mm and 35 mm): Panavision, Arriflex, Aaton, Moviemcam, and Photosonics. Expert in studio and location filmmaking techniques. Has administered the Guild's entrance exam on several occasions. Major motion picture credits include: Batman Forever, Major Payne, Conspiracy Theory, Independence Day, The Truman Show, Jungle 2 Jungle, and others. Network television credits include: Law & Order, NYPD Blue, Time of Your Life, etc. National commercial campaign credits include: AT&T, Smith Barney, Avon, and more.

**KENNETH KELSCH**, *Instructor*  
*B.A., Montclair State University*  
*M.F.A., New York University*

**MICHAEL PRYWES**, *Instructor*  
*B.S., Northwestern University*  
*J.D., Hofstra University*

**AMANDA ROCCO**, *Instructor*  
*B.F.A., Five Towns College*

**ANTHONY SAVINI**, *Instructor*  
*A.A.S., Fashion Institute of Technology*  
*B.F.A., New York University*

Anthony Savini is a director of photography with expansive experience with documentaries, feature films, television, web and corporate videos. He has worked as a director of photography on various films including the vast documentary work of Ken Burns.

## Interactive Computer Graphics Faculty

**PAUL LIPSKY**, *Assistant Professor*  
*Interactive Computer Graphics Division Chair*  
*B.F.A., M.F.A., School of Visual Arts*

**KAREN PELLECHIA**, *Instructor*  
*B.A., Queens College*  
*M.F.A., Brooklyn College*

## Adjunct Interactive Computer Graphics Faculty

**PAUL BIEDERMANN**, *Instructor*  
*B.F.A., School of Design and Visual Arts*

**NICK SELVAGGIO**, *Instructor*  
*B.S., New York Institute of Technology*

## Liberal Arts/General Education Faculty

**JOE KUHL**, *Associate Professor, Science*  
*Liberal Arts and Sciences/ General Education Division*  
*Coordinator*  
*Mus.B., Mus.M., Five Towns College*

2010 winner of the Lorraine Kleinman Memorial Award for Excellence in Teaching. Freelance Audio Engineer/Producer. Recorded and mixed for RCA Records and various independent labels. Published songwriter with music licensed to network TV shows.

**MALISA ALI**, *Instructor*  
*B.A., M.S., Stony Brook*

**JERRY COHEN**, *Associate Professor, Science*  
*Dean of Students*  
*B.S., Ohio University*  
*M.S., Hofstra University*

**ALISSA GAMBINO**, *Instructor*  
*B.A., LIU Southampton College*  
*M.F.A., Stony Brook University*

**RICHARD POLLARD**, *Associate Professor*  
*B.S., M.S., SUNY Stony Brook*

**DOMINICK QUARTUCCIO**, *Assistant Professor*  
*A.A., Suffolk Community College*  
*B.A., M.F.A., Stony Brook University*

**TINA VINCENTI**, *Assistant Professor*  
*B.A., Stony Brook University*  
*M.F.A., Queens College*

**MARIA WOLFROM**, *Assistant Professor*  
*B.S., Polytechnic University, Brooklyn*  
*M.S., Hofstra University*

## Adjunct Liberal Arts/General Education Faculty

**LINDSAY BRYDE**, *Instructor*

*B.A., M.A., Fredonia State University*

*M.F.A., Adelphi University*

**MARY FERNANDEZ**, *Instructor, Spanish*

*B.A., SUNY Stony Brook*

*M.A., Long Island University: C.W. Post College*

**KELLY HEIDER-WALSH**, *Instructor*

*A.A.S., State University of New York at Farmingdale*

*B.A., Dowling College*

*M.A., Long Island University: C.W. Post*

**JACK HEIFNER**, *Instructor*

*B.F.A., M.S., Brooklyn College*

**ANNA KAPLAN**, *Professor, Speech*

*B.A., M.S., Brooklyn College*

Professor Kaplan has taught at the College since 1981 and has earned the rank as full Professor. In addition, in 2006 she was presented with the Lorraine Kleinman Cohen Memorial Award for Excellence in Teaching. She was inducted into the Phi Sigma Eta Honor Society of Five Towns College in 1996 and currently serves as a Board Member of the Executive Committee of the Phi Sigma Honor society at Five Towns College.

**CARL KIRSCHNER**, *Professor*

*B.A., Queens College*

*M.A., Ph.D., New York University*

**ANGELINA LIBARDI**, *Instructor*

*B.S., M.S., Adelphi University*

**JUDAH MAHAY**, *Instructor*

*B.A., Calvin College*

*M.F.A., SUNY Stony Brook*

**SOPHIA PANAGOS**, *Instructor*

*B.A., St. Joseph's College*

*M.S., Dowling College*

**PHEBE SZATMARI**, *Instructor*

*B.A., Queens College*

*M.F.A., Stony Brook University*

## Mass Communication Faculty

**THOMAS CALANDRILLO**, *Assistant Professor*

*Mass Communication Division Chair*

*B.P.S., Five Towns College*

*L.M.H.C., C.A.S.A.C., Adelphi University*

**HOLLI HAERR**, *Instructor*

*B.A., Indiana University*

## Adjunct Mass Communication Faculty

**BRIDGETTE BOYLE**, *Instructor*

*B.A., Fairfield University*

*M.B.A., Fordham University*

**DANIELLE CAMPBELL**, *Instructor*

*B.A., Adelphi University*

**HAROLD NAIDEAU**, *Assistant Professor*

*B.A., Antioch College*

*B.A., Brooks Institute of Photography*

*M.F.A., Long Island University: C.W. Post College*

**NORMAN PRUSSLIN**, *Associate Professor*

*B.A., SUNY Stony Brook*

*M.A., CUNY Queens College*

Experienced professional educator in media arts, bridging academics and co-curricular activities that bring an interdisciplinary approach to education and a member of the Radio-Television New Directors Association and Society of Professional Journalists. He is a director and member of the Long Island Music Hall of fame, the Press Club of Long Island/Society of Professional Journalists, Intercollegiate Broadcasting System and the Broadcast Education Association.

**SHARON RYBA-PERTZ**, *Instructor*

*B.S., College of Staten Island*

**MICHAEL QUICK**, *Instructor*

*B.A., Sacred Heart University*

## Music Faculty

**JILL MILLER-THORN**, *Professor*

*Music Division Chair*

*Director of Graduate Music Programs*

*B.M., M.M., Ithaca College*

*D.M.A., Temple University*

Dr. Jill Miller-Thorn received her DMA in composition from Temple University in January 1994. Her compositions include two symphonies, a concert band piece, various chamber works and piano music. She has studied with Karel Husa, a Pulitzer Prize winning composer at Cornell University, and Maurice Wright at Temple University. Awarded the Penn Woman Award in musical composition in May 1986, Dr. Miller-Thorn's success that year included a world premiere of *Woodwind Quintet # 1* by "1807 and Friends" a renowned chamber group comprised of members from the Philadelphia Orchestra and the Philadelphia Public Library accepted her first symphony, *Symphonic Fantasies*, as part of its Fleishman Collection of Orchestral Music.. In 2003, the Five Towns College Concert Band premiered *By the Band Shell*, a reflective work on her childhood in a rural setting where she would sit near the band shell to hear the community band play Sunday concerts in the local park. *Lament* for solo clarinet was premiered in NYC by Demetrius Spaneas for Women's Work 2011. She is currently the Chair of

the Music Division and Director of Graduate Music Studies at Five Towns College.

**SCOTT BALLIN**, *Assistant Professor, Jazz Piano\**  
*Director of American Songbook Ensemble*  
*Mus.B., Mus.M., D.M.A., Five Towns College*

Professional engagements include: Pianist for Isotope Stompers, numerous concerts including main stage Hechsher Park in Huntington. Musical Director for Gene Santini, at Feinsteins N.Y.C. Pianist with Long Island Jazz All Stars directed by Mike Carubia. Jazz concerts and club appearances with Byran Carrott, Teddy Charles, Jerry Weldon, Jay Hogard. Music Director for Rat Pack Show, Rainbow Room, N.Y.C. Pianist/Music Director for Henry Prego, Harrah's Atlantic City. Pianist Garden City Hotel, Parker Meridian Hotel N.Y.C. Bandleader and pianist on Carnival Cruise ship M.S. Tropicale.

Contributing writer for Jazz Improv Magazine - Concert and CD reviews, instructional articles. Undergraduate and Graduate instructor at Five Towns College for: Keyboard classes, Ear Training, Harmony, Music History and Private Instruction. Director of American Songbook Ensemble, Upbeat Entertainment, Jazz Piano Concert Series. Professional Development: IAJE Conventions, Jazz Times Conventions, N.Y.C., Chick Corea Workshop, Lenox, Mass., JEN Convention, Reno, Nevada. Host of radio program The Music of Miles Davis on WFTU radio.

**STEVE BRIODY**, *Associate Professor, Guitar,*  
*Composition/Arranging \**  
*Director of Instrumental Music*  
*B.A., SUNY Fredonia*  
*Mus.M., D.M.A., Five Towns College*

Dr. Briody is a recognized guitarist, composer, educator and arranger. He has played guitar with legends such as Randy Brecker, Jeff Lorber, Dave Valentin, Jane Monheit, Charlie Daniels, Funk Filharmonik, Carl Fischer, and the Long Island Music Hall of Fame All-Star Band. He is the author of the Jamey Aebersold book *Jazz Guitar Lines of the Greats*, which has become a popular Jazz guitar publication. Steve is a staff arranger at Smart Chart, prominent publisher of college and high school jazz ensemble arrangements. He has also contributed lesson articles to *Guitar Player* and *Guitar World* magazines. His song "Footsteps" appeared on the #1 Jazz album of sax great Eric Alexander. Recently, he had the honor of being guest conductor of the Nassau All-County Jazz Ensemble in 2018, performing at the Tilles Center. In addition to his international credits, he often performs in the NY area with jazz, funk, and top-40 bands. At Five Towns College, Steve currently teaches Graduate-level Jazz Harmony, Arranging, Big Band Arranging, Improvisation, Guitar Instruction, Jazz/Pop Composition, Popular Music Lab, Graduate Jazz Pedagogy, and directs the Jazz Orchestra.

**MARC SILVERBERG**, *Assistant Professor*  
*Director of Vocal Music*  
*B.M., University of Delaware*

*M.M., Westminster College of the Arts at Rider University*  
*D.M.A., Five Towns College*

Dr. Silverberg has established himself as one of the leading voices in a cappella education today. He has served on the executive board of the Contemporary A cappella Society of America (CASA) as Director of Education and presented workshops on vocal improvisation at multiple a cappella festivals, SUNY Purchase, The American Musical and Dramatic Academy in New York, The New York State School Music Association, the Nassau County PEAK Festival, the National A cappella Convention, and the American Choral Directors Association's 2013 National Convention. In spring of 2018, Dr. Silverberg became the first guest conductor for the Suffolk County Music Educator Association's (SCMEA) All-County Contemporary A cappella Group.

His professional performing group, Satellite Lane, was crowned the 2013, 2014, and 2018 New York Harmony Sweepstakes "Audience Favorite," and he has won the award for "Best Arrangement" in the 2013, 2016, and 2018 Harmony Sweepstakes competitions. Satellite Lane also recently took second place at the 2018 Varsity Vocals Aca-Open Semi-Finals.

In addition to being an a cappella clinician, conductor, and performer, he also writes original musicals and plays. His original work, *He's Not Himself*, premiered Off-Broadway in 2012 as part of the New York Music Theatre Festival.

## Adjunct Music Faculty

**KRISTI ADAMS**, *Instructor*  
*Director of Vocal Jazz*  
*B.S., Dowling College*  
*M.A., SUNY Stony Brook*

Kristi Adams has been an educator of music, dance, and theatre for Middle County Central School District on Long Island for 19 years. Throughout her career, Kristi has taught sight-reading, vocal pedagogy, and professional singing techniques to students ranging from sixth grade through the college level. Most notably, Kristi has directed both the Rhapsody in Pink Girls Ensemble and the Spartan Barbershop Chorus, an ensemble that competes internationally. Kristi has won numerous achievements for her work, including the Jenkins Lifetime Achievement Award and special recognition by the New York State School of Music Association as being an expert on the male changing voice. This recognition earned her a place on the organization's "Music Views" DVD.

In addition to her educational accomplishments, Kristi is also an accomplished dancer who has trained professionally with members of the Joffrey Ballet and Julliard Ballet School. Her training enabled her to teach beginning through advanced ballet, modern, lyrical, jazz, tap, and hip-hop styles at various dance schools. Currently, she sings with the award-winning Greater Nassau Chorus and works full-time as a music teacher at Newfield High School.

**MICHAEL BLUTMAN**, *Adjunct Professor, Trumpet\**  
*B.M., University of Maryland*  
*Mus.M., Julliard*

Michael Blutman enjoys a diverse career as a trumpeter and music educator. A graduate of The Julliard School and the University of Maryland, some of his performing and recording credits include: Sting, Orchestra of St. Luke's, Paragon Ragtime Orchestra, Orpheus Chamber Orchestra, Jonathan Batiste Jazz Band, Broadway shows, David Bowie's band, and many others. As an educator, Michael has taught at Five Towns College, Ithaca College, Usdan Summer Camp for the Arts, East Meadow's (NY) Fusing Culture and Curriculum, Nassau Suffolk Performing Arts, and has a private trumpet studio on Long Island. Michael also co-founded Pinnacle Music Press ([www.pinmusicpress.com](http://www.pinmusicpress.com)), a music education publishing company, and has written articles for several music education journals and websites.

**BRYAN CARROTT**, *Assistant Professor, Percussion \**  
*Coordinator of Percussion Studies*  
*B.A., William Paterson College*

A native New Yorker, Mr. Carrott has toured and recorded throughout the U.S., Europe and Japan, with Ralph Peterson, Henry Threadgill, Butch Morris, Dave Douglas, The Jazz Passengers and Charlie Hunter. He is a two-time recipient of New York's Meet The Composer Award and has been cited for several years in *Down Beat Magazine's* International Critics' Poll. He has also been featured on BET's *Jazz Central*, on the film soundtrack, 3 A.M. with Branford Marsalis, and as a mallet/multipercussionist for Disney's *Lion King* on Broadway. As a clinician for Ross Mallet Instruments, Bryan has led performances at the International Association of Jazz Educators (IAJE) and the Percussive Arts Society Conventions. He was a featured soloist with Cologne, Germany's WDR Orchestra conducted by Gunther Schuller.

**KENNETH E. COOK**, *Associate Professor, Woodwind \**  
*Graduate Research*  
*B.M., SUNY Potsdam*  
*M.M., University of Michigan*  
*Ph.D., Michigan State University*

Dr. Cook is a saxophone soloist, chamber musician and private instrumental music teacher. He performs regularly on Long Island as the co-leader of the Northport Jazz Band, member of the Savoy Swing Band, as a member of his church music ministry, as well as other groups. He has studied saxophone with Donald Sinta, Sigard Rascher, and Dr. James Stoltie. Other varied work experiences include working for a composer's representative, Small Business Development Center, and certified adjudicator for the New York State School Music Association (NYSSMA) solo festivals. Professional affiliations include the Music Educators National Conference, North American Saxophone Alliance and Parliamentarian for the Phi Mu Alpha Sinfonia Music Fraternity.

**PETER DESALVO**, *Assistant Professor, Percussion \**  
*Mus.B., SUNY Potsdam*  
*M.S., Long Island University: C. W. Post College*  
*D.M.A., Five Towns College*

Dr. DeSalvo is a highly respected conductor, having worked with All-County and select concert, jazz and percussion ensembles in the Tri-state area. Peter studied five years with his mentor/teacher, Henry Adler, and recently, under the tutelage of Bryan Carrott, completed his Doctor of Musical Arts degree at Five Towns College. His compositions are published by Bachovich Music Publishers and is a Grover Pro Percussion and Mike Balter Mallets endorser.

Pete DeSalvo recently retired as Director of Bands at Sayville High School, New York, and is currently an Adjunct Percussion professor at Five Towns College, Dix Hills, NY. He is the Chair of the PAS Education Committee and a founding member of the Stik Figures Percussion Ensemble. He also maintains an active performing, recording, producing, teaching, and piano tuning career, here on Long Island and in Pennsylvania.

**MARY ALICE DOMENICA**, *Assistant Professor, Piano,*  
*Music Theory\**  
*B.M., Covenant College*  
*Mus.M., Belmont University*  
*D.M.A., University of Miami*

Dr. Mary Alice Domenica's musical background includes undergraduate and master's degrees in classical solo piano performance, and a doctoral degree in collaborative piano with a cognate in music theory. Her chamber music experience includes frequent work in instrumental chamber ensembles, musical theatre accompanying, and extensive experience as a choral and instrumental accompanist, including accompanying the Nashville Symphony Chorus. She is currently the owner of Dix Hills Piano, a studio where she teaches beginning through advanced piano and specializes in teaching piano technique to promote relaxation and improve artistry. In addition to being a piano instructor, Dr. Domenica also coaches vocal students at the studio.

Dr. Domenica is also a trained organist and vocal coach. She has worked as an organist for the Astoria Community Church and a piano instructor at the Community School of the Arts at Austin Peay State University. At Austin Peay State University, Dr. Domenica appears as a recording artist on several albums produced on campus.

**WILLIAM FARRISH**, *Assistant Professor, Guitar, Jazz*  
*Harmony\**  
*A.A.S., Mus.B., Five Towns College*  
*M.M., SUNY Purchase College*

For the past 30 years, Bill Farrish has earned his living as a performing musician touring throughout the United States and Canada in various groups ranging in size from solo to big band. Bill has performed with Shunzu Ohno, John Stowell, Dennis Wilson, Bernard Purdie, Tiny Grimes, Charles Eubanks, David Garibaldi, Arthur Prysock, Ray Alexander, Jimmy Halperin and



many others. His work also includes Off-Broadway productions of: *Man of LaMancha*, *Lil' Shop of Horrors*, *Hair*, and *Tapestry*. Television credits include: Bea Moss Productions and "The Carl Bruno Show" (TCI Cable), featured artist in the independently released production "An Evening with Bill Farrish" by Raven Productions, QPTV., composer of the theme and incidental music for *The Park*, *Eun Kyung Show*, *Radio Seoul*, Flushing NY and many jingles.

Having released six CD's for MCR Records under his own name, Bill's music has been featured on several radio broadcasts in Europe, the Far East, and South America. In 2014 *All About Jazz* featured an article about Bill entitled "Practice, Do You? Part 3-3" Bill has also published two books, entitled *Jazz Guitar Volume I* and *Basic Musicianship*.

**KENNETH FRIESE**, *Associate Professor, Voice \**  
*B.S., SUNY Potsdam*  
*M.M., Boston University*

Before his employment at Five Towns College, Professor Friese worked for many years as the choral director of the Plainview Old Bethpage John F. Kennedy High School, where he led the choir to numerous accolades, including multiple "gold with distinction" medals at choral festivals held by the New York State School of Music Association. His choirs have performed at various concerts and events nationally, and most notably, multiple performances at the Tilles Center on Long Island. He is currently the organist and director of music at Old First Presbyterian Church and Temple Beth-El, both in Huntington. In addition to his multiple directorships, he is also a prolific vocal coach, specializing in vocal development and Baroque singing techniques. He has taught classes in secondary choral methods, choral conducting, accompanying for the high school teacher, and multiple levels of sight-singing.

**LISA GARY**, *Assistant Professor, Jazz Voice \**  
*B.M., McGill University*

Lisa Gary is a versatile New York-based vocalist, songwriter, and lyricist who has recently been on tour with the group Postmodern Jukebox, with whom she appeared on the video "Ex's and Oh's". She has also recorded a Jazz/Pop crossover album with Grammy-nominated producer and arranger Rob Mounsey that features trumpet legend Lew Soloff. The first single, "Good Love", was released along with a music video that was recently premiered by Vevo.

Lisa has sung with Jane Monheit, as well as the Birdland Jazz Quartet. She also leads shows at NYC venues like the Kitano, Iridium, The Plaza Hotel, and the Bitter End as well as the Upstairs, House of Jazz, and Diese Onze in Montreal. Recently, Lisa appeared as the musical act for Hank Azaria's Celebrity Poker Night. She also performed the theme song for the Montreal Jazz Festival's 30th edition DVD at a press release at Le Savoy Metropolis. She also recorded her original Vocalese on "All of Me" and "Basella" for her Jazz EP and performed on the program "All that Jazz" on the Bonnie D. Graham television show in New York. Prof. Gary currently instructs the Jazz and Pop vocalists at Five Towns College.

**JEFFREY GLEMBOSKI**, *Assistant Professor*  
*Director of the Barbershop Harmony Ensemble*  
*Mus.B., Mus.M., Five Towns College*

Jeffrey Glemboski is a professional public-school music educator at the Norman J. Levy Lakeside School in Merrick. He is a member of the National Music Educators Association (NMEA) and the Barbershop Harmony Society (BHS). Recently, he was the recipient of the Parent Teachers Association (PTA) Founders Award. Professor Glemboski is currently the musical director of the Long Island Sound Barbershop Chorus and its scholastic offshoot at Five Towns College.

In addition to his educational pursuits, he currently sings bass in the internationally known barbershop quartet Round Midnight. The quartet recently achieved Top 10 Finalist status in the BHS International Barbershop Quartet Contest and they are past BHS Mid-Atlantic District Quartet Champions. The group has received praise for their recording efforts too, garnering multiple Contemporary A cappella Recording Award (CARA) nominations. The foursome has won the New York City Harmony Sweepstakes Championship and was appointed an official "Arts Envoy" group by the U.S. State Department.

**MASATORA GOYA**, *Assistant Professor, Composition \**  
*B.A. Kyoto University*  
*M.M. New Jersey City University*  
*D.M.A., Five Towns College*

Trained as a vocal performer first, Masatora explores the musical landscape of drama, space, and emotion. Described as a "composer of cultural crossroads" by American Composers Forum, his unique eclecticism has attracted many musicians performing in nontraditional chamber ensembles, such as Alturas Duo, Duo Anova, Liberté Mandolin Orchestra, Duo Yumeno, Tomoko Sugawara, Thomas Piercy, and Hidejiro Honjoh. Masatora also frequently collaborates with visual artists and filmmakers, such as Yuki Ideguchi, Sam Platizky, Andre Lewis, Nori Mizukami, Chloe Miller, and Takashi Nasu. His music has been performed worldwide and his album "Dream of Sailing" has been released from Ravello Records.

Masatora received a BA in Integrated Human Studies from Kyoto University and studied music at Koyo Conservatory. Since relocating to the United States, he earned a Master of Music from New Jersey City University and a Doctor of Musical Arts from Five Towns College, and studied in the BMI-Lehman Engel Musical Theatre Workshop. A resident composer of Kadoma Film Commission as well as a recipient of ASCAP Plus Awards, Jerome Fund for New Music, and Diversity Doctoral Fellowship at SUNY Purchase College, Masatora served assistant director of Vox Novus Composer's Voice and taught at NJCU and Purchase College.

**J. PETER HANSEN**, *Assistant Professor*  
*A.A.S., Nassau Community College*  
*B.A., Queens College*  
*M.S.Ed., Hofstra University*

Peter Hansen, an expert in the area of Korg sequencers, taught in the public school system for 27 years. As an active composer, guitarist, vocalist & performer, sound engineer, and producer his compositions include jingle work, radio & television spots, pop songs in many styles, guitar sonatas, electronic works, and orchestral works. He has been a clinician at NYSSMA All-State and Balanced Mind conferences. Member of NMEA since 1991, member of Nashville Songwriters Association Inc., Long Island Blues Society, BMI, he is TI:ME Level I & II certified. He is currently working on a publication *Jack of All Trade – Survival in the Music Business*, a diversified approach to the career path of being a professional musician.

Former students include two MENC National winners in Electronic Music Composition (2008, 2012), the Northeastern University 1st place winner in Composition (2009), and dozens of NYSSMA/All-State Conference selections in Electronic Music. His teachers include studies with Billy Bauer, George Perle, Bruce Saylor, Robert Starer, Don Muro.

**KELLY HORSTED**, *Assistant Professor, Voice, Piano \**  
*B.M., Applied Piano, Eastman School of Music*  
*M.M., Collaborative Piano, Eastman School of Music*

Pianist Kelly Horsted, a native of Sioux City, Iowa, enjoys an active career in NYC as an accompanist, music director and vocal coach specializing in new opera, art song, and role preparation.

An enthusiast of new music, Kelly has enjoyed a long relationship with American Opera Projects including his sixth season as a co-music director for the Composers and the Voice series. Other notable collaborations with AOP include Hershel Garfein's *Rosencrantz and Guildenstern Are Dead*, Tarik O'Regan's *Heart of Darkness*, Paula Kimper's *The Bridge of San Luis Rey* as well as *Patience* and *Sarah* for the chamber opera's premiere at the Lincoln Center Festival.

Kelly has been a frequent collaborator at NYU's Tisch Graduate Musical Theater Program, and Ann Baltz's Operaworks. He has taught at Hunter College, Mannes College of Music, the International Workshops in Graz, Austria, the Bowdoin Summer Music Festival and the Hartt School of Music.

Mr. Horsted has appeared at Lincoln Center's Alice Tully Hall, Zankel Hall and Weill Recital Hall at Carnegie Hall, Merkin Concert Hall, and Symphony Space in NYC. He has also performed at the Wintergreen Festival, in Fountainbleau, France, and on the Opera America Songbook. While at Eastman he was a 1st place winner in the Kneisel Lieder Competition.

**DEAN KARAHALIS**, *Associate Professor*  
*Instrumental Music Education, Concert Band*  
*Mus.B., Mannes College of Music*  
*M.A., Queens College*  
*P.D., Hofstra University*

Founder of The Concert Pops as well as the conductor and music director. He has performed with the Radio City music Hall Orchestra, New York Lyric Opera, Goldovsky Opera and is Musical Director/Founder of the New York Brass Choir.

Conducting highlights have included U.S. Air Force Band, Washington, D.C. and a Night at the Opera with Metropolitan Opera star Robert Merrill. In 1992, he was appointed Conductor-Musical Director for The Eglevesky Ballet and is currently musical consultant to the Moscow Festival Ballet. The Concert Pops have performed concerts throughout the east coast in their "Pops Under the Stars" series. Some highlights are performances with guest soloists, Marvin Hamlisch, The Manhattan Rhythm Kings, Broadway's Tommy Tune, Betty Buckley, Enzo Stuarti, Joel Gray, and Robert Merrill.

**JOHN KELLY**, *Assistant Professor, Guitar \**  
*Mus.B., Mus.M., Five Towns College*

Professional guitar and mandolin performer and recipient of the Tony Mottola Award.

**JOSEPH KIMURA**, *Assistant Professor, Cello\**  
*B.M., M.M., Juilliard School of Music*

Currently a member of the Five Towns Master Quartet, Joseph Kimura has had a very diverse musical career. Formally a member of the Laurentian String Quartet, he has appeared as a soloist with many orchestras, including the Stamford Symphony, Hoboken Chamber Orchestra, Garden State Chamber Orchestra, Korean Symphony, Gloria Chamber Orchestra, and the Orchestra of the State of Mexico. Joe appears on recordings for the EOS ensemble and Riverside Symphony, as well as numerous movie and TV soundtracks. He has performed live on National Public Radio and appeared on Broadway with *The Will Rodgers Follies* and *Beauty and the Beast*. He has taught at Summertrios and the Greenwood Junior Music Camp during the summer. He studied with Harvey Shapiro at Julliard, including studies with Paul Katz and Channing Robbins.

**LILLIAN LABARBARA**, *Assistant Professor, Voice \**  
*Mus.B., Manhattanville College*  
*M.S., Long Island University; C. W. Post College*

Professional pianist, choral director, accompanist and vocal coach. Former director of chorus at Northport High School, Northport, NY. Director of choir at Our Lady Queen of Martyrs Church, Centerport, NY.

**SCOTT LITROFF**, *Assistant Professor, Saxophone*  
*B.A., Stony Brook University*  
*M.M., Mannes School of Music*  
*D.M.A., Stony Brook University*

Scott Litroff is a saxophonist recognized for his versatility as a performer and educator in both jazz and classical styles. Dr. Litroff performed his solo debut at Lincoln Center's Alice Tully Hall, and has since performed at venues including Weill Hall, Merkin Hall, The DiMenna Center, Yoshi's Club San Francisco, and Jazz Alley in Seattle, as well as venues in Thailand, Taiwan, and Japan. He has performed alongside some of the world's finest musicians including Koh Mr. Saxman, Ray Anderson, Bakithi Kumalo, Steve Salerno, Nellie McKay, William Wei-Leng Chen, and has performed under the baton of renowned conductors including George Manahan, Rosen Milanov, Joseph

Colaneri, and David Hayes. Dr. Litroff previously held positions at Adelphi University, Stony Brook University, and Suffolk Community College.

Dr. Litroff's numerous awards and honors include the prestigious 2013 Samuel Baron Prize, the 2012 Ackerman Prize in Music, the 2011 Bob Meyers Award for Excellence in Jazz, as well as First Prize in the Stony Brook University Graduate Concerto Competition, First Prize in the Mannes Concerto Competition, and Two-Time Winner of the Stony Brook Undergraduate Concerto Competition.

**DAVID LOBENSTEIN**, *Assistant Professor*  
*Director of Jazz Ensemble*  
*B.M., SUNY College at Fredonia*  
*M.F.A., California Institute of the Arts*

Dave Lobenstein currently teaches orchestra for the Long Beach Public School System and is an Adjunct Professor at Five Towns College where he instructs Jazz Combo and Jazz History classes. Dave has been very involved around the NYC area as a jazz clinician. He has conducted workshops at local colleges and high schools which focus on beginning improvisation and introduction to the jazz repertoire. As a performer, Dave has worked with a variety of musical styles. His credits include: Performances at the JVC Jazz Festival w/ The Dave Lobenstein Quartet, Interplay Jazz Orchestra, Erie Philharmonic, Roscoe Mitchell, Leo Smith, Jeff Jarvis, Jimmy Wormworth, Kevin Clark, Sam Dillon Quartet, Manhattan Vocal Project, Regis and Kathie Lee, Danny Holmes, and the Mike Fahn Quartet.

Dave's primary teachers have been: Charlie Haden, Darek Oles, Marc Johnson, Peter Rofe, Scott Colley, and Harry Jacobsen.

**ANDREA LODGE**, *Assistant Professor, Piano\**  
*B.Mus., Memorial University of Newfoundland*  
*M.Mus., University of British Columbia*  
*D.M.A., SUNY at Stony Brook*

Pianist Andrea Lodge has been called a "Must See" (The Telegram, St. John's, Canada). A specialist in the performance of contemporary music, she frequently collaborates with composers on the creation of new works including Herbert Deutsch, Elliot Cole, Nicholas Deyoe, Andrea Mazzariello and C. Curtis Smith. Andrea was awarded top prizes at the Eckhardt-Gramatté Canadian National Competition for the Performance of New Music, including the award for best performance of the commissioned work, Curlicue, by Karen Sunabacka. She was featured in the Village Times Herald (Long Island, NY) for her showing at this competition in an article called "Stony Brook Pianist Hailed as One of Canada's Best!"

Dr. Lodge is an integral part of nief-norf, a contemporary music organization and ensemble focused on bringing together new ideas in performance, composition and research. Since 2014, Andrea has been faculty pianist at the annual nief-norf summer festival and for nief-norf project performances. She performs regularly as soloist, with guitarist Jay Sorce as the Sorce/Lodge Duo, and with Hypercube, a cutting-edge new music quartet of saxophone, percussion, guitar and piano/accordion. Hypercube

has been bringing their music to new audiences with tours across the country. Her piano studies include work with Gilbert Kalish and Christina Dahl.

**MICHELLE MARIGOTTA**, *Instructor*  
*B.M.E., Lee University*  
*Mus.M., Five Towns College*

**LAURA MOLE**, *Instructor*  
*B.A., M.A., Queens College*

**AUDRA MORICCA**, *Assistant Professor, Voice\**  
*Applied Instruction Administrator*  
*B.M. Applied Voice, Mannes School of Music*  
*M.A. Voice Performance, Aaron Copland School of Music, CUNY Queens College*

Dramatic Soprano Audra Moricca, a native of Northport, New York, began her musical studies as a violinist, studying at Manhattan School of Music. Ms. Moricca maintains an active performing career and is a highly respected interpreter in both the operatic and concert arenas. Audra specializes in the dramatic roles of Strauss, Verdi and Wagner, as well as the title roles of Tosca, Turandot, and Vanessa.

With pianist Kelly Horsted, Ms. Moricca has performed extensive recital repertoire exploring less standard expansive song works reflecting their particular affection for modern dramatic song in venues across the US. As a scholar, Audra has studied with internationally respected pedagogues, notably, Joanna Levy, Ruth Falcon, Leo Lozito, Barbara Peters, Elisabeth Vrenios and Robert C. White.

As a pedagogue, Audra has taught both performance classes and private study. She is a technical specialist working with students in all musical styles frequently noted for accomplishing extensive range and power and quick progress among her students. In addition to Five Towns College, Audra has served as a vocal faculty member at Molloy College, the Hartt School at the University of Hartford and at Music in Chappaqua. She maintains a private studio in Manhattan, West Hartford, Connecticut and Northport, New York.

**JEANINE NAGAO**, *Instructor, French Horn \**  
*B.A., SUNY at Stony Brook*  
*B.M., M.M., Julliard*

**JEBEDIAH PATTON**, *Assistant Professor, Jazz Piano\**  
*B.A., Duke University*  
*M.A., CUNY Queens College*

Jeb Patton has toured throughout the United States and abroad with the Heath Brothers and with Jimmy Heath's Generations Quintet, performing in theaters, festivals, concert halls, colleges, and clubs. Recent highlights include two performances with the WDR Bigband in Germany, a tour of France, Spain, Germany, and Switzerland with his quartet, a solo concert in Versailles, a tour of Mexico with his trio, and a solo/duo performance honoring Thelonious Monk as part of Monk@100 Duke Performances Series in North Carolina.

He has recorded and published a number of workbooks and transcriptions of comping by artists such as Horace Silver, Bill Evans, Herbie Hancock and Art Tatum. Career highlights also include performing at the Opening Nights of Jazz at Lincoln Center, Jimmy Heath's 75th Birthday Celebration, October 2001 as well as at Jimmy Heath's 90th Birthday Celebration, October 2016 at Jazz at Lincoln Center and the Kennedy Center.

**MATTHEW PIERCE**, *Assistant Professor, Strings\**  
*B.M., M.M., The Johns Hopkins University:*  
*Peabody Conservatory of Music*

Founder of the Five Towns College Master Quartet, Composer-Violinist Matthew Pierce is celebrated for his new classical scores commissioned by major American ballet companies. His work has been performed around the country and around the world at City Center in New York, Covent Garden in London and the Palais Garnier in Paris. Alice (in wonderland), whose score Sarah Kaufman of the Washington Post called "the crowning luxury of this ballet" has been performed by Washington Ballet, Ballet Austin, Milwaukee Ballet, Cincinnati Ballet, Kansas City Ballet, Ballet Hawaii, Compania de Danza Siglo XXI of Puerto Rico, Colorado Ballet, Oregon Ballet Theater, Sacramento Ballet, Oklahoma City Ballet. Next season Alice (in wonderland) will be seen in Hong Kong, Taiwan and tour to West Australia Ballet in Perth.

As an educator Mr. Pierce has enjoyed 23 years of teaching violin and viola, conducting youth and college orchestras, coaching chamber music and teaching theory, ear training and composition first at Montclair State University in New Jersey and now at Five Towns College on Long Island.

**PETER M. ROGINE**, *Professor*  
*Guitar, Jazz Harmony, Guitar Ensemble*  
*B.A., Queens College*  
*M.A., Long Island University*

Peter Rogine is a professional guitarist with extensive live performance, recording and television experience. He hosted the Cablevision Television show *Guitar Extra Help*. Prof. Rogine studied with Joe Monk, Sol Berkowitz, Raoul Pleskow, Lynn Oliver, Billy Bauer, Joe Diorio. His performances include working with Bob Florence, Cab Calloway, Al Martino, Jerry Vale, Buddy Greco, Dick Contino and performing in jazz concerts with Bucky Pizzarelli, Panama Francis, Steve LaSpina. As a columnist for *Just Jazz Guitar Magazine*, he created over seventy five articles.

In 2016, Peter Rogine was a Quarter-finalist for the National Grammy Music Educators Award. As founder of the FTC Jazz Guitar Ensemble, Prof. Rogine has directed over 15 years of performances of the group. Most recently his ensemble was chosen to perform at the 2018 Jazz Educators Network Conference in Dallas. He is a long time faculty member and is one of the most in-demand professors on campus.

**JOSEPH ROMANO**, *Assistant Professor, Woodwinds\**  
*B.M., M.M., Manhattan School of Music*

Joseph Romano received his Bachelors and Masters of Music Degrees from Manhattan School of Music. Studies include private lessons with Peter Simenauer, Joseph Allard, David Tofani, Charles Russo, Leonard Hindell, and Eddie Daniels. Recipient of MSM Scholarships and a member of the Dean's List. Additional studies include Augustin Duques at The Julliard School and with Bob Mintzer. Also received New York State Permanent Public School Teacher Certification while at MSM. Since 1986 has been a member of the faculty of Friends' Academy as Band Director, Woodwind Instructor, and Jazz Ensemble Director. Since 2015 has been a faculty member of The Green Vale School as Woodwind Instructor. Prof. Romano co-led the Dowling Jazz Ensemble with Charles Sarling from 2014-16. He has performed at Carnegie Recital Hall, Town Hall, Symphony Space, On and Off Broadway Shows, Westbury Music Fair, Nassau Coliseum, The Tilles Center, recording sessions for CBS Records, The Rainbow Room Orchestra, the Mineola Choral Society, The Concert Pops, and Theater Three. Performances with Donna Summer, Nell Carter, the Annual Juvenile Diabetes Foundation Dinner hosted by Mary Tyler Moore and the Make A Wish Foundation which featured Tony Bennett, Lainie Kazan, and Mariah Carey.

**TONY ROMANO**, *Assistant Professor, Guitar\**  
*Mus.B., Five Towns College*  
*M.A., CUNY Queens College*

Guitarist, composer, and Centaur Recording Artist Tony Romano has been a visible part of the New York City music scene for over twenty years. Just Jazz Guitar magazine wrote "His tone is beautiful and soulful, and his remarkable technique is a servant to his rich musical imagination and broad harmonic palette." With a wide range of playing styles, Tony has toured worldwide and performed and recorded with many notable Jazz, Latin, Pop, and Broadway artists, including Randy Brecker, Joe Locke, Michael Feinstein, Bill Warfield, Steve LaSpina, Joe Bataan, Dave Valentin, Candido Camero, Chembo Corniel, Yomo Toro, Joel Frahm, Thomas Chapin, Brit Woodman, Santi DeBriano, Paul Bollenback, Stanley Jordan, Debbie Gibson, Kat Gang, Alex Gemignani, and Chuck Cooper. Tony's guitar work can be heard on all 52 episodes of the BBC series 3rd & Bird as well as the Discovery Channel miniseries Going, Going, Gone! He has also performed for NPR broadcasts, and has appeared on NBC's The Today Show, Telemundo, and the ABC Morning Show. Tony is an adjunct Professor at Five Towns College, and has been a Teaching Artist for the Kupferberg Center at Queens College, as well as an instructor for the National Guitar Workshop. MA from the Aaron Copeland School of Music at Queens College, BM from Five Towns College.

**VALERIE SULZINSKI**, *Instructor, Woodwinds \**  
*B.F.A., SUNY Purchase*

Professional credits include Atlantic Wind Symphony, The Garden City Cathedral Orchestra, Long Island Gilbert & Sullivan Light Opera Theatre Company, Manhattan Chamber Orchestra,

Nassau Symphony Orchestra, Queens Philharmonic, and St. Martins Symphony Orchestra.

**CHRISTOPHER TIBALDI**, *Assistant Professor, Percussion \**  
*B.B.A., Hofstra University*

Prof. Tibaldi is a highly-regarded, and versatile drummer in the NY area. He is endorsed by Sabian Cymbals, Vic Firth Sticks, Evans Drumheads, Rhythm Tech Percussion and GMS Drums. Chris was a member of the renowned band "The Touch" for several years, and continues to be an in-demand studio musician and clinician. He has performed for a sold out Nassau Coliseum and Hammerstien Ballroom as well as hundreds of other venues from Maine to Miami. Additional studies at Five Towns College and Berklee College of Music. Session Experience for studios such as Deep Wave, Killingsworth, Sabella, and Cove City Studios.

**MARK VERDINO**, *Assistant Professor, Electric and Acoustic String Bass\**  
*Mus.B., SUNY Potsdam*  
*M.M., Manhattan School of Music*

Mark is fluent on both acoustic bass and fretted and fretless electric bass. He is a sub on the Broadway show *Hamilton*, *Dear Evan Hansen*, *School of Rock*, *Jersey Boys*, *The Book of Mormon*, *Aladdin*, *Mean Girls*, *Waitress*, *Hello Dolly*, *Pretty Woman*, *Matilda*, *Miss Saigon*, *On Your Feet*, *Groundhog Day*, *Finding Neverland*, *Bandstand*, *The Great Comet*, *Fun Home*, *Gigi*, *Mary Poppins*, *Spring Awakening*, *Young Frankenstein*, *The Pirate Queen* and *Movin' Out*. Mark held the bass chair for the *Jersey Boys* 1<sup>st</sup> National Tour, *Jersey Boys* 2<sup>nd</sup> National Tour, *Aladdin* 1<sup>st</sup> National Tour and the *Spring Awakening* 1<sup>st</sup> national tour. He also subs in the Radio City Music Hall Orchestra and in the band for the *Big Apple Circus*. He plays in the corporate party/club date band LUXE. He played for 10 years in the acclaimed Dave Matthews Tribute Band *Ants Marching*, as well as the Billy Joel Tribute band *Glass Houses*. He has performed at *Carnegie Hall*, *Lincoln Center* and *The 55 Bar* along others. Mark is endorsed by D'Addario stings, New York Bass Works basses.

**DEANA VERONE**, *Assistant Professor, Voice \**  
*B.A., Molloy College*  
*M.A., Long Island University: C.W. Post*

Deana Verone has been an adjunct professor of Vocal studies for over 10 years. As a well-known Mezzo-Soprano vocalist, she has performed at the Tilles Center for the Performing Arts, NJPAC, and Hofstra University. She performed with Sal Valentinetti, Chris Macchio, and Jim Sergi. Ms. Verone's performing career has taken her throughout the tristate area, as well as Pennsylvania and Florida.

When Ms. Verone is not performing she is a music educator for a local school district, and teaches Early Childhood Music Education and Beginner Piano at Nassau Community College. She holds an advanced certificate in Educational Leadership from Long Island University and graduated with the Music Achievement Award of Excellence. She has been a proud

member of the Music National Honor Society and Delta Omicron.

Ms. Verone has worked as a music librarian/backstage assistant for many performing artists who include: Brian Stokes Mitchell, Idina Menzel, Nathan Gunn, Kelly O'Hara, Natalie Merchant, Linda Eder, Kristin Chenoweth, Johnny Mathis, and Frank Sinatra Jr.

**JONATHAN WAXMAN**, *Adjunct Professor, Music History*  
*B.M., Steinhardt School of Culture, Education, and Human Development*  
*M.A., Ph.D., New York University*

Jonathan Waxman completed a Ph.D. in historical musicology at New York University with a dissertation titled "Prefacing Music in the Concert Hall: Composer Commentaries, Program Books, and the Conflict over Musical Meaning." He has recently published an article in the journal *Popular Music History* which examined the influence of Ives's music on the film scores and concert works of Bernard Herrmann. As Vice-President of the Greater New York City chapter of the American Musicological Society, Jonathan has supervised several scholarly conferences for the society, and has recently given papers on concert program books at the national meetings of the Society for American Music, and the American Musicological Society.

**YUKI YAMAGUCHI**, *Instructor*  
*B.M., Tokyo College of Music Conservatory*  
*Mus.M., Five Towns College*

*\* Private Instruction Music Faculty*

# Private Instruction Faculty

## Bass

David Lobenstein  
Mark Verdino

## Brass

David Lobenstein  
Dean Karahalidis  
Jeanine Nagao

## Composition

Steve Briody  
Masatora Goya  
Matthew Pierce

## Guitar

Steve Briody  
William Farrish  
John Kelly  
Peter Rogine  
Tony Romano

## Percussion

Bryan Carrott  
Peter DeSalvo  
Christopher Tibaldi

## Piano

Scott Ballin  
Mary Alice Domenica  
Andrea Lodge  
Jeb Patton

## Strings

Dzhuneyt Mustafa  
Matthew Pierce

## Woodwind

Kenneth Cook  
Scott Litroff  
Joseph Romano  
Balerie Sulzinski

## Vocal

Kenneth Friese  
Lisa Gary  
Kelly Horsted  
Lillian LaBarbara  
Ron Land  
Audra Moricca  
Deanna Verone

## Theatre Arts Faculty

### DAVID KRASNER, Professor

*Theatre Arts Division Chair*

*B.F.A., Carnegie Mellon University*

*M.F.A., Virginia Commonwealth University*

*Ph.D., TUFTS University*

David Krasner, Ph. D., Chair of Theatre at Five Towns College, has taught acting, directing, and theatre history for over 40 years. He received his doctorate in drama from Tufts University. He is the published author of 11 books and over 3 dozen articles on acting, modern drama, African American theatre, theatre and philosophy, and dramatic theory and criticism. He twice received the Errol Hill Award from the American Society for Theatre Research for the best work on African American Theatre, and received the 2008 Betty Jean Jones Award from the American Theatre and Drama Society as the best teacher of American drama. His students have won Tony, Emmy, and Obie Awards, and he is considered one of the world's leading authorities on Stanislavsky Studies, acting, African American theatre history, and modern drama. He serves on the advisory/editorial boards of Stanislavsky Studies, Theatre Journal, and African American Review. He was formerly the Dean of the School of the Arts at Dean College in Franklin MA; Head of the BFA Acting Program at Emerson College; Director of Undergraduate Theatre Studies at Yale University; and Head of the MFA Graduate Directing Program at Southern Illinois University. For nine years he taught acting,

voice, speech, and movement at the American Academy of Dramatic Arts in NY.

### MICHAEL JOHNSON, JR., Assistant Professor

*B.P.S., Five Towns College*

Artistic Director and Resident Stage Manager for the Five Towns College Performing Arts Center (FTCPAC). Has experience as an assistant stage manager, props master, spot technician, and carpenter at the Gateway Playhouse in Bellport. Some of the productions there included *Dreamgirls*, *Gentlemen Prefer Blondes*, *Will Rogers Follies*, *Forbidden Broadway*, *Beauty and the Beast*, *The Wedding Singer*, and *The Producers*. Also worked as spot technician, rigger, and assistant stage manager for the international tour of *Phantom of the Opera*.

### MILTON JUSTICE, Assistant Professor

*Deputy Chair of Theatre Arts Division*

*B.F.A., Southern Methodist University*

Academy and Emmy Award Winner Milton Justice began his career as an assistant director at the New York Shakespeare Festival and has continually moved between film, television and theatre. Professor Justice has had the privilege of coaching and teaching a wide range of actors including Mark Ruffalo, Kevin Bacon, Chris Carmack, Sean Astin, Kyra Sedgwick, Benecio Del Toro, Salma Hayek, Kathy Bates, and Patrick Stewart – to name a few. He has taught at Yale, N.Y.U., U.S.C., Unitec in New Zealand, as well as workshops in South Korea, Australia and The Czech Republic. For his work in film and television, he has received an Academy Award, an Emmy Award, and two Golden

Globe Nominations. Milton began his theatre career on Broadway, producing the world premiere of Tennessee Williams' *Vieux Carre*. His most recent film producing effort, *Losing Chase*, marked Kevin Bacon's directorial debut, premiered at the Sundance Film Festival, and won a Golden Globe Award for Helen Mirren. In March of 2017, he presented a Workshop at the International Stanislavsky Seminar in Prague.

**RON LAND**, *Assistant Professor, Voice \**  
*B.Mus., Music, University of the Arts*  
*M.M., Temple University*

Mr. Land has enjoyed a career in both opera and musical theater, serving as both performer (musical theater) and musical director/coach. Among the companies he has worked for include: Opera New Jersey (9 seasons), Martina Arroyo's *Prelude to Performance*, New York City Opera, Utah Festival Opera, Des Moines Metro Opera, Augusta Opera, Atlanta Opera, International Gilbert and Sullivan Festival, the McCarter Theater, Shawnee on the Delaware, Bucks County Playhouse, the Shubert Theater (Philadelphia) and the Walnut Street Theater. In addition to teaching, he is also a published author, and has served as casting director for multiple international tours of Gershwin's *Porgy and Bess*.

**MICHAEL VISCO**, *Instructor*  
*A.S., Suffolk Community College*  
*B.A., State University of New York at New Paltz*  
*M.F.A., Florida State University*

## **Adjunct Theatre Arts Faculty**

**STANLEY BAHOREK**, *Instructor*  
*B.F.A., University of Michigan*  
*M.A., Baruch College*

**HALI BEKOFISKY**, *Instructor*  
*B.F.A., The University of the Arts*  
**MICHAEL COSTA**, *Instructor*  
*B.A., Dean College*

**MICHAEL COSTA**, *Instructor*  
*B.A., Dean College*

**TIMOTHY GOLEBIEWSKI**, *Instructor*  
*B.A., M.A., University of Pittsburgh*  
*M.F.A., University of Connecticut*

**ALEXA GREEN**, *Instructor*  
*B.F.A., University of Cincinnati*

**JARED HERSHKOWITZ**, *Associate Professor*  
*B.A., State University of New York at Albany*  
*M.S., New York Institute of Technology*

Professional actor, director, producer, and educator with more than fifty years of experience in professional and educational theatre. He has appeared on and off Broadway and in many regional productions. He has acted with Jason Robards, Sandy Dennis, Richard Mulligan, Billy Crystal, William Hickey, William Daniels, Gene Saks, and many other notable actors. He has studied directing with Jarka Burian, Paul-Bruce Pettite, and Herb Costin and acting with James Leonard, Robert Lewis and Richard Mulligan. He has produced plays, musicals, readings, and award shows in New York City.

**SHERRY KFARE**, *Assistant Professor*  
*B.A., Pace University*  
*M.A., Brooklyn College*

Professional costume designer at the Stage Theater Company. Her shows include: *Amadeus*, *Anything Goes*, *Oliver*, *South Pacific*, *Music Man*, *Working*, *Fiddler on the Roof*, *Godspell*, *The Man Who Came To Dinner*, and *The Three Sisters*. Experienced theater arts and speech teacher involved in all aspects of stage management and director of theater programs at all grade levels. Member of the New York State Theatre Educators Association.

**DANIEL RENKIN**, *Instructor*  
*B.A., Indiana University*

**KELLEY SWEENEY**, *Instructor*  
*B.S., State University of New York at New Paltz*  
*M.F.A., State University of New York at Stony Brook*

Faculty by Division/Department			
Division/Department	Full Time	Adjunct	Total
Audio Recording Technology	3	2	5
Business	8	17	25
Education	2	8	10
Film/Video	4	7	11
Integrative Computer Graphics	2	2	3
Liberal Arts and Science	8	10	18
Mass Communication	2	6	8
Music	4	35	39
Theatre Arts	5	8	14
<b>Totals</b>	<b>38</b>	<b>95</b>	<b>133</b>



## 2018-2019 ACADEMIC CALENDAR FOR STUDENTS

### FALL 2018

Labor Day - College Closed	September 3 <sup>rd</sup>
Residence Halls Open	September 3 <sup>rd</sup>
New Student Orientation	September 4 <sup>th</sup>
Fall 2018 Classes Begin	September 5 <sup>th</sup>
Convocation	September 6 <sup>th</sup>
Last Day to Add a Course	September 12 <sup>th</sup>
Last Day to Drop All Courses at 100%	September 12 <sup>th</sup>
Last Day to Withdraw from All Courses at 60%	September 19 <sup>th</sup>
Last Day to Withdraw from All Courses at 40%	September 26 <sup>th</sup>
Fall Graduation Applications Due (\$25 late fee applied after 10/1)	October 1 <sup>st</sup>
Last Day to Withdraw from All Courses at 20%	October 3 <sup>rd</sup>
Midterm Exam Week	October 15 <sup>th</sup> – 18 <sup>th</sup>

#### Spring 2019 Registration Begin Date

Graduate and Doctoral	November 5 <sup>th</sup>
90 or more Earned Credits (Seniors)	November 5 <sup>th</sup>
60-89 Earned Credits (Juniors)	November 7 <sup>th</sup>
30-59 Earned Credits (Sophomores)	November 12 <sup>th</sup>
Less than 30 Earned Credits (Freshmen)	November 14 <sup>th</sup>
<b>LATE FEE BEGINS</b>	November 26 <sup>th</sup>

Residence Halls Close	November 20 <sup>th</sup>
Thanksgiving - College Closed	November 21 <sup>st</sup> – 23 <sup>rd</sup>
Residence Halls Reopen	November 25 <sup>th</sup>
J-Term Graduation Applications Due (\$25 late fee applied after 12/1)	December 1 <sup>st</sup>
Last Day to Withdraw	December 14 <sup>th</sup>
Fall 2018 Classes End	December 14 <sup>th</sup>
Final Exam Week	December 17 <sup>th</sup> – 21 <sup>st</sup>
Residence Halls Close	December 21 <sup>st</sup>
Fall Degrees Conferred	December 24 <sup>th</sup>
Christmas – College Closed	December 25 <sup>th</sup>
New Year's Day – College Closed	January 1 <sup>st</sup>

### J-TERM 2019

J-Term 2019 Begins	January 2 <sup>nd</sup>
Last Day to Drop All Courses at 100%	January 4 <sup>th</sup>
Last Day to Add	January 4 <sup>th</sup>
Last Day to Withdraw	January 17 <sup>th</sup>
J-Term 2019 Ends	January 18 <sup>th</sup>
Fall 2018 "I" Final Grades Due	January 18 <sup>th</sup>
J-Term Degrees Conferred	January 22 <sup>nd</sup>

*Dates subject to change.*

### SPRING 2019

MLK Day – College Closed	January 21 <sup>st</sup>
Residence Halls Open	January 22 <sup>nd</sup>
Spring 2019 Classes Begin	January 23 <sup>rd</sup>
J-Term 2019 "I" Final Grades Due	January 24 <sup>th</sup>
Last Day to Add a Course	January 30 <sup>th</sup>
Last Day to Drop All Courses at 100%	January 30 <sup>th</sup>
Last Day to Withdraw from All Courses at 60%	February 6 <sup>th</sup>
Last Day to Withdraw from All Courses at 40%	February 13 <sup>th</sup>
President's Day – College Closed	February 18 <sup>th</sup>
Last Day to Withdraw from All Courses at 20%	February 21 <sup>st</sup>
Spring Graduation Applications Due (\$25 late fee applied after 3/1)	March 1 <sup>st</sup>
Midterm Exam Week	March 11 <sup>th</sup> – 15 <sup>th</sup>
Residence Halls Close	March 22 <sup>nd</sup>
Spring Break – No Classes	March 25 <sup>th</sup> – 29 <sup>th</sup>
Residence Halls Reopen	March 31 <sup>st</sup>

#### Summer and Fall 2019 Registration Begin Date

Continuing students must register by 5pm on April 19<sup>th</sup> or risk losing tuition lock!

Graduate and Doctoral	April 1 <sup>st</sup>
90 or more Earned Credits (Seniors)	April 1 <sup>st</sup>
60-89 Earned Credits (Juniors)	April 3 <sup>rd</sup>
30-59 Earned Credits (Sophomores)	April 8 <sup>th</sup>
Less than 30 Earned Credits (Freshmen)	April 10 <sup>th</sup>
<b>LATE FEE BEGINS</b>	<b>April 22<sup>nd</sup></b>

Last Day to Withdraw	May 8 <sup>th</sup>
Spring 2019 Classes End	May 8 <sup>th</sup>
Follow MONDAY Schedule	May 8 <sup>th</sup>
Final Exam Week	May 9 <sup>th</sup> – 15 <sup>th</sup>
Residence Halls Close for Non-graduating students	May 15 <sup>th</sup>
Commencement Rehearsal	May 16 <sup>th</sup>
Spring Picnic	May 16 <sup>th</sup>
Residence Halls Close for Graduating students	May 18 <sup>th</sup>
Commencement Exercises	May 18 <sup>th</sup>
Spring Degrees Conferred	May 18 <sup>th</sup>

### SUMMER SESSIONS 2019

Session One	May 22 <sup>nd</sup> – June 13 <sup>th</sup>
Memorial Day – College Closed	May 27 <sup>th</sup>
Summer Graduation Applications Due (\$25 late fee applied after 6/1)	June 1 <sup>st</sup>
Spring 2019 "I" Final Grades Due	June 8 <sup>th</sup>
Session One Degrees Conferred	June 16 <sup>th</sup>
Session Two	July 1 <sup>st</sup> – July 25 <sup>th</sup>
Independence Day – College Closed	July 4 <sup>th</sup>
Session Two Degrees Conferred	July 28 <sup>th</sup>

*Dates subject to change.*



# FIVE TOWNS COLLEGE

## 2019-20 ACADEMIC CALENDAR FOR STUDENTS

### FALL 2019

Labor Day - College Closed	September 2 <sup>nd</sup>
Residence Halls Open	September 2 <sup>nd</sup>
New Student Orientation	September 3 <sup>rd</sup>
Fall 2019 Classes Begin	September 4 <sup>th</sup>
Last Day to Add a Course	September 10 <sup>th</sup>
Last Day to Drop All Courses at 100%	September 10 <sup>th</sup>
Last Day to Withdraw from All Courses at 60%	September 17 <sup>th</sup>
Last Day to Withdraw from All Courses at 40%	September 24 <sup>th</sup>
Last Day to Withdraw from All Courses at 20%	October 1 <sup>st</sup>
Fall Graduation Applications Due (\$25 late fee applied after 10/1)	October 1 <sup>st</sup>
Midterm Exam Week	October 14 <sup>th</sup> – 18 <sup>th</sup>
<b>J-Term and Spring 2020 Registration Begin Date</b> All students must be registered by April 12 <sup>th</sup> or risk losing tuition lock!	
Graduate and Doctoral	November 4 <sup>th</sup>
90 or more Earned Credits (Seniors)	November 4 <sup>th</sup>
60-89 Earned Credits (Juniors)	November 7 <sup>th</sup>
30-59 Earned Credits (Sophomores)	November 11 <sup>th</sup>
Less than 30 Earned Credits (Freshmen)	November 14 <sup>th</sup>
LATE FEE BEGINS	December 2 <sup>nd</sup>
Residence Halls Close	November 26 <sup>th</sup>
Thanksgiving - College Closed	November 27 <sup>th</sup> – 29 <sup>th</sup>
Residence Halls Reopen	December 1 <sup>st</sup>
J-Term Graduation Applications Due (\$25 late fee applied after 12/1)	December 1 <sup>st</sup>
Last Day to Withdraw	December 16 <sup>th</sup>
Fall 2019 Classes End	December 16 <sup>th</sup>
Final Exam Week	December 17 <sup>th</sup> – 23 <sup>rd</sup>
Residence Halls Close	December 23 <sup>rd</sup>
Christmas – College Closed	December 25 <sup>th</sup>
Fall Degrees Conferred	December 30 <sup>th</sup>
New Year's Day – College Closed	January 1 <sup>st</sup>
<b>J-TERM 2020</b>	
J-Term 2020 Begins	January 2 <sup>nd</sup>
Last Day to Drop All Courses at 100%	January 3 <sup>rd</sup>
Last Day to Add	January 3 <sup>rd</sup>
Last Day to Withdraw	January 16 <sup>th</sup>
J-Term 2020 Ends	January 17 <sup>th</sup>
J-Term Degrees Conferred	January 22 <sup>nd</sup>

Dates subject to change.

### SPRING 2020

MLK Day – College Closed	January 20 <sup>th</sup>
Residence Halls Open	January 20 <sup>th</sup>
New Student Orientation	January 21 <sup>st</sup>
Spring 2020 Classes Begin	January 22 <sup>nd</sup>
Last Day to Add a Course	January 28 <sup>th</sup>
Last Day to Drop All Courses at 100%	January 28 <sup>th</sup>
Last Day to Withdraw from All Courses at 60%	February 4 <sup>th</sup>
Last Day to Withdraw from All Courses at 40%	February 11 <sup>th</sup>
President's Day – College Closed	February 17 <sup>th</sup>
Last Day to Withdraw from All Courses at 20%	February 18 <sup>th</sup>
Spring Graduation Applications Due (\$25 late fee applied after 3/1)	March 2 <sup>nd</sup>
Midterm Exam Week	March 9 <sup>th</sup> – 13 <sup>th</sup>
Residence Halls Close	March 20 <sup>th</sup>
Spring Break – No Classes	March 23 <sup>rd</sup> – March 27 <sup>th</sup>
Residence Halls Reopen	March 29 <sup>th</sup>

### Summer and Fall 2020 Registration Begin Date

Graduate and Doctoral	March 30 <sup>th</sup>
90 or more Earned Credits (Seniors)	March 30 <sup>th</sup>
60-89 Earned Credits (Juniors)	April 1 <sup>st</sup>
30-59 Earned Credits (Sophomores)	April 6 <sup>th</sup>
Less than 30 Earned Credits (Freshmen)	April 8 <sup>th</sup>
LATE FEE BEGINS	April 20 <sup>th</sup>
Last Day to Withdraw	May 6 <sup>th</sup>
Spring 2020 Classes End	May 6 <sup>th</sup>
Follow MONDAY Class Schedule	May 6 <sup>th</sup>
Final Exam Week	May 7 <sup>th</sup> – 13 <sup>th</sup>
Residence Halls Close for Non-graduating students	May 13 <sup>th</sup>
Commencement Rehearsal	May 14 <sup>th</sup>
Residence Halls Close for Graduating students	May 16 <sup>th</sup>
Commencement Exercises	May 16 <sup>th</sup>
Spring Degrees Conferred	May 16 <sup>th</sup>

### SUMMER SESSIONS 2020

Session One	May 20 <sup>th</sup> – June 11 <sup>th</sup>
Memorial Day – College Closed	May 25 <sup>th</sup>
Summer Graduation Applications Due (\$25 late fee applied after 6/1)	June 1 <sup>st</sup>
Session One Degrees Conferred	June 15 <sup>th</sup>
Independence Day Observed – College Closed	July 3 <sup>rd</sup>
Session Two	July 6 <sup>th</sup> – 30 <sup>th</sup>
Session Two Degrees Conferred	August 3 <sup>rd</sup>

Dates subject to change.

Five Towns College  
2019/2020 Fall & Spring Fee Schedule

Full Time Tuition, Per Semester	Fee	Special Fees:	Fee
Undergraduate (up to 17 credits)	11,480	ENG 212 News Writing & Producing	170
Graduate Masters	9,075	ENG 302 Photojournalism	165
Graduate Doctoral (9 credits)	9,525	ICG 110 3D Animation	315
<b>Per Credit Fee</b>		ICG 115 Drawing and Imagining I	105
Undergraduate	1,045	ICG 120 Motion Design I	265
Graduate Masters	760	ICG 125 Design Principles	105
Graduate Doctoral	1,060	ICG 150 Interactive Computer Graphics I	315
<b>College Fee:</b>		ICG 180 Website Design	170
12+ Credits	170	ICG 215 Drawing and Imaging II	105
7-11 Credits	140	ICG 210 3D Animation II	315
4-6 Credits	75	ICG 250 Interactive Computer Graphics II	315
1-3 Credits	45	ICG 220 Motion Design II	265
<b>Resident Life Fees:</b>		ICG 310 3D Animation III / Advanced Rendering	190
Single Room (per semester)	4,900	ICG 350 Interactive Computer Graphics III	315
Double Room (per semester)	3,850	ICG 380 Apprenticeship - Experience Lab	190
Single Room (5 Month Plan)	6,000	ICG 450 Capstone I	190
Double Room (5 Month Plan)	4,750	ICG 460 Experience Lab	265
Resident Life Meal Plan	2,500	ICG 465 Capstone II- Portfolio / Career Prep	190
Refundable Dorm Damage	300	MAC 102 Broadcast Fundamentals	115
Late Housing Application Fee	50	MAC 121 Communication Lab I	190
Dorm Council	60	MAC 122 Communication Lab II	190
Laundry Allowance	25	MAC 150 Audio Broadcast Production	190
<b>Other Fees:</b>		MAC 211 Broadcast Journalism	165
Tuition Deposit (applied toward tuition)	200	MAC 212 Broadcast Announcing	220
New Student Orientation Fee	115	MAC 221 Communication Lab III	190
Student Activity Fee	65	MAC 222 Communication Lab IV	190
Mandatory Meal Allowance	50	MAC 243 Audio & Visual Technologies	300
Graduation Audit Fee	75	MAC 257 Life Event Management/Producing	150
Official Transcript (per transcript)	10	MAC 290 Visual Communications	200
Electronic Portfolio Fee	120	MAC 299 Radio/TV Workshop	390
Auditing an Undergrad. Class, Per Credit	995	MAC 321 Communication Lab V	190
Auditing a Grad Class, Per Credit	725	MAC 322 Communication Lab VI	190
Credit By Assessment	75 + 1/3 of credit	MAC 345 Show Control Systems	300
Application For Readmission	35	MAC 350 Podcast Producing	250
Doctoral Advisement	220	MAC 380 Sports Casting	220
Qualifying Exam	65	MAC 410 Multimedia Journalism	250
Independent Study Fee (per course plus tuition)	575	MUE 286 Keyboard Skills IV	25
Replacement Diploma Fee	50	MUS 106 Basic Musicianship	25
Returned Check Fee	35	MUS 185, 186, 285, 286 Keyboard Skills	25
ID Card Replacement	25	MUS 261 Computer Music Notation	60
JURE, SRRE, MARE - Recital Fee	40	MUS 451 Keyboard Harmony	20
Parking Violation / Unregistered Car per day	25	MUS 513 Electronic Music Composition 1	60
FTC Foundation (suggested per semester)	50	MUS 712 Film Scoring	115
Late Graduation Application Fee	25	MUS 800 Continuous Registration	1,925
Late Payment Fee (monthly)	50	MUS 801 Doctoral Advisement	220
Monthly Interest Charge	1% of balance	SCI 112 Physics of Flight/Drone Technology	280
<b>Late Registration Fees:</b>		SCI 131 Human Biology	10
More than 5 days late, but less than 15 days late	30	SCI 211 Environmental Science	10
More than 15 days late, but during the current semester	60	TML Theatre Music Lessons, 151 - 452	1,100
Registered after the close of the current term	100	THR 171 Production/ Rehearsal/ Performance 1 - 6	250
<b>Special Fees:</b>		THR 280 Set Design	50
AML Applied Music Lessons, 141, 142, 241, 242	1,100	THR 382 Computer Assisted Drafting	170
AML Applied Music Lessons, 341, 342, 351, 352	1,100	THR 388 Stage Lighting	250
AML Applied Music Lessons, 441, 442, 451, 452	1,100	THR 471 Production/ Rehearsal/ Performance 7	250
AML Applied Music Lessons, 541, 542, 641, 642	1,100	THR 472 Production/ Rehearsal/ Performance 8	250
AML Applied Music Lessons, 741, 742, 841, 842	1,100	THR 484 Advanced Stage Lighting	250
AUD 101 Audio Recording Theory	65	THR 486 Digital Media for Entertainment	170
AUD 102 Audio Recording Techniques	170	THR 380 Costume Design/ Makeup	250
AUD 201 Recording Studio Operations	220	THR 383 Advanced Set Design	250
AUD 202 Advanced Audio Production	280	VID 121 Introduction to Filmmaking	115
AUD 303 MIDI Applications	85	VID 131 Television Workshop 1	170
AUD 304 Nonlinear Recording	115	VID 132 Television Workshop 2	165
AUD 313 Synthesis and Sound Design	115	VID 145, 146 Digital Photography	285
AUD 314 Life Sound Design	250	VID 202 Documentary Video Production	335
AUD 401 Audio/Video Post Production	285	VID 215 Film Lighting	335
AUD 402 Advanced Mixing Procedures	285	VID 231 Digital Film Editing 1	335
AUD 403 Advanced Nonlinear Production	285	VID 232 Filmmaking Aesthetics	335
AUD 410 Video Game Sound Production	170	VID 233 Narrative Filmmaking	335
AUD 411 Video for Audio Production	220	VID 302 Audio for Video	335
AUD 500 Multitrack Audio Production	65	VID 315 Digital Cinematography 1	335
AUD 511 Nonlinear Production	115	VID 331 Intermediate Cinematography	335
AUD 521 MIDI Concepts	85	VID 332 Advanced Cinematography	335
BUS 306 Management Information Systems	65	VID 333 Producing	335
COM 101 Computers in Business	65	VID 334 Digital Film Editing 2	335
COM 211 Desktop Publishing	65	VID 336 TV Commercial Production	335
EDU 511, 512 Computer Music Notation	65	VID 425 Senior Project 1	200
EDU 603 Computers in Music Education	65	VID 426 Senior Project 2	200
EDU 610 Music Education Technology	65	VID 432 Independent Filmmaking	385
EML 101 & 501 Elective Music Lessons	1,100	VID 441 Comics to Film	385