FIVE TOWNS COLLEGE

LONG ISLAND'S COLLEGE FOR CREATIVE STUDENTS

2023-24 CATALOG

FIVE TOWNS COLLEGE • 305 NORTH SERVICE ROAD • DIX HILLS, NY 11746 • (631) 424-7000 • FTC.EDU

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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 an 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.

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. The College has announced that it will not renew its NCATE (now CAEP) accreditation when it expires in 2023. Instead, the accreditation of programs for the preparation of Music Education candidates will be covered by NASM. Learn more about NCATE. Visit them online at www.ncate.org.

Degree programs in Music are accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248. NASM is a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. This accreditation includes programs in Music Education (K-12) leading to both initial and professional certification. This accreditation does not include, however, individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes. Visit them online at www.NASM.ARTS-ACCREDIT.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.

Five Towns College is an accredited institutional member of the National Association of Schools of Theatre (NAST), 11250 Roger Bacon Dr., Suite 21, Reston, Virginia 20190-5248 (tele. # 703-437-0700). To learn more about NAST, go to nast.arts-accredit.org

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 Media Arts 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, techno- logically 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 2023 semester, 33% identified as female and 67% identified as male.

Ethnically, 44% of the FTF identified as White/Non-Hispanic, 28% as Hispanic/Latino, 20% as Black/African-American, 1% as American Indian or Alaska Native, 4% as belonging to two or more ethnic groups, and 2% did not disclose their race or ethnicity. These characteristics have been relatively constant for the three-year period 2020 – 2023.

Of the new FTF who entered for the Fall 2023 semester, approximately 36% enrolled in a program of study offered by the Business Division, 8% by the Music/Music Education Division, 20% by the Film and Television Division, 10% by the Theatre Arts Division, 2% by the Liberal Arts and Sciences/General Education Division, 15% by the Mass Communication Division, and 10% by the Interactive Media Arts Division. Of these students, the most popular majors by Division are Audio Recording Technology, Music Entertainment Industry Studies, Musical Theatre, Music Performance, Broadcasting, and Interactive Media Arts. Newer majors, such as Live Entertainment and

Media 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 2023 FTF the mean high school grade point average was 83, with 21% presenting a G.P.A. of 90 – 99, 19% 85 – 89, 24% 80 – 84, 19% 75 – 79, and 13% 70 – 74. Just 3% 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 has 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. 95% of students who matriculate are under the age of 20, while just 5% are 20 and over. Similarly, the overwhelming majority of undergraduate students, 96%, pursue their studies on a full-time basis, while only about 4% attend on a part-time basis. For graduate students, many of whom are adult learners pursuing a master's or doctoral degree, only 42% attend on a full-time basis while 58% attend 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 (PAC)

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 are 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 Hometown Ticketing Platform. 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 Disterssors, dbx 160 VU, UREI 1176, Lexicon 960, Eventide H8000, Tube-Tech lCA 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 are equipped with the latest versions of Pro Tools, Ablenton 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 (Sol Negrin Memorial) 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 Scripted Television or Film productions, with classroom and screening area, sound recording and post finishing suite, and an industry standard complex of editing labs 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 and After Effects, DaVinci Resolve color grading software, Maya Animation, and Avid Media Composer.

Representative cameras include the Red Scarlet Dragon, BlackMagic, PocketCinema 6k, Panasonic EVA1, Canon C-100 and C-200, Sony A7-S, Arriflex SR3 Super 16mm, film cameras, as well as the Canon 5D Mark II, Canon 6D Mark II, and 7D Mark I DSLR cameras, as well as a variety of video drones. Lighting equipment includes Aputure and IKAN LEDs, KinoFlo, Arri, Mole-Richardson, Chimera, and Lowell, with a full complement of Matthews and Bogen grip equipment. Camera accessories include Rokinon Xeen Cinema Lenses, a variety of Canon, Nikon, and Zeiss prime and zoom lenses, and wireless follow and focus and video transmitters. 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 Rhode, Zoom, 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.

As the industry shifts toward Virtual Production, we have included VP in both elective and required curricula. Gaming PCs boasting exceptional CPU and GPU processing power are loaded with the latest versions of Unreal Engine, as is the Legion PC on our Virtual Production/DIT cart. The cart also comes equipped with a Mac Studio, its own router and multiple SDI connections, Teradek and ethernet connectivity, the HTC Vive Mars Camtrack motion tracking virtual production suite, and four monitors attached.

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 the Newtek Tricaster Elite 2 production switcher, NewTek 3Play instant replay system, Chyron Viz Flowic broadcast graphics system, Blackmagic video/audio router, Behringer x32 audio console, Sennheiser wireless microphone system, Clear-Com intercom 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 and the radio station.

Studio 400

Studio 400 is a multi-use facility that serves as a broadcast classroom and broadcast booth for home games of the Sound Athletic Department. It is equipped with a professional lighting grid that supports these uses, including three Panasonic Varicam LT cameras with LIVE setup, Autoscript Teleprompter systems, 18-foot Triangle Jimmy Jib setup, mobile news anchor desk, interview set, Samsung monitor wall, green screen plus broadcast monitors

Theatre Studio

Theatre Studio is a multi-use facility that serves as a rehearsal space, black box theatre, acting classes, senior showcase rehearsals, and performances. 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 showcase classes, acting classes, and rehearsals.

Center for Applied Music (CAM)

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, Premiere Pro, Illustrator, After Effects, InDesign, and Audition. The office suite software set up on every computer is Microsoft Office 2021. 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 Yamaha, Baldwin, and Kawai. Faust Harrison Pianos and Frank and Camille's Pianos are 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 11 Professional is the operating system that runs on each unit. Additionally, the Microsoft Office 2021 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, 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 and Cross-Country teams.

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 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 Media Arts 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 Media Arts 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 of computer graphic workstations for digital content creation.

These computer graphic workstations take advantage 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 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 Media Arts Lab has 24" HD Wacom tablets for digital drawing, a Makerbot 3D printer, and an HTC Vive Virtual Reality headset as well as Oculus Rift S 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, After Effects, Illustrator, In-design, Premiere Pro, XD, along with a host of other applications from Adobe. Autodesk industry standard software is well represented on each IMA Lab workstation with 3DS Max, Maya, AutoCAD, Mudbox, Revit, Fusion360, and Inventor. Other programs install in the IMA Lab are Blender, DaVinci Resolve Maxon Cinema 4D, and Amateras Dome Player. Along with Arnold renderer, our workstations also leverage Epic Games' UnReal Engine as part of the rendering pipeline. As new and emerging applications become available, they are tested and invested in for the computer lab.

The FTC Sound Stream College Radio Station

The broadcast studio of the FTC Sound Stream is located on the College campus at Dix Hills and provides Five Towns College students with hands-on broadcasting experience. The Sound Stream can be heard online all over the world.

The 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 Full- 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, with Blackmagic micro 4K cameras for video podcasts and online streaming and a Blackmagic broadcast video switcher, a Pioneer DJ Controller and a small rig lighting system.

The Sound Stream features a variety of programming, including alternative music, news, sports, talk and special features. Student members 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.

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.

All students enrolled in FTC courses are required to have the following:

- PC or Mac computers (See below for computer standards and specific division requirements)
- Internet Connection
- Webcam
- Speakers/headphones/earbuds
- Software as specified below as per division

PC Standards

- Latest Windows OS
- Intel Core i5 or better
- 16GB of RAM memory
- 256GB SSD storage
- Microsoft Office 2021 suite
- Anti-virus and Anti-spyware software installed

Apple Standards

- MAC Operating System – Latest MAC OS
- 3.0GHz quad-core Intel 9th generation Core i5 processor
- 16GB of RAM
- 256GB SSD storage drive or larger with a minimum of 200GB of available space
- Microsoft Office 2021 for Mac
- Anti-virus and Anti-spyware software installed

Hardware and Software Requirements by Program and Concentration

Audio Recording Technology

- Apple Mac (PCs are not recommended)
- 16GB Ram (32GB or higher is recommended)
- OS X 10.13.6 or higher
- 1 TB of hard drive storage space or higher
- Logic Pro X (Educational Bundle; includes Motion 5, Final Cut Pro X, Main Stage, and Compressor)

  Additional Software for Audio Courses
- Latest versions of Pro Tools, Logic Pro X, Abelton Live, Native Instruments Komplete Ultimate, and Reason.

Film and Television

- PC (not Mac) as per PC standards listed above
- Gaming computer preferred
- UnReal Engine
- AVID Media Composer
- Adobe Premiere Pro and After Effects(Creative Cloud)
- DaVinci Resolve
- Display with 2048- 1280 resolution or higher
- 8GB of GPU VRAM
- 1TB External hard drive or larger

Interactive Media Arts

- PC (not Mac) as per PC standards listed above
- Adobe Creative Cloud including: Photoshop, Illustrator, InDesign, Substance Suite, Premiere Pro, After Effects
- Digital Drawing Tablet (without Display, Wired), Wacom One or Huion
- 1TB External hard drive or larger
- Internet Connection: Bandwidth of 600kbps
- Minimum: Nvidia card with 6GB GDDR (sophomore level and up)

Mass Communication

- PC or Mac computer as per standards listed above, (Laptop or Notebook Preferred)
- Adobe Premiere (Creative Cloud)
- 1TB External hard drive or larger
- 64GB SD Card or higher

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 received 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.

Cohen-Kleinman Memorial Library/Learning Resource Center (L/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, Expanded Academic ASAP, Encyclopedia Britannica Online, Fine Arts and Music Collection, Issues and Controversies, Music Index, Vocations and Careers Collection, and many others. The Library also provides access to a digital collection of more than 190,000 full-text eBooks. Additionally, Naxos Music Library is a digital music streaming service available for student use. All digital resources are available on or off campus through the Schoology learning management software.

The L/LRC provides students with the latest information technology including an online catalog, PC computers with high-speed internet

access, a scanner, 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.

The L/LRC houses the Educational Technology Center, where students can seek help and get answers from the IT help desk specialist with problems related to educational technology.

The L/LRC is named in honor of Dr. Stanley G. Cohen and Prof. Lorraine Kleinman whose vision and dedication to serving students and the greater community led to the founding of Five Towns College in 1972.

Admissions

Five Towns College seeks applicants 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 transfer students, either with or without an associate degree, need to provide the College with an official/final high school transcript, as well as official/final college transcripts from all institutions attended after high school.

All prospective transfer students must make every effort to obtain their official/final high school and college transcripts. In the rare case when a conditionally admitted student is unable to secure transcripts, Five Towns College may obtain the documents on behalf of the student with the transcript request form signed by the student during the admissions process, allowing the College to request the transcripts on their behalf. The cost per request is $50.00, which will be added to the student's account.

Entrance Exams

Some entering freshmen will be required to take one or more placement exams. Most entering students may be reviewed and registered for classes before taking the exams, but for some entering students, the exam may be required in order to process their application for admission. These exams may be required of students who may benefit from more specialized advisement programs at the College such as the HEOP program. The exam may also be required when the Admissions Committee is unable to reach a consensus regarding the readiness of a candidate for admission to pursue college-level work. The exams may be computerized or written depending on the student's needs.

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.

Audition/Interview/Portfolio Requirement

Select 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 and Television, B.F.A.	X	X				
Interactive Media Arts, B.F.A., A.A.S.		X				
Music Performance, Mus.B.					X	X
Music Education, Mus.B.	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, 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 is required. As established by the New York State Education Department (CEO 02-06), homeschooled 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 homeschooling 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 homeschooled 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 provided 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 Registrar's Office 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 Admission's Office. These applicants must provide a letter that fully explains the circumstances surrounding the interruption of their studies that 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 stationary should be submitted in support of the Application for Readmission. Letters from healthcare providers, attorneys, courts, 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 Application for Readmission Fee.

Multiple Learning Modality

Five Towns College offers a distributed and multiple learning modality. As such, classes are offered in a traditional on-ground format, and in a fully online or hybrid format. Students who enroll at Five Towns College do so with the acceptance and understanding that any and all coursework offered by the College may be delivered in any of these formats, or in such other formats as may be developed. When a course is offered in a fully online or hybrid format, the College may then also offer the course in a traditional on-ground format when it determines that there is a sufficiency of enrollment.

Students attending online and hybrid courses acknowledge that a personal camera and a microphone are course requirements, and that these devices must be functional and turned on during the class session. Students who do not have such equipment may be removed from the class session. Regardless of the course modality, students in any class consent to the recording and archiving of the course and their participation therein, and that the College may, subsequently, make use of that archival material for any educational purpose it determines to be appropriate in the exercise of its sole discretion, without exception, royalty, or other fee.

During periods of a declared public emergency, the College reserves the right to change the learning modality of any class without advance notice. Tuition and fees paid to the College shall not be adjusted as a result of learning modality or change in learning modality.

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 15 credits from other acceptable institutions. Doctoral program candidates seeking to transfer credit should make a written request prior to matriculation at the College. Transfer credit decisions for doctoral candidates are made on a case-by-case basis for good cause shown.

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. Since 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 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 2022 semester, 75% returned for the Fall 2023 semester. That retention rate, disaggregated by academic division is approximately as follows: Business Division 68%, Film and Television Division 59%, Interactive Media Arts Division 75%, Mass Communication Division 83%, Music/Music Education Division 100%, and Theatre Arts Division 100%. While the College's overall on-time Graduation Rate for FTF who entered during the Summer and Fall 2019 semester is 43%, the 150% rate tracked by the United States Department of Education for the FTF Summer and Fall 2017 Semester is 49%. The College submits updated data to the National Center for Educational Statistics. Information about its 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 2017 semester and graduated by 2023. Of those graduates, 43% (N=29) responded. Of those who responded, nearly 100% indicated that they were employed, with the survey data further revealing that 79% 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.

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 conducted a survey for graduates for each academic year. For the most recent closed academic year, 2021-22, of those graduates, 43 % (N=66) responded. Of those who responded, nearly 100% indicated that they were employed, with the survey data further revealing that 85% 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. Additional workforce and industry data is available here: https://www.regents.nysed.gov/common/regents/files/TeacherSupplyDemandReports[1].pdf. Additional workforce and industry data are available online from the New York State Department of Labor at 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 (MMR) 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 (PHL) 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.

This supports the institution's mission that is committed to having a safe and secure campus and one that protects the health and wellness of everyone on campus. The exemptions as stated under NYS PHL 2165 are provided below. Should anyone seek either exemption, supporting documentation and the appropriate request must be submitted to the institution in writing for consideration and approval.

The College announces that, in the absence of governmental rules, regulations or laws, that it will require that all students, faculty and staff participating in any on-ground activities to demonstrate proof of a CDC approved COVID-19 vaccination as of the Fall 2021 semester.

Exemptions from Immunization Requirements

Any student or faculty member who participates in any activity offered or sponsored by the College without obtaining recommended or required immunizations, regardless of the reason – including medial or religious exemption, assumes all of the risks associated with such activity and expressly waives any liability on the part of Five Towns College, its employees, agents, and assigns that results therefrom.

Medical Exemption

If a licensed physician or nurse practitioner, or licensed midwife caring for a pregnant student certifies in writing that the student has a health condition which is a valid contraindication to receiving a specific vaccine, then a permanent or temporary (for resolvable conditions such as pregnancy) exemption may be granted. This statement must specify those immunizations which may be detrimental and the length of time they may be detrimental. Provisions need to be made to review records of temporarily exempted persons periodically to see if contraindications still exist. In the event of an outbreak, medically exempt individuals should be protected from exposure. This may include exclusion from classes or campus.

Religious Exemption

A student may be exempt from vaccination if, in the opinion of the Institution, that student or student's parent(s) or guardian of those less than 18 years old holds genuine and sincere religious beliefs which are contrary to the practice of immunization. The student requesting exemption may or may not be a member of an established religious organization. Requests for exemptions must be written and signed by the student if 18 years of age or older, or parent(s), or guardian if under the age of 18. The institution may require supporting documents. It is not required that a religious exemption statement be notarized.

In the event of an outbreak, religious exempt individuals should be protected from exposure. This may include exclusion from classes or campus.

https://www.health.ny.gov/prevention/immunization/handbook/section_1_requirements.htm

COVID-19 Testing Requirements

Five Towns College may require any student at any time, regardless of their vaccination or prior medical history, to be tested for COVID-19. Currently the College requires that all students participate in a mandatory testing program prior to the start of each semester. It also currently requires that all resident students be tested approximately on 30-day cycles, and it may designate that approximately 20% of commuter students participate in these tests on a random sampling basis. Students who fail or refuse to participate in these texts may be barred from campus.

Coronavirus Social Distancing Requirements

The College fully adheres to the public health guidelines issued by the Center for Disease Control (CDC). Periodically the College will issue rules and regulations in furtherance of CDC guidelines or those promulgated by the NYS Department of Health. In such instances, students are required to abide by such regulations.

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. Students can do this through one of the following; submit scores from an English language proficiency exam (i.e. TOEFL), or sit for an interview with a Five Towns College evaluator. Interviews via teleconference are also acceptable.

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.

Adult and Continuing Education (ACE) Admissions Pathway

Five Towns College offers a unique pathway for the admission of non-traditional adult learners seeking to continue their education. To be eligible for this pathway, applicants must be:

- at least 24 years of age;
- employed full-time by an approved employer, which is a member of a participating chamber of commerce;
- a high school graduate;
- enrolled in one of the following three programs:
  - Liberal Arts (A.A.)
  - Business Administration (A.S.)
  - Business Management/ Marketing or Management concentration (A.A.S.)

Through ACE, Five Towns College seeks to remove the barriers to higher education faced by adult learners, particularly those from underrepresented and underserved communities. For good cause shown, ACE student may receive:

- reduced College Residency Requirements;
- permission to transfer in credits older than 10 years;
- permission to transfer in a limited number of credits where the course grade was less than "C";
- College subsidized tuition;
- college credit for college-level knowledge acquired through expertise developed outside the classroom, in accordance with Prior Learning Assessment (PLA) best practices established by the Council for Adult and Experiential Learning (CAEL);
- such other accommodations as may be approved by ACE in advance and in writing.

If admitted through ACE, students agree to limit their student loan borrowing to no more than $100 per class to help defray the expenses for course materials, and to adhere to the degree program pathway designed for them by the ACE Office. Admission to the College through ACE is limited, with preference given to students who have previously attended one of the regional community colleges.

Tuition and Fees

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 and Graduate (Master's Degree) students taking 12 or more credits are full-time. Doctoral students taking 9 or more credits are full-time.

Full-Time Undergraduate per semester
(12-17 credits)…… $ 14,225

Full-Time Masters Tuition per semester
(12-15 credits)…… $ 14,225

Full-Time/Part-Time Doctoral Tuition per credit…… $ 1,325

Part-time Students and Auditing extra Credits

Undergraduate and Graduate (Master's Degree) 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.

Tuition per credit…… $1,325

Universal College Fee Per Semester

12+ Credits…… $750
7-11 Credits…… $550
1-6 Credits…… $250

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.

In order to maintain Tuition Rate Guarantee eligibility, students must complete the following:

1. Complete at least 30 credits in an academic year; and
2. Maintain CGPA of 2.0 or higher; and
3. Register by deadline (see academic calendar for dates); and
4. Current on tuition balance; and
5. Complete FASFA prior to registration (if applicable)

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 the most recent entering class of students. The duration of 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. Students who utilize the Federal Student Aid such as PELL, student or parent loan, must complete FAFSA prior to registration. Additional late registration fees also apply.

Tuition 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.

Monthly Payment Plan

The Nelnet Payment Plan is available to students who need an option for paying tuition and fees not covered by Financial Aid and other sources. Payment plans break down the tuition balance into more

affordable monthly payments. There is no interest, finance charges or credit check. Payment options are flexible and Nelnet setup fees are affordable. Payment plans must be renewed each semester and can be processed by automatic bank payments (ACH) or credit/debit cards.

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.

Payment of Fees/Promise to Pay

Students who register for any class at Five Towns College or receive any service from Five Towns College accept full responsibility to pay all tuition, fees and other associated costs assessed as a result of my registration and/or receipt of services. Registration and acceptance of these terms constitutes a promissory note agreement (i.e., a financial obligation in the form of an educational loan as defined by the U.S. Bankruptcy Code at 11 U.S.C. §523(a)(8)) in which Five Towns College provides educational services, deferring some or all payment obligation for those services. In return, the student promises to pay for all assessed tuition, fees and other associated costs by the published or assigned due date.)

In the case where a student drops or withdraws from some or all of the classes for which they register, they will be responsible for paying all or a portion of tuition and fees in accordance with the published tuition refund schedule. Students who register accept the terms and conditions of the published tuition refund schedule and understand those terms are incorporated herein by reference. Failure to attend class or receive a bill does not absolve a student from the financial responsibility as described above.

Delinquent Account/Collection

Financial Hold: Students understand and agree that failure to pay the student account bill or any monies due and owing Five Towns College by the scheduled due date, Five Towns College will place a financial hold on the student account, preventing registration for future classes, requesting transcripts, or receiving a diploma.

Collection Agency Fees: Students accept that failure to pay the student account bill or any monies due and owing Five Towns College by the scheduled due date, and fail to make acceptable payment arrangements to bring the account current, Five Towns College may refer my delinquent account to a collection agency. If Five Towns College refers the student account balance to a third party for collection, a collection fee will be assessed and will be due in full at the time of the referral to the third party. The collection fee will be calculated at the maximum amount permitted by applicable law, but not to exceed 35% of the amount outstanding. For purposes of this provision, the third party may be a debt collection company or an attorney. If a lawsuit is filed to recover an outstanding balance, the student shall also be responsible for any costs associated with the lawsuit such as court costs or other applicable costs. Delinquent account may be reported to one or more of the national credit bureaus.

Communication

Contact: Students authorize Five Towns College and its agents and contractors to contact me at current and any future cellular phone number(s), email address(es) or wireless device(s) regarding delinquent student account(s)/loan(s), any other debt owed to Five Towns College, or to receive general information from Five Towns College. Students authorize Five Towns College and its agents and contractors to use automated telephone dialing equipment, artificial or pre-recorded voice or text messages, and personal calls and emails, in their contact efforts. Furthermore, Students may withdraw consent to call cellular phones by submitting the request in writing to the Registrar on campus or in writing to the applicable contractor or agent contacting me on behalf of Five Towns College.

Credit Cards

MasterCard, Visa, Discover, and American Express are accepted for payment of tuition and fees. Students can make credit/debit card payments in the Office of the Bursar and via the Student Portal.

Students who choose to pay for tuition and fees using a credit/debit card will be charged a $50 service fee for each transaction, to defray the charges imposed by credit card companies. The service fee will be waived for payments of student balances of $1,000 and less.

Students are encouraged to utilize alternative payment methods which do not have a convenience fee. These include payments by personal check, money order, ACH/wire transfer, or cash.

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 will be assessed a Late Registration Fee. Students who re-register late are deemed to have forfeited their Tuition Rate Guarantee. Re-register on-time!

Late Registration Fees

More than 5 days late, but less than 15 days late……	$30
More than 15 days late, but during the current semester….	$60
Registered after the close of the current term……..	$100

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.

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.

Assumption of Risk and Waiver of Liability

By enrolling as a student or accepting employment or voluntarily continuing to be employed at Five Towns College for the Fall 2020 semester and beyond, students, faculty and staff expressly and affirmatively agree that Five Towns College cannot ensure their safety from contracting COVID-19 or any other communicable disease. They further agree that they have fully read and understand the College's Plan for Reopening, and even then, acknowledge that the College cannot ensure that every member of its community will strictly adhere to the Plan. By proceeding to enroll or to continue in an employment relationship with the College, they assume the risk that this entails and waive any liability against the Five Towns College, Five Towns College Real Property Trust, and its employees, agents, and assigns. The only liability to students shall be for the refund or adjustment of tuition and fees as set forth herein. Further, the award of a final grade, and in the case of a passing score and the award of college credit, shall be deemed conclusive evidence that the College has substantially performed its obligations. Similarly, the award of a failing grade shall not be construed against the institution.

Adjustments to Tuition and Fees in the event of a Force Majeure

In the event such a situation occurs the following Refund/Adjustment for Tuition and Fees Policy shall apply:

i. Tuition and Course Fees

The College's published Refund Schedule as published in its College Catalog applies only to situations where a student chooses to voluntarily withdraw from the College during the Refund Period. Students should be aware of this policy.

Should the College transition a course, some courses, or every course to any of the learning modalities it utilizes for any reason or at any time during the semester, there shall be no refund or adjustment to the tuition or course fees, provided that the course instruction is completed on-time or at any time before the end of the next standard period of enrollment - academic semester. In the event a course is placed on hiatus and is not completed by that time, students shall have the option of receiving a pro rata credit reflecting that percentage of the course that was left incomplete, or they may re-register for the same course or a similar course that satisfies the same degree requirements in a subsequent semester without additional tuition or course fees.

ii. Room Charges

Residence Hall Room Fees are established based on the College's annual budget and are not based on the number of weeks in a particular semester. Room charges are not increased when semesters are longer than expected nor are they reduced when the semester is shorter than anticipated. There will be no adjustment to Room Fees charges when a semester runs its published length. If, however, the College is required or finds it prudent to shut-down before eight weeks of the semester have elapsed, Room Fee charges shall be adjusted on a pro rata basis if the regular Refund period has expired. Adjustments shall be provided in the form of a credit towards Room Charges for the next semester when the College opens, except for graduating students who shall receive a refund. If there is an early shut-down during or after the eighth week of the semester, however, the College will be deemed to have substantially completed the semester housing agreement and there will be no adjustment or additional credit for Room Charges for that term.

iii. Meal Plan

Meal Plan fees are established based on the actual number of days students are scheduled for occupancy. Any unused portion of a meal plan shall be adjusted accordingly in the event of an early shut-down of the Residence Halls, and applied as a credit to the student's Meal Plan account for the next semester when the College opens, except for graduating students who shall receive a refund.

iv. All other Fees

No other fees shall be adjusted as result of an early shut-down and transition to online/remote learning due to the coronavirus, the National Health Emergency or any another Force Majeure.

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 October 1st 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 https://student.aid.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 https://student.aid.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 2020-2021 academic year is June 30, 2021. 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 https://www.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.

Enhanced Tuition Award Program

The Enhanced Tuition Awards (ETA) program: Provides tuition awards to students who are New York State residents attending a participating private college located in New York State. Recipients will receive $6,000 through a combination of their TAP award, ETA award and a match from their private college.

To be eligible an applicant must:

- Be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term;
- Be a U.S. citizen or eligible non-citizen;
- Have either graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved “Ability to Benefit” test, as defined by the Commissioner of the State Education Department;
- Have a combined federal adjusted gross income of $125,000 or less;
- Be enrolled in at least 12 credits per term and complete at least 30 credits each year applicable toward his or her degree program, through continuous study with no break in enrollment except for certain reasons that can be documented;
- If attended college prior to the 2018-19 academic year, have earned at least 30 credits each year (successively), applicable toward his or her degree program prior to applying for an Enhanced Tuition Award;
- Be in a non-default status on a student loan made under any NYS or federal education loan program or on the repayment of any NYS award.

Senator José Peralta New York State DREAM Act

The Dreamer Act: gives undocumented and other student’s access to New York State- administered grants and scholarships that support their higher education costs.

To be eligible an applicant must fit one of the following criteria:

1. Your permanent home is in NYS and you are or have ONE of the following:
   - U-Visa
   - T-Visa
   - Temporary protected status, pursuant to the Federal Immigration Act of 1990
   - Without lawful immigration status (including those with DACA status)
2. Your permanent home is outside of NYS and you are or have ONE of the following:
   - U.S. citizen
   - Permanent lawful resident
   - Of a class of refugees paroled by the attorney general under his or her parole authority pertaining to the admission of aliens to the U.S.
   - U-Visa
   - T-Visa
   - Temporary protected status, pursuant to the Federal Immigration Act of 1990
   - Without lawful immigration status (including those with DACA status)

If the above criteria are met you must also meet one the following:

- You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for undergraduate study at a NYS college within five years of receiving your NYS high school diploma *OR*
- You attended a NYS high school for 2 or more years, graduated from a NYS high school, and are applying for an award for graduate study at a NYS college within ten years of receiving your NYS high school diploma *OR*
- You received a NYS high school equivalency diploma, and are applying for an award for undergraduate study at a NYS college within five years of receiving your NYS high school equivalency diploma *OR*
- You received a NYS high school equivalency diploma, and are applying for an award for graduate study at a NYS college within ten years of receiving your NYS high school equivalency diploma.

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

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-VR 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. https://ocfs.ny.gov.

Federal Title IV Programs

The Federal Pell Grant 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: 2020-2021 awards range from $0 to $6,195. 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 2020-2021 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 2.0 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

Federal Direct Subsidized Stafford Loans: Subsidized loans are available only to undergraduate students who demonstrate financial need as determined by the expected family contribution (EFC) and the total cost of attendance. The federal government pays the interest while the student is enrolled in school (at least half-time) and during specified deferment periods. For Federal Direct Stafford Loans, the Department of Education applies an origination fee to the loan.

Therefore, the total amount received will be less than the total loan amount borrowed.

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 in subsidized 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 https://studentloans.gov.

Federal Direct 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, but a credit check is required. 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 at https://www.benefits.va.gov. Five Towns College proudly participates in the Yellow Ribbon Program.

Delayed Disbursements for Veterans Enrolled at Five Towns College

Five Towns College fully complies with 38 USC 3679. In furtherance thereof, the College permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 22 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs (VA) website – eBenefits, or VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date of which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

It is the intent of this Policy to ensure that Five Towns College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

A Covered Individual for purposes of this Policy is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

GI Bill® is a registered trademark of the Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill.

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.

Any student receiving Veteran's Benefits and has been granted one semester of probation for failure to make Satisfactory Academic Progress, will be dismissed from the College at the end of that one semester probationary period if they fail to make Satisfactory Academic Progress by that time.

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 2020 - 21 Academic Year, Five Towns College awarded approximately $4.2 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 2021- 22 Academic Year are set forth herein.

Eligibility for institutional assistance is determined though 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 though 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.

Non-Traditional students admitted through ACE Office agree to restrict their student loan borrowing to no more than $100 per course, to offset the cost of class materials/books.

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 unless otherwise specified. In addition, unless otherwise specified, scholarships are not applicable towards Winter/J-Term and summer sessions study, when tuition is typically reduced

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 may 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 no 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 $3,000 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.

Doctoral Fellowships in Music

A limited number of Doctoral Fellowships are awarded to licensed public school music teachers (K-12) who matriculate into a program of study leading to the Doctor of Musical Arts (D.M.A.) degree. Doctoral Fellows receive a full-tuition scholarship, without the requirement that they engage in the activities of a Graduate Assistant. They are, however, required to participate fully in one or more of the major ensembles offered by the Music Division in every semester for which they are a Fellow, as specified in the Doctoral Fellowship Award Letter.

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 Educational Opportunity Grant

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 Performance 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. May not be combined with a Doctoral Fellowship in Music.

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 a 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).*[1] *See also, 34 CFR 600.2*[2]

The College uses the following grading systems:

Undergraduate Grading System

Grade	Quality of Achievement	Grade Points	Quality Points
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
I	Incomplete	–	
W	Official Withdraw	–	
W(C19)	Withdrawal due to COVID-19*	–	
P	Passing	–	
AU	Audit (Not For Credit)	–	
T	Transfer Credit	–	

**Issued in Spring 2020 Only*

Graduate Grading System

Grade	Quality of Achievement	Grade Points	Quality Points
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	Passing	74-76	2.0
F	Failure	0-73	0.0
WU	Unofficial Withdrawal	–	0.0
I	Incomplete	–	
W	Official Withdrawal	–	
W(C19)	Withdrawal due to COVID-19*	–	
AU	Audit (Not For Credit)	–	
T	Transfer Credit	–	

**Issued in Spring 2020 Only*

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.
- 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).
- W(C19) - Withdrawal due to COVID-19. Issued only during Spring 2020. (Does not impact Credits Attempted or GPA).

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
AUD 101	3	B+	3.34	3	10.02
ENG 101	3	A	4.0	3	12.00
PSY 101	3	C	2.0	3	6.00
CHE 111	3	C-	1.67	3	5.01
HIS 101	3	B	3.0	3	9.00
Total	**15**				**42.03**

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

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.

Students with incomplete courses at the end of the semester must complete the course work prior to the start of the following 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.
- 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.
- 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 agree 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.

Maintenance of Education Records

A student's official academic record is maintained by the Registrar, and its use is carefully controlled. Official records include the transcript and certain documents submitted in support of admission to the College and degree programs. Documents may be kept in digital form within Five Towns College's Student Information System, while other documents may be kept in hard copy format within student files that are maintained by the Registrar. In accordance with the College's established records management procedures, hard copy student files are maintained for eight years, and then purged after this period. Academic transcripts and student grades are indefinitely stored in accordance with the guidelines set forth by the NYS Commissioner of Regulations

Transcripts and other student records are released only in accordance with the College's FERPA policy.

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, 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

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 $575.00 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 $75 + 1/3 credit 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.

- *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.

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.

Withdrawal from Courses

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 maybe assigned a grade of "WU" (Unofficial Withdrawal), which is equivalent to an "F" grade.

Academic Resignation

Students who are subject to academic dismissal are so notified by the Academic Standards Committee 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 maybe 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 may 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.

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 his/her 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 their 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-Title-IX.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. The online form is available here: 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 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. Generally, the College does not accept credits which are older than ten years, except when they are the basis of an earned degree and the prospective student is transferring up to a higher level, or were earned by a prospective student seeking admission through the ACE pathway and were evaluated on a case-by-case basis.

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 $250.00 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 2019 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 2019 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 2019 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.

Technology Fee

Students are provided with an electronic portfolio where they may document the attainment of the knowledge, skills, and dispositions required by the Five Towns College Student Learning Assessment Plan. Undergraduate and Graduate students who enter the College prior to the Fall 2019 semester were assessed a one-time fee of $120.00 for the Electronic Portfolio through a third-party provider Pass Port. That Electronic Portfolio will be maintained for a period of seven years. After that time, alumni may arrange to continue maintain their Electronic Portfolio directly with the College's third-party service provider for an additional fee.

Beginning with the Fall 2020 semester, all students who entered as of the Fall 2019 semester forward will be assessed a Technology Fee of $120 per semester. The Technology Fee provides students with access to an electronic portfolio while they are enrolled as students and with other instructional technologies, such as access to the College's Learning Management System Schoology or Canvass.

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 through the end of the Spring 2021 semester, the College couples the Schoology Learning Management System with Smart Board Technologies in its classrooms, while electronic portfolios are maintained in PASS-PORT by Innovative Learning Assessment Technologies. Beginning with the Summer 2021 semester, the College will transition its Learning Management system to Campus Café/Canvas with electronic portfolio by Portfolium.

Graduation Requirements

Students seeking to graduate from the College are required to file a Graduation Application 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 Degree 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 Graduation 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 and Television
- Interactive Media Arts
- Mass Communication
- Music
- Music 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 Sigma Eta 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

The Academic Year (AY) is organized into two standard 15-week semesters, a single Winter/J-term of approximately four weeks duration in which runs from January to February, and two summer terms of approximately four to five weeks duration which runs from June to August (Summer Sessions).

Winter Intersession/J-Term

The Winter/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. Students may also choose to advance their degree progress during J-Term.

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 4–5 week 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 second summer session prior to the start of their freshman year. The maximum course load for students during any one summer session is typically six (6) credits. 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 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

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/Ieca5c8abc22111dd97adcd755bda2840?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

Student Life

Student Activities

Student life is a defining characteristic of a Five Towns College education. Through its extra- and co-curricular activities, the College encourages every member of its community to come together to explore their mutual interests, share their creativity and ideas, develop leadership and social skills, and become engaged in campus life. Most importantly, the College's values manifest in a campus culture that is not merely tolerant of diversity in all of its forms, but welcoming to one and all. For students who choose to become part of this community, Five Towns College is not just home – it is the perfect fit.

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 Student Government Association consists of elected student representatives who play a pivotal role in assuring that campus life reflects the interests of students. SGA is responsible for administering student activity fees, by providing funding and support clubs, organizations and a variety of campus-wide events, such as FTC Fest, Homecoming, and Unity Day.

Student Government leaders meet with the College President and other senior administrators on a regular basis to share ideas, concerns, and suggestions for enhancing student life. This assures that students have a voice in the important decisions that affect them. Students leaders also develop life-long advocacy skills, by meeting with government leaders in Albany and Washington, D.C. to support legislative issues that affect students, such as funding for student financial aid, equity and access to higher education, and standards-based education policy.

Through SGA, students have the ability to organize clubs and events that interest them, to take personal responsibility for the quality of their co-curricular and extra-curricular experiences. Surveys of students demonstrate that those who become actively engaged in campus life have the most impactful college experience. Take advantage of these opportunities: become an active supporter of SGA.

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 $25.00.

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 start of 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 typically 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 Entertainment Industry Conference

At this event held annually, students have the opportunity to speak firsthand with music and broadcast executives and entertainment industry professionals. Internship and 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.

Mandatory Student Health Insurance Requirement

As a condition of acceptance, Five Towns College requires that all students possess Health Insurance. Coverage for U.S. citizens should be consistent with the minimum requirements of the Affordable Care Act (ACA). Coverage for Non-U.S. Citizens should also be at a level consistent with that provided by the ACA. In all cases, the coverage should also extend to medical providers located in the Long Island/New York City Metropolitan Region.

Effective as of the Fall 2020 semester, both resident students and student-athletes are required to present proof of Health Insurance Coverage prior to moving onto campus or prior to the first team scrimmage, as the case may be. Students who do not present proof of Health Insurance Coverage will not be permitted to move into College housing and/or to participate in any athletic competition or practice until this requirement is met.

With the enactment of the Affordable Care Act, Five Towns College no longer offers a minimum mandatory student health insurance plan.

Medical Services

Due to its location in a major metropolitan region, Five Towns College does not offer or provide on-campus medical services. When requested, the Public Safety Office will arrange for transportation for resident students to one of the several urgent care, medical offices, or hospitals nearby campus. When accessing medical services off-campus, students should have their personal Health Insurance Cards available. The College will also facilitate telehealth and on-campus visits by concierge medical service providers, such as House MD.

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.

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, Spring Awakening, Company, For Colored Girls Only, A New Brain, and more. 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

The Sound Athletic Department fields men’s and women’s intercollegiate sports teams in basketball, soccer, and e-sports. These teams are governed by various athletic associations and conferences.

USCAA Athletic Programs

The College is a member of the United States Collegiate Athletic Association. Men’s and women’s basketball, and soccer are governed by the USCAA.

Eastern Collegiate Athletic Conference (ECAC)

Five Towns College offers e-sports as an associate member of the ECAC. E-sports teams are fielded in Fortnite, Rocket League, FIFA, NBA 2K, and Super Smash Mario Brothers.

Hudson Valley Intercollegiate Athletic Conference

The Sound Athletic Department is a full member of the HVIAC and participates in regular season competition with other conference members in all USCAA sanctioned sports.

Home basketball games are hosted right on campus in the Sound Arena. Home soccer matches are hosted on campus in the Sound Yard. Many home games are announced and streamed live on Facebook and other media outlets by the Mass Communications Division and its student broadcasters.

Eastern Collegiate Athletic Conference (ECAC)

Five Towns College is an associate member of the Eastern Collegiate Athletic Association for its collegiate e-sports teams. It competes in Fortnite, League of Legends, Rocket League, FIFA, NBA 2K, and Super Smash Brothers.

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 or 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 All Students

- All students must have achieved a GPA of 2.0.

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 2.0 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 8:15 a.m. to 11:00 a.m. for breakfast, 11:30 a.m. to 3:00 p.m. lunch, and 4:30 p.m. to 7:00 p.m. dinner. Weekend hours are 11:00 a.m. to 2:00 p.m. for brunch and 4:00 p.m. to 7:00 p.m. 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.

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.

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.

Commuter Student Meal Plan

There is a required minimum meal plan for commuter students of $100 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. 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 located in the 100-level wing of Old Main, and is referred to as the Academic Support Center. 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 documented disabilities.

Tutorial Services

The Academic Support Center offers a variety of tutorial services to all students upon request and without any additional fee. Tutoring is provided by peers, faculty members, and other qualified experts. In-person tutoring is always held on-campus in the Academic Support Center or the College Library, or remotely via Zoom. Tutoring may take the following forms:

- One-on-one tutoring on specific topics or issues
- Group Tutoring on specific topics or issues
- Tutor or Faculty-led study groups focusing on subject areas
- Faculty Extra-Help Sessions
- English Writing Clinic

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. For the freshman year, each student is assigned to a professional academic advisor, who supports the student throughout their first year of college, including helping them to register for classes, monitoring attendance, and supporting their academic progress. During the sophomore year, the student transitions to a faculty academic advisor, who is familiar with their career choices and employment goals. While the faculty academic advisor may change, typically a student elects to stay with that faculty advisor for the remainder of their college career. Periodic conferences with academic advisors provide opportunities for students to plan their programs and review their academic goals. Prior to each registration period academic advisors help students to prepare their class schedules for the following semester. Academic advisors maintain regular office hours and may be consulted for individual needs at any time throughout the academic year.

Although academic advisement is provided, students are solely responsible for their course selections and for meeting degree requirements. Students are urged to be active participants in the academic advisement process. Students must know their own degree programs, be familiar with the own transcripts, and understand each of the requirements for graduation.

Career Services Center

The Career Services Center makes students aware of job opportunities and helps them acquire the necessary skills in searching for jobs, developing resumes and cover letters, and preparing for interviews and networking opportunities. The Center offers materials and resources to support this effort.

The selection of a career is one of the most crucial decisions a student is called upon to make. The College's Career Center offers individual based career counseling as well as hosts a series of events that offer opportunities for student to connect with employers, practice their professional etiquette and build their networks. The Center also facilitates the internship, cooperative education, study abroad, and other experiential learning opportunities. The College's most recent employment rates for its graduates are published only in this Catalog annually. The College provides no guarantees regarding post-graduation employment and makes not claims regarding its employment rates, except as published herein.

Alumni Association

The Career Services Center is also home to the Alumni Association. Five Towns College staff not only assist current students with finding internships and job opportunities, 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. Five Towns College welcomes alumni to on campus events such as games and performances as well as career fairs and other professional level networking opportunities. The Career Services Center hosts an annual Alumni Networking Event.

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.

Wellness Services

The College Counseling Office provides support and referrals for professional psychological services. The College Counselors meet individual students to discuss a broad scope of concerns related to academic, emotional, social, mental and overall well-being. Services provided are strictly confidential. Students are encouraged to either schedule appointments or come in as needed.

The College does not provide on-campus medical services, but maintains relationships with area health providers. These providers are included in the Student and Residence Life Handbooks. In addition, the College does not require that students purchase mandatory health insurance through the College, but they are expected to have such insurance as mandated by Federal law. Resident students and student athletes are required to present proof of health insurance prior to moving into a campus residence hall or engaging in team practices.

The College has 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, and other services. A 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 not less than four (4) days per week, except with permission of the Director of Residence Life.

Resident Life Fees

Single Room (per semester)……	$5,500
Double Room (per semester)……	$4.100
Mandatory Resident Life Meal Plan……	$2,750
Refundable Dorm Damage……	$300
Late Housing Application Fee……	$50
Dorm Council……	$70
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 $115 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, 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 other disabilities, 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.

Degree Programs

Five Towns College awards the degrees of Doctor of Musical Arts (D.M.A.), Master of Music (M.M.), Master of Arts in Teaching (M.A.T.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (Mus.B.), Bachelor of Science (B.S.), Bachelor of Business Administration (B.B.A.), 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
Business Management – B.B.A.	0599.00
Concentrations	
Audio Recording Technology	
Business Management	
Business Marketing	
Music Entertainment Industry Studies	
Film and Television – B.F.A.	0605.00
Interactive Media Arts – B.F.A.	1009.00
Mass Communication – B.S.	0601.00
Concentrations	
Audio Recording Technology	
Broadcasting	
Journalism	
Live Entertainment and Media Production	

	HEGIS Code
Music Education (K-12) – Mus.B.	0832.00
Concentrations	
Instrumental	
Vocal/Piano/Guitar	
Performance, General – Mus.B.	1004.00
Performance – Mus.B.	1004.00
Concentrations	
Audio Recording Technology	
Composition	
Music Entertainment Industry Studies	
Songwriting	
Theatre Arts – B.F.A.	1007.00
Concentrations	
Acting	
Musical Theatre	
Theatrical Design and Technology	

Associate Degrees

Business Administration – A.S.	5004.00
Business Management – A.A.S.	5004.00
Concentrations	
Audio Recording Technology	
Business Management	
Business Marketing	
Music Entertainment Industry Studies	
Interactive Media Arts – A.A.S.	1009.00

Performance – A.A.S.	5610.00
Liberal Arts – A.A.	5649.00
Concentrations	
Audio Recording Technology	
Liberal Studies	
Music Entertainment Industry Studies	
Theatre Arts	
Theatre Arts – A.O.S.	5610.00

Graduate Degree Programs

Doctoral Degrees

	HEGIS Code		*HEGIS Code*
Composition/Arranging – D.M.A.	1004.10	**Music History and Literature** – D.M.A.	1006.00
Music Education – D.M.A.	0832.00	**Music Performance** – D.M.A.	1004.00

Master's Degrees

	HEGIS Code		*HEGIS Code*
Composition – M.M.	1004.10	**Music Technology** – M.M.	1099.00
Music Education – M.M.	0832.00	**Music History** – M.M.	1006.00
Performance – M.M.	1004.00	**Music Education** – M.A.T.	0832.00
Sound Recording Technology – M.P.S.	1099.00		

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

Code	Course Name	Credits
ENG 101	English Composition 1……	3
ENG 102	English Composition 2……	3
PSY 101	General Psychology……	3
MAT ___	Quantitative Competency Elective……	3
SCI ___	Scientific Competency Elective……	3
SOC ___	Diversity Competency Elective……	3
SPE ___	Oral Comm Competency Elective……	3
	Total Common Core Credits	**21**

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 131. 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, 201, 211, 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-word 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 or Canvas. 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 or Campus Café 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 the 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 301, SOC 303, SOC 305, or SOC 351.

Common Core Curriculum Map General Education Competencies

Competency	Required Credits	Courses		
		CODE	Title	
Oral Communication	3	SPE 101	Fundamentals of Speech	or
		SPE 131	Intro to Public Speaking	
Written Communication	6[1]	ENG 101	English Composition 1	and
		ENG 102	English Composition 2	
Scientific Reasoning	3	SCI 112	Physics of Flight/Drone Technology	or
		SCI 131	Human Biology	or
		SCI 201	Oceanography	or
		SCI 211	Environmental Science	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[2]	ENG 101	English Composition 1	and
		ENG 102	English Composition 2	
Technology	3[3]	ENG 101	English Composition 1	
Values, Ethics and Diversity	3	SOC 101	Introduction to Sociology	or
		SOC 301	Cultural Diversity	or
		SOC 303	Race and Ethic Relations in the U.S.	or
		SOC 305	Sociology of Immigration and Law	or
		SOC 351	Social Problems	or
Information Literacy		ENG 102	English Composition 2	
MINIMUM TOTAL CREDITS	18			

[1] 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.

[2] Ibid.

[3] Ibid.

ASSOCIATE DEGREES

Business Degree Programs

HEGIS Code: 5004.00 Inventory of Registered Program Code: 79138

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

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Business Administration, A.S.

HEGIS Code: 5004.00 *Inventory of Registered Program Code: 01813*

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		
Code	**Course Name**	**Credits**
ENG 101	English Composition 1……	3
ENG 102	English Composition 2……	3
PSY 101	General Psychology……	3
MAT ___	Quantitative Competency Elective……..	3
SCI ___	Scientific Competency Elective……	3
SOC ___	Diversity Competency Elective……	3
SPE ___	Oral Communication Competency Elective..	3
	Total Common Core Credits	**21**
Business Administration Content Specialty		
BUS 101	Accounting 1……	3
BUS 111	Business Organization and Management…..	3
BUS 121	Business Law 1……	3
BUS 151	Business Communication……	3
BUS 211	Principles of Management……	3
BUS 241	Principles of Marketing……	3
BUS 244	Advertising……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(1)*……..	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(2)*……..	3
COM 101	Computers in Business……	3
	Total Content Specialty Credits	**30**
Additional Liberal Arts and Sciences		
ECO 101	Macroeconomics……	3
ECO 102	Microeconomics……	3
LAS ___	Liberal Arts and Science Elective *(1)*……..	3
Total Additional Liberal Arts and Science Credits		**9**
Total Program Credits: 60		

Recommended Sequence of Courses		
	Semester 1	
BUS 111	Business Organization and Management……	3
BUS 121	Business Law 1……	3
COM 101	Computers in Business……	3
ENG 101	English Composition 1……	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 2	
BUS 151	Business Communication……	3
BUS 211	Principles of Management ……	3
BUS 241	Principles of Marketing……	3
ENG 102	English Composition 2……	3
MAT ___	Quantitative Competency Elective……..	3
	Total	**15**
	Semester 3	
BUS 101	Accounting 1……	3
BUS 244	Advertising……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(1)*……	3
ECO 101	Macroeconomics……	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**
	Semester 4	
BUS ___	Any AUD/BUS/MKT/MUB Elective *(2)*……	3
ECO 102	Microeconomics……	3
LAS ___	Liberal Arts and Science Elective *(1)*……	3
SCI ___	Scientific Competency Elective……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**

Business Management Program, A.A.S.

HEGIS Code: 5004.00 Inventory of Registered Program Code: 79138

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.

Concentrations

Audio Recording Technology

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

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

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 Industry Studies

The Music Entertainment Industry Studies Concentration at Five Towns College is designed for students interested in a career in a music-related business filed. 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		
Code	**Course Name**	**Credits**
ENG 101	English Composition 1……	3
ENG 102	English Composition 2……	3
PSY 101	General Psychology……	3
MAT __	Quantitative Competency Elective……	3
	***MAT 123 – College Algebra (Marketing Students)**	
SCI ___	Scientific Competency Elective……..	3
SOC ___	Diversity Competency Elective……..	3
SPE ___	Oral Communication Competency Elective..	3
	Total Common Core Credits	**21**
Business Management Content Specialty		
BUS 101	Accounting 1……	3
BUS 111	Business Organization and Management…..	3
BUS 121	Business Law 1……..	3
BUS 151	Business Communication……..	3
BUS 211	Principles of Management……	3
BUS 241	Principles of Marketing……	3
BUS 244	Advertising……..	3
COM 101	Computers in Business……	3
	Total Content Specialty Credits	**24**
Additional Liberal Arts and Sciences		
ECO ___	Macroeconomics ***or*** Microeconomics……	3
Total Additional Liberal Arts and Science Credits		**3**
Concentration Component		
Audio Recording and Technology Concentration……		12
Business Management Concentration……..		12
Business Marketing Concentration……..		12
Music Entertainment Industry Studies……..		12
	Total Concentration Credits	**12**
Total Program Credits: 60		

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.

Audio Recording and Technology Concentration		
AUD 101	Audio Recording Theory……	3
AUD 102	Audio Recording Techniques……..	3
AUD 201	Recording Studio Operations……..	3
AUD 202	Advanced Audio Production……	3
	Total Concentration	**12**

Business Management Concentration		
BUS 232	Business Ethics……..	3
BUS 242	Professional Selling and Sales Management….	3
BUS 275	Social Media Concepts and Practice……..	3
BUS ___	Any AUD/BUS/MKT/MUB Elective……..	3
	Total Concentration	**12**

Business Marketing Concentration		
BUS 246	Consumer Behavior……	3
BUS 275	Social Media Concepts……	3
BUS 375	Social Media Marketing……..	3
MKT ___	Marketing or Business Elective……	3
	Total Concentration	**12**

Music Entertainment Industry Studies Concentration		
MUB 101	Music Business Careers……..	3
MUB 102	Music Promotion and Broadcasting……..	3
MUB 201	Music Publishing and Copyright……	3
MUB 202	Music Business Contracts……..	3
	Total Concentration	**12**

Business Management

Audio Recording and Technology Concentration

A.A.S. Degree

HEGIS Code: 5004.00

Inventory of Registered Program Code: 79138

Recommended Sequence of Courses		
	Semester 1	
AUD 101	Audio Recording Theory……	3
BUS 111	Business Organization and Management……	3
BUS 121	Business Law 1……	3
COM 101	Computers in Business……	3
ENG 101	English Composition 1……	3
	Total	**15**
	Semester 2	
AUD 102	Audio Recording Techniques……	3
BUS 151	Business Communication……	3
BUS 211	Principles of Management ……	3
ENG 102	English Composition 2……	3
MAT ___	Quantitative Competency Elective……	3
	Total	**15**
	Semester 3	
AUD 201	Recording Studio Operations……	3
BUS 101	Accounting 1……	3
BUS 241	Principles of Marketing……	3
ECO ___	Macroeconomics ***or*** Microeconomics……	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 4	
AUD 202	Advanced Audio Production……	3
BUS 244	Advertising……	3
SCI ___	Scientific Competency Elective……	3
SOC ___	Diversity Competency Elective……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**

Business Management

Business Management Concentration

A.A.S. Degree

HEGIS Code: 5004.00

Inventory of Registered Program Code: 79138

Recommended Sequence of Courses		
	Semester 1	
BUS 111	Business Organization and Management……	3
BUS 121	Business Law 1……	3
COM 101	Computers in Business……	3
ENG 101	English Composition 1……	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 2	
BUS 151	Business Communication……	3
BUS 211	Principles of Management ……	3
BUS 241	Principles of Marketing……	3
ENG 102	English Composition 2……	3
MAT ___	Quantitative Competency Elective……	3
	Total	**15**
	Semester 3	
BUS 101	Accounting 1……	3
BUS 244	Advertising……	3
BUS 275	Social Media Concepts and Practice……	3
ECO ___	Macroeconomics ***or*** Microeconomics……	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**
	Semester 4	
BUS 232	Business Ethics……	3
BUS 242	Professional Selling and Sales Management.	3
BUS ___	Any AUD/BUS/MKT/MUB Elective (1)……	3
SCI ___	Scientific Competency Elective……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**

Business Management

Business Marketing Concentration

A.A.S. Degree

HEGIS Code: 5004.00

Inventory of Registered Program Code: 79138

Recommended Sequence of Courses		
	Semester 1	
		3
BUS 111	Business Organization and Management……	3
BUS 121	Business Law 1……	3
COM 101	Computers in Business……	3
ENG 101	English Composition 1……	3
	Total	**15**
	Semester 2	
		3
BUS 151	Business Communication……	3
BUS 211	Principles of Management ……	3
ENG 102	English Composition 2……	3
MAT 123	College Algebra……	3
	Total	**15**
	Semester 3	
		3
BUS 101	Accounting 1……	3
BUS 241	Principles of Marketing……	3
ECO ___	Macroeconomics ***or*** Microeconomics……..	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 4	
		3
BUS 244	Advertising……	3
SCI ___	Scientific Competency Elective……..	3
SOC ___	Diversity Competency Elective……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**

Business Management

Music Entertainment Industry Studies Concentration

A.A.S. Degree

HEGIS Code: 5004.00

Inventory of Registered Program Code: 79138

Recommended Sequence of Courses		
	Semester 1	
BUS 111	Business Organization and Management……	3
BUS 121	Business Law 1……	3
COM 101	Computers in Business……	3
ENG 101	English Composition 1……	3
MUB 101	Music Business Careers……	3
	Total	**15**
	Semester 2	
BUS 151	Business Communication……	3
BUS 211	Principles of Management ……	3
ENG 102	English Composition 2……	3
MAT ___	Quantitative Competency Elective……	3
MUB 102	Music Promotion and Broadcasting……	3
	Total	**15**
	Semester 3	
BUS 101	Accounting 1……	3
BUS 241	Principles of Marketing……	3
ECO ___	Macroeconomics ***or*** Microeconomics……..	3
MUB 201	Music Publishing and Copyright……	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 4	
BUS 244	Advertising……	3
MUB 202	Music Business Contracts……	3
SCI ___	Scientific Competency Elective……..	3
SOC ___	Diversity Competency Elective……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**

Interactive Media Arts, A.A.S.

HEGIS Code: 1009.00 Inventory of Registered Program Code: 39168

The Interactive Media Arts program prepares students for careers in the digital arts industry, providing them with unique immersive classroom experiences that mimic professional projects they will encounter in the workforce. Building on the foundation and principles of design, students learn the art of visual and interactive communication. Students work individually and as part of collaborative teams, gaining experience, building confidence, and curating their portfolios, enabling them to excel as artists and designers in a creative production environment.

The Interactive Active Media Arts program can lead to a wide diversity of career opportunities: Graphic Designer, 3D Generalist, (a strong understanding of modeling, animation, texturing, rigging, lighting and camera work), Web Graphics Animator, Multimedia Designer, Compositor, Exhibit Designer, Architectural Renderer.

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 Media Arts Program.

Common Core		
Code	**Course Name**	**Credits**
ENG 101	English Composition 1…….	3
ENG 102	English Composition 2…….	3
PSY 101	General Psychology……	3
MAT __	Quantitative Competency Elective…….	3
SCI ___	Scientific Competency Elective……	3
SOC ___	Diversity Competency Elective……..	3
SPE ___	Oral Communication Competency Elective..	3
	Total Common Core Credits	**21**
IMA Content Specialty Courses		
CCP 210	Branding the Creative Professional……	3
IMA 110	3D Animation 1……	3
IMA 115	Drawing and Imaging 1……	3
IMA 120	Motion Design 1……..	3
IMA 150	Interactive Computer Graphics 1……	3
IMA 210	3D Animation 2……	3
IMA 215	Drawing and Imaging 2……	3
IMA 220	Motion Design 2……..	3
IMA 240	Design Thinking 1……	3
IMA 250	Interactive Computer Graphics 2……	3
MAC 280	Digital Media Arts: Design…….	3
	Total IMA Content Specialty Credits	**33**
Additional Liberal Arts and Sciences		
ART 110	Art/Design Theory and Criticism……	3
ART ___	Art History Elective…….	3
	Total Additional Liberal Arts and Science Credits	**6**
Concentration Component		
Total Program Credits: 60		

Recommended Sequence of Courses		
	Semester 1	
ENG 101	English Composition 1…….	3
IMA 110	3D Animation 1……	3
IMA 150	Interactive Computer Graphics 1……..	3
MAC 280	Digital Media Arts: Design……	3
SCI ___	Scientific Competency Elective……..	3
	Total	**15**
	Semester 2	
ART 110	Art/Design Theory and Criticism……..	3
ENG 102	English Composition 2…….	3
IMA 115	Drawing and Imaging 1……	3
IMA 120	Motion Design 1……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**
	Semester 3	
IMA 210	3D Animation 2……	3
IMA 215	Drawing and Imaging 2……	3
IMA 240	Design Thinking 1……	3
MAT ___	Quantitative Competency Elective…….	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 4	
ART ___	Art History Elective……	3
CCP 210	Branding the Creative Professional……	3
IMA 220	Motion Design 2……	3
IMA 250	Interactive Computer Graphics 2……	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**

Performance Program, A.A.S.

HEGIS Code: 5610.00 Inventory of Registered Program Code: 01818

The Five Towns College Performance A.A.S. 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 structed program taught by a faculty of experienced educators and professional musicians.

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 Performance Program.

Common Core		
Code	**Course Name**	**Credits**
ENG 101	English Composition 1……	3
ENG 102	English Composition 2……	3
PSY 101	General Psychology……	3
MAT ___	Quantitative Competency Elective……	3
SCI ___	Scientific Competency Elective……	3
SOC ___	Diversity Competency Elective……	3
SPE ___	Oral Communication Competency Elective..	3
	Total Common Core Credits	**21**
Music Performance		
AML 141 – 242	Applied Music Lesson 1 – 4……	8
ENS ___	Ensembles 1 – 4……	4
FRJR ___	Freshman Jury……	0
SOJR ___	Sophomore Jury……	0
	Total Performance Credits	**12**
Supportive Music Courses		
MUS 111 – 212	Harmony 1 – 4……	12
MUS 121 – 222	Sight Singing 1 – 4……	4
MUS 123 – 224	Ear Training 1 – 4……	4
MUS 185 – 286	Keyboard Skills 1 – 4……	4
	Total Supportive Music Credits	**24**
Additional Liberal Arts and Sciences		
MUH ___	Music History Elective 100-200 Level.	3
	Total Additional LAS Credits	**3**
Total Program Credits: 60		

Recommended Sequence of Courses		
	Semester 1	
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
	Total	**15**
	Semester 2	
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
	Total	**15**
	Semester 3	
AML 241	Applied Music Lesson 3……	2
ENS ___	Ensemble Elective *(3)*……	1
MUH ___	Music History Elective 100-200 Level……	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 ___	General Psychology……	3
	Total	**15**
	Semester 4	
AML 242	Applied Music Lesson 2……	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
	Total	**15**

Liberal Arts Program, A.A.

HEGIS Code: 5649.00 Inventory of Registered Program Code: 01809

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

Associate in Arts (A.A.) Degree

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.

Concentration Component

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

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 Industry Studies Concentration

The Music 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 Arts Concentration

The Theatre Arts Concentration 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

Code	Course Name	Credits
ENG 101	English Composition 1……	3
ENG 102	English Composition 2……	3
PSY 101	General Psychology……	3
MAT __	Quantitative Competency Elective……	3
SCI ___	Scientific Competency Elective……	3
SOC ___	Diversity Competency Elective……	3
SPE ___	Oral Communication Competency Elective..	3
	Total Common Core Credits	**21**

Liberal Arts and Sciences Content Specialty

ART ___	Art History Elective……	3
ECO ___	Macroeconomics ***or*** Microeconomics……	3
HIS ___	History Elective……	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
MUH __	Music History Elective 100-200 Level……	3
THH 191	Introduction to Theatre……	3
	Total Liberal Arts and Science Credits	**24**

Electives

ELECT	Elective……	3
	Total Elective Credits	**3**

Concentration Component

Audio Recording and Technology Concentration……	12
Liberal Arts Concentration……	12
Music Entertainment Industry Studies……	12
Theatre Arts Concentration……	12
Total Concentration Credits	**12**

Total Program Credits: 60

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.

Audio Recording and Technology Concentration		
AUD 101	Audio Recording Theory……	3
AUD 102	Audio Recording Techniques……	3
AUD 201	Recording Studio Operations……	3
AUD 202	Advanced Audio Production……	3
	Total Concentration	**12**

Liberal Arts Concentration		
LAS ___	Liberal Arts and Science Elective *(1)*……	3
LAS ___	Liberal Arts and Science Elective *(2)*……	3
LAS ___	Liberal Arts and Science Elective *(3)*……	3
LAS ___	Liberal Arts and Science Elective *(4)*……	3
	Total Concentration	**12**

Music Entertainment Industry Studies Concentration		
MUB 101	Music Business Careers……	3
MUB 102	Music Promotion and Broadcasting……	3
MUB 201	Music Publishing and Copyright……	3
MUB 202	Music Business Contracts……	3
	Total Concentration	**12**

Theatre Arts Concentration		
THR 111	Introduction to Stagecraft……	3
THR 150	Production/Rehearsal/Performance 1……	2
THR 152	Production/Rehearsal/Performance 2……	2
THH ___	Musical Theatre History Elective……	3
THR ___	Singing or Dancing Elective *(1-2)*……	2
	Total Concentration	**12**

Liberal Arts

Audio Recording and Technology Concentration

A.A. Degree

HEGIS Code: 5649.00

Inventory of Registered Program Code: 01809

Recommended Sequence of Courses		
	Semester 1	
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……	3
	Total	**15**
	Semester 2	
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……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**
	Semester 3	
AUD 201	Recording Studio Operations……	3
ECO ___	Macroeconomics ***or*** Microeconomics……	3
HIS ___	History Elective……	3
LAS ___	Liberal Arts and Science Elective *(2)*……	3
THH 191	Introduction to Theatre……	3
	Total	**15**
	Semester 4	
AUD 202	Advanced Audio Production……	3
ELECT	Elective……	3
LAS ___	Liberal Arts and Science Elective *(3)*……	3
SCI ___	Scientific Competency Elective……	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**

Liberal Arts

Liberal Arts Concentration

A.A. Degree

HEGIS Code: 5649.00

Inventory of Registered Program Code: 01809

Recommended Sequence of Courses		
	Semester 1	
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
	Total	**15**
	Semester 2	
ENG 102	English Composition 2……	3
ELECT	Elective……	3
LAS ___	Liberal Arts and Science Elective *(1)*……	3
MUH ___	Music History Elective 100-200 Level……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**
	Semester 3	
ECO ___	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
	Total	**15**
	Semester 4	
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
	Total	**15**

Liberal Arts

Music Entertainment Industry Studies Concentration

A.A. Degree

HEGIS Code: 5649.00

Inventory of Registered Program Code: 01809

Recommended Sequence of Courses		
	Semester 1	
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
	Total	**15**
	Semester 2	
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……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**
	Semester 3	
ECO ___	Macroeconomics ***or*** Microeconomics……	3
HIS ___	History Elective……	3
LAS ___	Liberal Arts and Science Elective *(2)*……	3
MUB 201	Music Publishing and Copyright……	3
THH 191	Introduction to Theatre……	3
	Total	**15**
	Semester 4	
ELECT	Elective……	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
	Total	**15**

Liberal Arts

Theatre Arts Concentration

A.A. Degree

HEGIS Code: 5649.00

Inventory of Registered Program Code: 01809

Recommended Sequence of Courses		
	Semester 1	
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
	Total	**15**
	Semester 2	
ART ___	Art History Elective……	3
ECO ___	Macroeconomics ***or*** Microeconomics……	3
ENG 102	English Composition 2……	3
SCI ___	Scientific Competency Elective……	3
SPE ___	Oral Communication Competency Elective…	3
THH ___	Singing or Dancing Elective *(1)*……	1
	Total	**15**
	Semester 3	
HIS ___	History Elective……	3
MUH ___	Music History Elective 100-200 Level……	3
SOC ___	Diversity Competency Elective……	3
THH ___	Musical Theatre History Elective……	3
THR 150	Production/Rehearsal/Performance 1……	2
THR ___	Singing or Dancing Elective *(2)*……	1
	Total	**15**
	Semester 4	
ELECT	Elective……	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 152	Production/Rehearsal/Performance 2……	2
	Total	**15**

Theatre Arts, A.O.S.

HEGIS Code: 5610.00 *Inventory of Registered Program Code: 42394*

To prepare graduates for entry-level positions in the field of theatre arts. The degree will focus on hands-on experience and learning throughout the coursework.

Associate of Occupational Studies (A.O.S.) Degree

The Associate of Occupational Studies graduate is prepared for transfer with advanced standing to a baccalaureate program where additional professional training may be undertaken.

Program Course Requirements

The courses below are required of all students in the Theatre Arts, AOS Program.

Code	Course Name	Credits
THR 111	Induction to Stagecraft……	3
THR 121	Acting 1……	3
THR 124	Acting 2……	3
THR 221	Acting 3……	3
THR 224	Acting 4……	3
THR 150	Production/Rehearsal/Play 1……	2
THR 151	Production/Rehearsal/Play 2……	2
THR 250	Production/Rehearsal/Play 3……	2
THR 251	Production/Rehearsal/Play 4……	2
THR 160	Voice and Diction……	3
THR 240	Accents and Dialects……	3
THR	Theatre Program Electives (Choose from): • TML 151 – Voice Lessons for Theatre 1, 1cr • TML 152 – Voice Lessons for Theatre 2, 1cr • TML 251 – Voice Lessons for Theatre 3, 1cr • TML 252 – Voice Lessons for Theatre 4, 1cr • DAN 131 – Ballet Techniques 1, 1cr • DAN 134 – Jazz Dancing 1, 1cr • DAN 136 – Tap Dancing 1, 1cr • DAN 334 – Theatrical Dancing, 1cr • ENS 310 – Cabaret Ensemble, 1cr • THH – Theatre History Elective, 3cr • THR 105 – Music Skills for Theatre 1, 1cr • THR 106 – Music Skills for Theatre 2, 1cr • THR 141 –Movement for Actors, 3cr • THR 261 – Acting for the Camera, 3cr • THR 249 – Stage Combat, 3cr • Any Approved Theatre Program Elective	19
	Total Theatre Content Credits	**48**
Liberal Arts and Sciences Content Specialty		
THH 191	Introduction to Theatre……	3
	Total Liberal Arts and Science Credits	**3**
Electives		
ELECT	Elective……	9
	Total Elective Credits	**9**
Total Program Credits: 60		

Recommended Sequence of Courses		
	Semester 1	
THH 191	Introduction to Theatre……	3
THR 111	Introduction to Stagecraft……	3
THR 121	Acting 1……	3
THR 150	Production/Rehearsal/Play 1……	2
THR 160	Voice and Diction……	3
THR ___	Theatre Program Electives……	2
	Total	**16**
	Semester 2	
THR 124	Acting 2……	3
THR 151	Production/Rehearsal/Play 2……	2
THR 240	Accents and Dialects……	3
THR ___	Theatre Program Electives……	7
	Total	**15**
	Semester 3	
THR 221	Acting 3……	3
THR 250	Production/Rehearsal/Play 3……	2
THR ___	Theatre Program Electives……	4
Elective	General Elective……	6
	Total	**15**
	Semester 4	
THR 224	Acting 4……	3
THR 252	Production/Rehearsal/Play 4……	2
THR ___	Theatre Program Electives……	6
ELECT	General Elective……	3
	Total	**14**

BACHELOR DEGREES

Business Degree Program, B.B.A.

HEGIS Code: 0599.00 Inventory of Registered Program Code: 19036

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 an 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

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

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

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 Industry Studies

The Music Entertainment Industry Studies Concentration at Five Towns College is designed for students interested in a career in a music-related business filed. 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		
Code	**Course Name**	**Credits**
ENG 101	English Composition 1……	3
ENG 102	English Composition 2……	3
PSY 101	General Psychology……	3
MAT __	Quantitative Competency Elective……	3
	***MAT 123 – College Algebra (Marketing Students)**	
SCI ___	Scientific Competency Elective……	3
SOC ___	Diversity Competency Elective……	3
SPE ___	Oral Communication Competency Elective..	3
	Total Common Core Credits	**21**
Business Management Content Specialty		
BUS 101	Accounting 1……	3
BUS 111	Business Organization and Management…..	3
BUS 121	Business Law 1……	3
BUS 151	Business Communication……	3
BUS 211	Principles of Management……	3
BUS 232	Business Ethics……	3
BUS 241	Principles of Marketing……	3
BUS 244	Advertising……	3
BUS 251	Principles of Finance……	3
BUS 275	Social Media Concepts and Practice……	3
BUS 306	Management Information Systems……	3
BUS 311	Human Resource Management……	3
BUS 461	Business Seminar……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(1-3)*……..	9
CCP 471	Internship 1……	3
CCP 472	Internship 2……	3
COM 101	Computers in Business……	3
	Total Content Specialty Credits	**57**
Additional Liberal Arts and Sciences		
ECO 101	Macroeconomics……	3
ECO 102	Microeconomics……	3
LAS ___	Liberal Arts and Science Elective……	3
	***MAT 231 – Introduction to Statistics (Marketing Students)**	
Total Additional Liberal Arts and Science Credits		**9**
	Electives	
ELECT	Electives *(1-3)*……	9
	Total Elective Credits	**9**
Concentration Component		
Audio Recording and Technology Concentration……		24
Business Management Concentration……		24
Business Marketing Concentration……		24
Music Entertainment Industry Studies……		24
	Total Concentration Credits	**24**
Total Program Credits: 120		

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.

Audio Recording and Technology Concentration		
AUD 101	Audio Recording Theory……	3
AUD 102	Audio Recording Techniques……	3
AUD 201	Recording Studio Operations……	3
AUD 202	Advanced Audio Production……	3
AUD ___	Audio Elective 300-400 Level *(1-4)*……..	12
	Total Concentration	**24**

Business Management Concentration		
BUS 122	Business Law 2……	3
BUS 242	Professional Selling and Sales Management….	3
BUS 307	E-Commerce……	3
BUS 310	Management Theory and Practice……	3
BUS 312	Organizational Behavior……	3
BUS 450	Project Management……	3
BUS ___	Business Elective *(1-2)*……	6
	Total Concentration	**24**

Business Marketing Concentration		
BUS 246	Consumer Behavior……	3
BUS 341	Public Relations……	3
BUS 375	Social Media Marketing……	3
MKT 330	Market Research……	3
MKT 340	Services Marketing……	3
MKT 420	Marketing Strategy and Analytics……	3
MKT ___	Marketing or Business Elective *(1-2)*……	6
	Total Concentration	**24**

Music Entertainment Industry Studies Concentration		
MUB 101	Music Business Careers……	3
MUB 102	Music Promotion and Broadcasting……	3
MUB 201	Music Publishing and Copyright……	3
MUB 202	Music Business Contracts……	3
MUB 301	Artist Management……	3
MUB 302	Concert Production and Promotion……	3
MUB 401	Music Marketing……	3
MUB 403	Advanced Music Publishing……	3
	Total Concentration	**24**

Business Management

Audio Recording and Technology Concentration

B.B.A. Degree

HEGIS Code: 0599.00

Inventory of Registered Program Code: 19036

Recommended Sequence of Courses		
	Semester 1	
AUD 101	Audio Recording Theory……	3
BUS 111	Business Organization and Management……	3
COM 101	Computers in Business……	3
ENG 101	English Composition 1……	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 3	
AUD 201	Recording Studio Operations……	3
BUS 121	Business Law 1……	3
BUS 241	Principles of Marketing……	3
ECO 101	Macroeconomics……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**
	Semester 5	
AUD ___	Audio Elective 300 – 400 Level *(1)*……	3
BUS 251	Principles of Finance……	3
BUS 275	Social Media Concepts and Practice……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(1)*……	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**
	Semester 7	
AUD ___	Audio Elective 300 – 400 Level *(3)*……	3
BUS 306	Management Information Systems……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(2)*……	3
CCP 471	Internship 1……	3
ELECT	Electives *(2)*……	3
	Total	**15**

	Semester 2	
AUD 102	Audio Recording Techniques……	3
BUS 151	Business Communication……	3
BUS 211	Principles of Management ……	3
ENG 102	English Composition 2……	3
MAT ___	Quantitative Competency Elective……	3
	Total	**15**
	Semester 4	
AUD 202	Advanced Audio Production……	3
BUS 101	Accounting 1……	3
BUS 232	Business Ethics……	3
ECO 102	Microeconomics……	3
SCI ___	Scientific Competency Elective……	3
	Total	**15**
	Semester 6	
AUD ___	Audio Elective 300 – 400 Level *(2)*……	3
BUS 244	Advertising……	3
BUS 311	Human Resource Management……	3
ELECT	Electives *(1)*……	3
LAS ___	Liberal Arts and Science Elective……	3
	Total	**15**
	Semester 8	
AUD ___	Audio Elective 300 – 400 Level *(4)*……	3
BUS 461	Business Seminar……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective (3)……	3
CCP 472	Internship 2……	3
ELECT	Electives *(3)*……	3
	Total	**15**

Business Management

Business Management Concentration

B.B.A. Degree

HEGIS Code: 0599.00

Inventory of Registered Program Code: 19036

Recommended Sequence of Courses		
	Semester 1	
BUS 111	Business Organization and Management……	3
BUS 121	Business Law 1……	3
COM 101	Computers in Business……	3
ENG 101	English Composition 1……	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 3	
BUS 101	Accounting 1……	3
BUS 122	Business Law 2……	3
BUS 244	Advertising……	3
ECO 101	Macroeconomics……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**
	Semester 5	
BUS 242	Professional Selling and Sales Management.	3
BUS 251	Principles of Finance……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(1)*……	3
BUS ___	Business Elective *(1)*……	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**
	Semester 7	
BUS 306	Management Information Systems……	3
BUS 307	E-Commerce……	3
BUS 312	Organizational Behavior……	3
BUS 450	Project Management……	3
CCP 471	Internship 1……	3
	Total	**15**

	Semester 2	
BUS 151	Business Communication……	3
BUS 211	Principles of Management ……	3
BUS 241	Principles of Marketing……	3
ENG 102	English Composition 2……	3
MAT ___	Quantitative Competency Elective……	3
	Total	**15**
	Semester 4	
BUS 232	Business Ethics……	3
BUS 275	Social Media Concepts and Practice……	3
ECO 102	Microeconomics……	3
LAS ___	Liberal Arts and Science Elective……	3
SCI ___	Scientific Competency Elective……	3
	Total	**15**
	Semester 6	
BUS 310	Management Theory and Practice……	3
BUS 311	Human Resource Management……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(2)*……	3
BUS ___	Business Elective *(2)*……	3
ELECT	Electives *(1)*……	3
	Total	**15**
	Semester 8	
BUS 461	Business Seminar……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(3)*……	3
CCP 472	Internship 2……	3
ELECT	Electives *(2)*……	3
ELECT	Electives *(3)*……	3
	Total	**15**

Business Management

Business Marketing Concentration

B.B.A. Degree

HEGIS Code: 0599.00

Inventory of Registered Program Code: 19036

Recommended Sequence of Courses		
	Semester 1	
BUS 111	Business Organization and Management……	3
BUS 121	Business Law 1……	3
COM 101	Computers in Business……	3
ENG 101	English Composition 1……	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 3	
BUS 101	Accounting 1……	3
BUS 275	Social Media Concepts and Practice……	3
BUS 244	Advertising……	3
ECO 101	Macroeconomics……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**
	Semester 5	
BUS 251	Principles of Finance……	3
BUS 341	Public Relations……	3
BUS 375	Social Media Marketing……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(1)*……	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**
	Semester 7	
BUS 306	Management Information Systems……	3
CCP 471	Internship 1……	3
ELECT	Electives *(2)*……	3
MKT 340	Services Marketing……	3
MKT ___	Marketing or Business Elective *(1)*……	3
	Total	**15**

	Semester 2	
BUS 151	Business Communication……	3
BUS 211	Principles of Management ……	3
BUS 241	Principles of Marketing……	3
ENG 102	English Composition 2……	3
MAT 123	College Algebra……	3
	Total	**15**
	Semester 4	
BUS 232	Business Ethics……	3
BUS 246	Consumer Behavior……	3
ECO 102	Microeconomics……	3
MAT 231	Introduction to Statistics……	3
SCI ___	Scientific Competency Elective……	3
	Total	**15**
	Semester 6	
BUS 311	Human Resource Management……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(2)*……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(3)*……	3
ELECT	Electives *(1)*……	3
MKT 330	Market Research……	3
	Total	**15**
	Semester 8	
BUS 461	Business Seminar……	3
CCP 472	Internship 2……	3
ELECT	Electives *(3)*……	3
MKT 420	Marketing Strategy and Analytics……	3
MKT ___	Marketing or Business Elective *(2)*……	3
	Total	**15**

Business Management

Music Entertainment Industry Studies Concentration

B.B.A. Degree

HEGIS Code: 0599.00

Inventory of Registered Program Code: 19036

Recommended Sequence of Courses		
	Semester 1	
BUS 111	Business Organization and Management……	3
COM 101	Computers in Business……	3
ENG 101	English Composition 1……	3
MUB 101	Music Business Careers……	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 3	
BUS 121	Business Law 1……	3
BUS 241	Principles of Marketing……	3
ECO 101	Macroeconomics……	3
MUB 201	Music Publishing and Copyright……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**
	Semester 5	
BUS 251	Principles of Finance……	3
BUS 275	Social Media Concepts and Practice……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(1)*……	3
MUB 301	Artist Management……	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**
	Semester 7	
BUS 306	Management Information Systems……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(2)*……	3
CCP 471	Internship 1……	3
ELECT	Electives *(2)*……	3
MUB 401	Music Marketing……	3
	Total	**15**

	Semester 2	
BUS 151	Business Communication……	3
BUS 211	Principles of Management ……	3
ENG 102	English Composition 2……	3
MAT ___	Quantitative Competency Elective……	3
MUB 102	Music Promotion and Broadcasting……	3
	Total	**15**
	Semester 4	
BUS 101	Accounting 1……	3
BUS 232	Business Ethics……	3
ECO 102	Microeconomics……	3
MUB 202	Music Business Contracts……	3
SCI ___	Scientific Competency Elective……	3
	Total	**15**
	Semester 6	
BUS 244	Advertising……	3
BUS 311	Human Resource Management……	3
ELECT	Electives *(1)*……	3
LAS ___	Liberal Arts and Science Elective……	3
MUB 302	Concert Production and Promotion……	3
	Total	**15**
	Semester 8	
BUS 461	Business Seminar……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(3)*……	3
CCP 472	Internship 2……	3
ELECT	Electives *(3)*……	3
MUB 403	Advanced Music Publishing……	3
	Total	**15**

Film and Television Program, B.F.A.

HEGIS Code: 0605.00
Inventory of Registered Program Code: 28764

The Film and Television Program develops in students the knowledge, skills, and dispositions necessary to produce broadcast-style and narrative motion pictures. Graduates of the Film and Television 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 and video editing, motion picture directing, motion picture production, and scriptwriting.

Film and Television Program Electives		
Code	**Course Name**	**Credits**
Advanced Craft Course Electives		
ENG 408	Advanced Script Writing……	3
VID 332	Cinematography 3……	3
VID 443	Motion Picture Editing 3……	3
Design Course Elective		
IMA 302	Advanced After Effects……	3
THR 111	Intro to Stagecraft……	3
THR 280	Set Design……	3
THR 380	Costume Design/Makeup……	3
THR 388	Stage Lighting……	3
VID 237	Art Direction……	3
Intermediate Production Course Elective		
VID 310	Intermediate Production: Experimental……..	3
VID 336	Intermediate Production: TV Commercial….	3
VID 372	Intermediate Production: Documentary…….	3
Internship Elective		
CCP 471	Internship 1……	3
VID 474	Cinematography 4……	3
Film and Television Program Elective		
IMA 302	Advanced After Effects……	3
VID 241	Comics to Film……	3
VID 261	Acting for the Camera……	3
VID 407	Producing 2……	3
VID 432	Independent Filmmaking……	3
VID 440	Special Topics in Film/Television……	3
VID 442	Advanced Production Workshop……	3
VID 445	The Horror Film……	3
VID 471	Directing 2……	3
VID 474	Cinematography 4……	3

Program Course Requirements

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

Common Core		
Code	**Course Name**	**Credits**
ENG 101	English Composition 1……	3
ENG 102	English Composition 2……	3
PSY 101	General Psychology……	3
MAT __	Quantitative Competency Elective……	3
SCI ___	Scientific Competency Elective……	3
SOC ___	Diversity Competency Elective……	3
SPE ___	Oral Communication Competency Elective.	3
	Total Common Core Credits	**21**
Film and Television Content Specialty Courses		
MAC 280	Digital Media Art: Design……	3
VID 121	Intro Prod: Intro to Filmmaking……	3
VID 131	Intro Prod: Television Workshop……	3
VID 132 *or* IMA 110	Fund Prod: Remote Television Workshop ***or*** 3D Animation 1……	3
VID 145	Digital Photography……	3
VID 215	Film Lighting……	3
VID 231	Motion Picture Editing 1……	3
VID 233	Fund Prod: Narrative Filmmaking……	3
VID 240	Audio for Video……	3
VID 243	Producing……	3
VID 305	Film Aesthetics……	3
VID 315	Cinematography 1……	3
VID 331	Cinematography 2……	3
VID 334	Motion Picture Editing 2……	3
VID 371	Directing 1……	3
VID 406	Post Production Sound for Film and TV…….	3
VID 425	Pre-Production: Senior Project 1……	3
VID 426	Production: Senior Project 2……	3
VID ___	Advanced Craft Elective……	3
VID ___	Design Elective……	3
VID ___	Intermediate Production Elective *(1-2)*……..	6
VID ___	Internship Elective……	3
VID ___	Film and Television Program Elective *(1-2)*.	6
	Total Content Specialty Credits	**75**
Additional Liberal Arts and Sciences		
ART/MUH	Art or Music History Elective……	3
ENG 204	Script Writing……	3
ENG 304	Screenwriting……	3
HIS 202	Film History……	3
HIS 220	Movements Through Film……	3
Total Additional Liberal Arts and Science Credits		**15**
	Electives	
ELECT	Electives *(1-3)*……	9
	Total Elective Credits	**9**
Total Program Credits: 120		

Film and Television Program

B.F.A. Degree

HEGIS Code: 0605.00

Inventory of Registered Program Code: 28764

Recommended Sequence of Courses		
	Semester 1	
ENG 101	English Composition 1……	3
MAT ___	Quantitative Competency Elective……	3
SPE ___	Oral Communication Competency Elective..	3
VID 121	Intro Production: Intro to Filmmaking…….	3
VID 145	Digital Photography……	3
	Total	**16**
	Semester 3	
MAC 280	Digital Media Art: Design……	3
VID 132 **or** IMA 110	Fund Prod: Remote Television Workshop ***or*** 3D Animation 1……	3
VID 215	Film Lighting……	3
VID 240	Audio for Video……	3
VID 243	Producing……	3
	Total	**15**
	Semester 5	
ENG 304	Screenwriting……	3
VID 305	Film Aesthetics……	3
VID 331	Cinematography 2……	3
VID 334	Motion Picture Editing 2……	3
VID ___	Intermediate Production Elective *(1)*…….	3
	Total	**15**
	Semester 7	
ELECT	Electives *(1)*……	3
PSY 101	General Psychology……	3
VID 430	Production: Senior Project 2……	2
VID ___	Advanced Craft Elective……	3
VID ___	Internship Elective……	3
	Total	**14**

	Semester 2	
ENG 102	English Composition 2……	3
HIS 202	Film History……	3
SCI ___	Scientific Competency Elective……	3
VID 131	Intro Production: Television Workshop……..	3
VID 231	Motion Picture Editing 1……	3
	Total	**15**
	Semester 4	
ART/MUH	Art or Music History Elective……	3
ENG 204	Script Writing……	3
VID 233	Fund Prod: Narrative Filmmaking……	3
VID 315	Cinematography 1……	3
VID ___	Film and Television Program Elective *(1)*…..	3
	Total	**15**
	Semester 6	
HIS 220	Movements Through Film……	3
VID 371	Directing 1……	3
VID 406	Post Production Sound for Film and TV…….	3
VID 425	Pre-Production: Senior Project 1……	3
VID ___	Intermediate Production Elective *(2)*…….	3
	Total	**15**
	Semester 8	
ELECT	Electives *(2)*……	3
ELECT	Electives *(3)*……	3
SOC ___	Diversity Competency Elective……	3
VID ___	Design Elective……	3
VID ___	Film and Television Program Elective *(2)*…..	3
	Total	**15**

Interactive Media Arts, B.F.A.

HEGIS Code: 1009.00
Inventory of Registered Program Code: 39171

The Interactive Media Arts program prepares students for careers in the digital arts industry, providing them with unique immersive classroom experiences that mimic professional projects they will encounter in the workforce. Building on the foundation and principles of design, students learn the art of visual and interactive communication. Students work individually and as part of collaborative teams, gaining experience, building confidence, and curating their portfolios, enabling them to excel as artists and designers in a creative production environment.

The Interactive Active Media Arts program can lead to a wide diversity of career opportunities: Graphic Designer, 3D Generalist, (a strong understanding of modeling, animation, texturing, rigging, lighting and camera work), Web Graphics Animator, Multimedia Designer, Compositor, Exhibit Designer, Architectural Renderer.

Program Course Requirements

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

Common Core		
Code	**Course Name**	**Credits**
ENG 101	English Composition 1……..	3
ENG 102	English Composition 2……..	3
PSY 101	General Psychology……	3
MAT __	Quantitative Competency Elective……	3
SCI ___	Scientific Competency Elective……..	3
SOC ___	Diversity Competency Elective……..	3
SPE ___	Oral Communication Competency Elective..	3
	Total Common Core Credits	**21**
IMA Content Specialty Courses		
BUS 275	Social Media Concepts and Practice……..	3
CCP 210	Branding the Creative Professional……	3
IMA 110	3D Animation 1……	3
IMA 115	Drawing and Imaging 1……	3
IMA 120	Motion Design 1……..	3
IMA 150	Interactive Computer Graphics 1…….	3
IMA 210	3D Animation 2……	3
IMA 215	Drawing and Imaging 2……	3
IMA 220	Motion Design 2……..	3
IMA 240	Design Thinking 1……	3
IMA 250	Interactive Computer Graphics 2…….	3
IMA 310	3D Animation 3/Advanced Rendering…….	3
IMA 340	Design Thinking 2……	3
IMA 350	Interactive Computer Graphics 3…….	3
IMA 380	Apprenticeship – Experience Lab…….	3
IMA 450	Capstone 1……	3
IMA 460	Experience Lab……..	3
IMA 465	Capstone 2 – Portfolio/Career Prep……	3
IMA ___	IMA Program Electives *(1-6)*……	3
MAC 280	Digital Media Arts: Design	18
	Total IMA Content Specialty Credits	**75**
Additional Liberal Arts and Sciences		
ART 110	Art/Design Theory and Criticism……	3
ART ___	Art History or Design Theory Elective *(1-3)*.	9
LAS ___	Liberal Arts and Science Elective……	3
	Total Additional Liberal Arts and Science Credits	**15**
Electives		
ELECT	Electives *(1-3)*……	9
	Total Elective Credits	**9**
Total Program Credits: 120		

Interactive Media Arts Program

B.F.A. Degree

HEGIS Code: 1009.00

Inventory of Registered Program Code: 39171

Recommended Sequence of Courses		
	Semester 1	
ENG 101	English Composition 1……..	3
IMA 110	3D Animation 1…….	3
IMA 150	Interactive Computer Graphics 1……..	3
MAC 280	Digital Media Art: Design……	3
SCI ___	Scientific Competency Elective……..	3
	Total	**15**
	Semester 3	
ELECT	Elective *(1)*…….	3
IMA 210	3D Animation 2…….	3
IMA 215	Drawing and Imaging 2……	3
IMA 240	Design Thinking 1…….……	3
MAT ___	Quantitative Competency Elective……..	3
	Total	**15**
	Semester 5	
ART ___	Art History or Design Theory Elective *(2)*……	3
IMA 310	3D Animation 3/Advanced Rendering…….	3
IMA 380	Apprenticeship – Experience Lab……..	3
IMA ___	IMA Program Electives *(1)*……	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**
	Semester 7	
ART ___	Art History or Design Theory Elective *(3)*……	3
IMA 450	Capstone 1……	3
IMA 460	Experience Lab…….	3
IMA ___	IMA Program Electives *(3)*……	3
IMA ___	IMA Program Electives *(4)*……	3
	Total	**15**

	Semester 2	
ART 110	Art/Design Theory and Criticism……..	3
ENG 102	English Composition 2……..	3
IMA 115	Drawing and Imaging 1……	3
IMA 120	Motion Design 1……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**
	Semester 4	
ART ___	Art History or Design Theory Elective *(1)*……	3
IMA 220	Motion Design 2……	3
IMA 250	Interactive Computer Graphics 2……..	3
IMA 340	Design Thinking 2……	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 6	
BUS 275	Social Media Concepts and Practice……..	3
CCP 210	Branding the Creative Professional……	3
ELECT	Elective *(2)*……	3
IMA 350	Interactive Computer Graphics 1……..	3
IMA ___	IMA Program Electives *(2)*……	3
	Total	**15**
	Semester 8	
ELECT	Elective *(3)*……	3
IMA 465	Capstone 2 – Portfolio/Career Prep……	3
IMA ___	IMA Program Electives *(5)*……	3
IMA ___	IMA Program Electives *(6)*……	3
LAS ___	Liberal Arts and Science Elective……	3
	Total	**15**

Mass Communication Program, B.S.

HEGIS Code: 0601.00 Inventory of Registered Program Code: 27401

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 Live Entertainment and Media Production. Learning goals for all students pursuing a Mass Communication degree program include mass media and society, voice and diction, new and emerging media.

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

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

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.

Live Entertainment and Media Production

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 Live Entertainment and Media 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.

Program Course Requirements

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

Common Core		
Code	**Course Name**	**Credits**
ENG 101	English Composition 1……..	3
ENG 102	English Composition 2……..	3
PSY 101	General Psychology……	3
MAT __	Quantitative Competency Elective…….	3
SCI ___	Scientific Competency Elective……..	3
SOC ___	Diversity Competency Elective……	3
SPE ___	Oral Communication Competency Elective..	3
	Total Common Core Credits	**21**
Mass Communication Content Specialty		
BUS 275	Social Media Concepts and Practices…….	3
MAC 121 – 122	Fundamental Communication Lab 1 – 2…	6
MAC 221 – 222	Intermediate Communication Lab 3 – 4…	6
MAC 321 – 322	Advanced Communication Lab 5 – 6……..	6
MAC 150	Introduction to Live Sound……..	3
MAC 280	Digital Media Art: Design…….……	3
MAC 290	Digital Media Art: Video and Motion……	3
MAC 299	Radio Broadcasting and Operations……..	3
VID 131	Intro Prod: Television Workshop…….	3
	Total Mass Communication Content Specialty Credits	**36**
Additional Liberal Arts and Sciences		
ENG 202	Broadcast Newswriting/Reporting…..	3
ENG 302	Photojournalism……	3
ENG ___	Writing Elective……	3
LAS ___	Liberal Arts and Science Elective *(1-3)*…	9
MAC 101	Mass Communication……	3
MAC 202	History/Application of Media Law……	3
MAC 211	Broadcast Journalism……	3
MAC 301	New and Emerging Media……..	3
MAC 302	Media Ethics and Criticism…….	3
MAC 361	Mass Media and Society……..	3
SOC 351	Social Problems……	3
	Total Additional LAS Credits	**39**
Concentration Component		
Audio Recording and Technology Concentration……		24
Broadcast Concentration……		24
Journalism Concentration……..		24
Live Entertainment and Media Production ……		24
	Total Concentration Credits	**24**
Total Program Credits: 120		

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.

Audio Recording Technology Concentration		
AUD 101	Audio Recording Theory……	3
AUD 102	Audio Recording Techniques……	3
AUD 201	Recording Studio Operations……	3
AUD 202	Advanced Audio Production……	3
AUD ___	Audio Elective 200-400 Level *(1-4)*……	12
	Total Concentration	**24**
Broadcast Concentration		
BRD 102	Broadcast Fundamentals……	3
BRD 201	Voice and Diction……	3
BRD 212	Broadcast Announcing……	3
BRD 310	Media Operations……	3
BRD ___	Any BRD/JRN/MAC 200-400 Level *(1-4)*…….	12
	Total Concentration	**24**
Journalism Concentration		
JRN 210	Feature and Magazine Writing……	3
JRN 301	Copywriting for Advertising/Public Relations..	3
JRN 404	Editorial Review Writing……	3
JRN 407	Contemporary Issues in Journalism……	3
JRN ___	Any BRD/JRN/MAC 200-400 Level *(1-4)*…….	12
	Total Concentration	**24**
Live Entertainment and Media Production Concentration		
PRD 243	Audio and Visual Technologies……	3
PRD 257	Live Event Management/Producing……	3
PRD ___	Live Ent/Media Prod. Elect 300-400 Level *(1-4)*.	12
THR 111	Introduction to Stagecraft……	3
VID 132	Fund Prod: Remote Television Workshop……	3
	Total Concentration	**24**

Mass Communication Program

Audio Recording Technology Concentration

B.S. Degree

HEGIS Code: 0601.00

Inventory of Registered Program Code: 27401

Recommended Sequence of Courses		
	Semester 1	
AUD 101	Audio Recording Theory……	3
ENG 101	English Composition 1……	3
MAC 101	Mass Communication……	3
MAC 121	Fundamental Communication Lab 1……	3
VID 131	Intro Prod: Television Workshop……	3
	Total	**15**
	Semester 3	
AUD 201	Recording Studio Operations……	3
ENG 202	Broadcast Newswriting and Reporting……	3
ENG 302	Photojournalism……	3
MAC 221	Intermediate Communication Lab 3……	3
MAC 280	Digital Media Art: Design……	3
	Total	**15**
	Semester 5	
AUD ___	Audio Elective 200 – 400 Level *(1)*……	3
LAS ___	Liberal Arts and Science Elective *(1)*……	3
MAC 211	Broadcast Journalism……	3
MAC 301	New and Emerging Media……	3
MAC 321	Advanced Communication Lab 5……	3
	Total	**15**
	Semester 7	
AUD ___	Audio Elective 200 – 400 Level *(3)*……	3
LAS ___	Liberal Arts and Science Elective *(2)*……	3
MAC 202	History and Application of Media Law……	3
MAC 361	Mass Media and Society……	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**

	Semester 2	
AUD 102	Audio Recording Techniques……	3
BUS 275	Social Media Concepts and Practice……	3
ENG 102	English Composition 2……	3
MAC 122	Fundamental Communication Lab 2……	3
MAC 150	Introduction to Live Sound……	3
	Total	**15**
	Semester 4	
AUD 202	Advanced Audio Production……	3
ENG ___	Writing Elective……	3
MAC 222	Intermediate Communication Lab 4……	3
MAC 290	Digital Media Art: Video and Motion……	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**
	Semester 6	
AUD ___	Audio Elective 200 – 400 Level *(2)*……	3
MAC 299	Radio Broadcasting and Operations……	3
MAC 302	Media Ethics and Criticism……	3
MAC 322	Advanced Communication Lab 6……	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 8	
AUD ___	Audio Elective 200 – 400 Level *(4)*……	3
LAS ___	Liberal Arts and Science Elective *(3)*……	3
MAT ___	Quantitative Competency Elective……	3
SCI ___	Scientific Competency Elective……	3
SOC 351	Social Problems……	3
	Total	**15**

Mass Communication Program

Broadcast Concentration

B.S. Degree

HEGIS Code: 0601.00

Inventory of Registered Program Code: 27401

Recommended Sequence of Courses		
	Semester 1	
ENG 101	English Composition 1…….	3
MAC 101	Mass Communication……..	3
MAC 121	Fundamental Communication Lab 1……..	3
SPE ___	Oral Communication Competency Elective…	3
VID 131	Intro Prod: Television Workshop……..	3
	Total	**15**
	Semester 3	
BRD 201	Voice and Diction…….	3
ENG 202	Broadcast Newswriting and Reporting…….	3
ENG 302	Photojournalism……..	3
MAC 221	Intermediate Communication Lab 3……..	3
MAC 280	Digital Media Art: Design……	3
	Total	**15**
	Semester 5	
BRD 212	Broadcast Announcing…….	3
BRD ___	Any BRD/JRN/MAC 200-400 Level *(1)*……..	3
MAC 211	Broadcast Journalism…….	3
MAC 301	New and Emerging Media…….	3
MAC 321	Advanced Communication Lab 5……..	3
	Total	**15**
	Semester 7	
BRD ___	Any BRD/JRN/MAC 200-400 Level *(3)*……..	3
LAS ___	Liberal Arts and Science Elective *(1)*……..	3
LAS ___	Liberal Arts and Science Elective *(2)*……..	3
MAC 202	History and Application of Media Law……..	3
MAC 361	Mass Media and Society…….	3
	Total	**15**

	Semester 2	
BRD 102	Broadcast Fundamentals…….	3
BUS 275	Social Media Concepts and Practice……..	3
ENG 102	English Composition 2…….	3
MAC 122	Fundamental Communication Lab 2……..	3
MAC 150	Introduction to Live Sound…….	3
	Total	**15**
	Semester 4	
ENG ___	Writing Elective…….	3
MAC 222	Intermediate Communication Lab 4……..	3
MAC 290	Digital Media Art: Video and Motion……..	3
MAC 299	Radio Broadcasting and Operations……	3
SOC ___	Diversity Competency Elective……..	3
	Total	**15**
	Semester 6	
BRD 310	Media Operations……..	3
BRD ___	Any BRD/JRN/MAC 200-400 Level *(2)*……..	3
MAC 302	Media Ethics and Criticism…….	3
MAC 322	Advanced Communication Lab 6……..	3
PSY 101	General Psychology…….	3
	Total	**15**
	Semester 8	
BRD ___	Any BRD/JRN/MAC 200-400 Level *(4)*……..	3
LAS ___	Liberal Arts and Science Elective *(3)*……..	3
MAT ___	Quantitative Competency Elective…….	3
SCI ___	Scientific Competency Elective……..	3
SOC 351	Social Problems…….	3
	Total	**15**

Mass Communication Program

Journalism Concentration

B.S. Degree

HEGIS Code: 0601.00

Inventory of Registered Program Code: 27401

Recommended Sequence of Courses		
	Semester 1	
ENG 101	English Composition 1…….	3
MAC 101	Mass Communication…….	3
MAC 121	Fundamental Communication Lab 1…….	3
SPE ___	Oral Communication Competency Elective…	3
VID 131	Intro Prod: Television Workshop…….	3
	Total	**15**
	Semester 3	
ENG 202	Broadcast Newswriting and Reporting…….	3
ENG 302	Photojournalism…….……	3
JRN 301	Copywriting for Advertising/Public Relations	3
MAC 221	Intermediate Communication Lab 3…….	3
MAC 280	Digital Media Art: Design…….……	3
	Total	**15**
	Semester 5	
JRN 210	Feature and Magazine Writing…….	3
JRN ___	Any BRD/JRN/MAC 200-400 Level *(1)*…….	3
MAC 211	Broadcast Journalism……	3
MAC 301	New and Emerging Media……	3
MAC 321	Advanced Communication Lab 5…….	3
	Total	**15**
	Semester 7	
JRN 404	Editorial and Review Writing……	3
JRN 407	Contemporary Issues in Journalism……	3
JRN ___	Any BRD/JRN/MAC 200-400 Level *(3)*…….	3
MAC 202	History and Application of Media Law…….	3
MAC 361	Mass Media and Society…….	3
	Total	**15**

	Semester 2	
BUS 275	Social Media Concepts and Practice……..	3
ENG 102	English Composition 2…….	3
LAS ___	Liberal Arts and Science Elective *(1)*……..	3
MAC 122	Fundamental Communication Lab 2…….	3
MAC 150	Introduction to Live Sound……	3
	Total	**15**
	Semester 4	
ENG ___	Writing Elective…….	3
MAC 222	Intermediate Communication Lab 4……..	3
MAC 290	Digital Media Art: Video and Motion……..	3
MAC 299	Radio Broadcasting and Operations……	3
SOC ___	Diversity Competency Elective…….	3
	Total	**15**
	Semester 6	
JRN ___	Any BRD/JRN/MAC 200-400 Level *(2)*…….	3
LAS ___	Liberal Arts and Science Elective *(2)*……..	3
MAC 302	Media Ethics and Criticism……	3
MAC 322	Advanced Communication Lab 6…….	3
PSY 101	General Psychology…….	3
	Total	**15**
	Semester 8	
JRN ___	Any BRD/JRN/MAC 200-400 Level *(4)*…….	3
LAS ___	Liberal Arts and Science Elective *(3)*……..	3
MAT ___	Quantitative Competency Elective…….	3
SCI ___	Scientific Competency Elective…….	3
SOC 351	Social Problems…….	3
	Total	**15**

Mass Communication Program

Live Entertainment and Media Production Concentration

B.S. Degree

HEGIS Code: 0601.00

Inventory of Registered Program Code: 27401

Recommended Sequence of Courses		
	Semester 1	
ENG 101	English Composition 1…….	3
MAC 101	Mass Communication…….	3
MAC 121	Fundamental Communication Lab 1…….	3
THR 111	Introduction to Stagecraft…….	3
VID 131	Intro Prod: Television Workshop…….	3
	Total	**15**
	Semester 3	
ENG 202	Broadcast Newswriting and Reporting…….	3
ENG 302	Photojournalism…….……	3
LAS ___	Liberal Arts and Science Elective *(1)*…….	3
MAC 221	Intermediate Communication Lab 3…….	3
MAC 280	Digital Media Art: Design……	3
	Total	**15**
	Semester 5	
MAC 211	Broadcast Journalism……	3
MAC 301	New and Emerging Media……	3
MAC 321	Advanced Communication Lab 5…….	3
PRD 257	Live Event Management/Producing……	3
PRD ___	Live Ent/Media Prod. Elect 300-400 Level *(1)*..	3
	Total	**15**
	Semester 7	
MAC 202	History and Application of Media Law…….	3
MAC 361	Mass Media and Society……	3
PRD ___	Live Ent/Media Prod. Elect 300-400 Level *(3)*..	3
SOC 351	Social Problems…….	3
SPE ___	Oral Communication Competency Elective…	3
	Total	**15**

	Semester 2	
BUS 275	Social Media Concepts and Practice……..	3
ENG 102	English Composition 2…….	3
MAC 122	Fundamental Communication Lab 2…….	3
MAC 150	Introduction to Live Sound……	3
VID 132	Fund Prod: Remote Television Workshop…..	3
	Total	**15**
	Semester 4	
ENG ___	Writing Elective…….	3
MAC 222	Intermediate Communication Lab 4…….	3
MAC 290	Digital Media Art: Video and Motion…….	3
PRD 243	Audio and Visual Technologies……	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**
	Semester 6	
LAS ___	Liberal Arts and Science Elective *(2)*…….	3
MAC 299	Radio Broadcasting and Operations……	3
MAC 302	Media Ethics and Criticism……	3
MAC 322	Advanced Communication Lab 6…….	3
PRD ___	Live Ent/Media Prod. Elect 300-400 Level *(2)*..	3
	Total	**15**
	Semester 8	
LAS ___	Liberal Arts and Science Elective *(3)*…….	3
MAT ___	Quantitative Competency Elective……	3
PRD ___	Live Ent/Media Prod. Elect 300-400 Level *(4)*..	3
PSY 101	General Psychology…….	3
SCI ___	Scientific Competency Elective…….	3
	Total	**15**

Music Education Program, Mus.B.

HEGIS Code: 0832.00 Inventory of Registered Program Code: 24559

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/Guitar.

Admission Standards

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.

Sophomore Evaluation

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.

Concentrations

Instrument Concentration

The Instrument 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.

Voice/Piano/Guitar Concentration

The Vocal/Piano/Guitar 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/Guitar 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.

Student Teaching

Students must complete 180 hours of supervised student teaching comprised of two placements: one at the elementary level and one at the secondary level.

Program Course Requirements

The courses below are required of all students in the Music Education Program.

Common Core		
Code	**Course Name**	**Credits**
ENG 101	English Composition 1……..	3
ENG 102	English Composition 2……..	3
MAT __	Quantitative Competency Elective……	3
PSY 301	Educational Psychology……	3
SCI 131	Human Biology……..	3
SOC 301	Cultural Diversity……	3
SPE ___	Oral Communication Competency Elective..	3
	Total Common Core Credits	**21**
	Additional Liberal Arts and Sciences	
MUH 204	World Music……	3
MUH 308	20th Century Music……	2
MUH 309	Romantic Era……	2
MUH 312	Medieval/Renaissance Era……	2
MUH 314	Baroque/Classical Era……	2
	Total Additional Liberal and Science Credits	**11**

Applied Music Lessons/Ensembles		
AML 141 – 441	Applied Music Lesson 1 – 7……	14
ENS ___	Ensemble Elective *(1 – 7)*……	7
	Total Applied Music Lessons/Ensemble Credits	**21**

Music Content Specialty Courses		
MUS/E 123 – 224	Ear Training 1 – 4……	4
MUS 111	Harmony 1……..	3
MUE 216 – 217	Four-Part Harmony 1 – 2……	6
MUS 121 – 222	Sight Singing 1 – 4……	4
MUS/E 185–286	Keyboard Skills 1 – 4……..	4
MUS 218	Form and Analysis……	3
MUS 261	Computer Music Notation……	3
MUS 314 ***or*** 395	Arranging ***or*** Orchestration 1……..	2
MUS 393	Instrumental Conducting……	2
MUS 394	Choral Conducting……..	2
	Total Music Content Specialty Credits	**33**

Music Education Specialty Courses		
MUE 220	Guitar Methods……	1
MUE 240	Percussion Methods……..	1
MUE 250	Upper Strings Methods 1……	1
MUE 260	Brass Methods 1……	1
MUE 270	Lower Strings Methods 1……	1
MUE 280	Woodwinds Methods 1……	1
MUE 318	Elementary Music Education Methods……	2
MUE 319	Secondary Music Education Methods……..	2
MUE 400	Content Specialty Test Preparation……	2
	Total Music Education Specialty Credits	**12**

Professional Education Courses		
EDU 314	Literacy in Schools……..	3
EDU 331	School and Society……..	3
EDU 420	Teaching Practicum……	2
EDU 421	Student Teaching……..	12
EDU 451	Health and Learning Disabilities……	3
MUE 101	Introduction to Music Education……..	2
	Total Professional Education Credits	**25**

Concentration Component		
Instrument Concentration……		6
Voice/Piano/Guitar Concentration……		6
	Total Concentration Credits	**6**
Total Program Credits: 129		

Concentration Component

Students in the Music Education Program select one of the following concentrations. The 6 credits in the selected concentration, together with the 32 credits in Liberal Arts/Common Core, 25 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 129-credit requirement for the Bachelor of Music in Music Education.

Instrument Concentration		
MUE 252 ***or*** MUE 262	Upper Strings Methods 2 ***or*** Brass Methods 2……..	1
MUE 272 ***or*** MUE 282	Lower Strings Methods 2 ***or*** Woodwinds Methods 2……	1
MUE 290	Vocal Methods……..	2
MUE 335 ***or*** MUE 337	Instrumental Music Education Band 1 ***or*** Instrumental Music Education Strings 1……..	1
MUE 336 ***or*** MUE 338	Instrumental Music Education Band 2 ***or*** Instrumental Music Education Strings 2……..	1
	Total Concentration Credits	**6**

Voice/Piano/Guitar Concentration		
MUE 320	Choral Music Education Methods……	2
MUE 333	Keyboard Methods for Teacher 1……	2
MUE 334	Keyboard Methods for Teacher 2……	2
	Total Concentration Credits	**6**

Music Education Program

Instrument Concentration Mus.B. Degree

HEGIS Code: 0832.00

Inventory of Registered Program Code: 24559

Recommended Sequence of Courses		
	Semester 1	
AML 141	Applied Music Lesson 1	2
ENG 101	English Composition 1	3
ENS ___	Ensemble Elective *(1)*	1
MAT ___	Quantitative Competency Elective	3
MUE 101	Introduction to Music Education	2
MUS 111	Harmony 1	3
MUS 121	Sight Sighting 1	1
MUS 123	Ear Training 1	1
MUS 185	Keyboard Skills 1	1
FRJR ___	Freshman Jury	0
	Total	**17**
	Semester 3	
AML 241	Applied Music Lesson 3	2
ENS ___	Ensemble Elective *(3)*	1
MUE 217	Four-Part Harmony 2	3
MUE 223	Ear Training 3	1
MUH 204	World Music	3
MUH 312	Medieval/Renaissance Era	2
MUS 221	Sight Sighting 3	1
MUS 285	Keyboard Skills 3	1
SPE ___	Oral Communication Competency Elective.	3
SOJR ___	Sophomore Jury	0
	Total	**17**
	Semester 5	
AML 341	Applied Music Lesson 5	2
EDU 331	School and Safety	3
ENS ___	Ensemble Elective *(5)*	1
MUE 260	Brass Methods 1	1
MUE 270	Lower Strings Methods 1	1
MUE 318	Elementary Music Education Methods	2
MUH 309	Romantic Era	2
MUS 314 ***or*** MUS 395	Arranging ***or*** Orchestration 1	2
SCI 131	Human Biology	3
JRJR ___	Junior Jury	0
	Total	**17**
	Semester 7	
AML 441	Applied Music Lesson 7	2
EDU 314	Literacy in Schools	3
EDU 420	Teaching Practicum	2
ENS ___	Ensemble Elective *(7)*	1
MUE 272 ***or***	Lower Strings Methods 2 ***or***	1
MUE 336 ***or***	Instrumental Music Education Band 2 ***or***	1
MUE 400	Content Specialty Test Preparation	2
MUS 393	Instrumental Conducting	2
SOC 301	Cultural Diversity	3
SRRE ___	Senior Recital	0
	Total	**17**

	Semester 2	
AML 142	Applied Music Lesson 2	2
ENG 102	English Composition 2	3
ENS ___	Ensemble Elective *(2)*	1
MUE 124	Ear Training 2	1
MUE 216	Four-Part Harmony 1	3
MUS 122	Sight Sighting 2	1
MUS 186	Keyboard Skills 2	1
PSY 301	Educational Psychology	3
FRJR ___	Freshman Jury	0
	Total	**15**
	Semester 4	
AML 242	Applied Music Lesson 4	2
ENS ___	Ensemble Elective *(4)*	1
MUE 220	Guitar Methods	1
MUE 224	Ear Training 4	1
MUE 240	Percussion Methods	1
MUE 250	Upper Strings Methods 1	1
MUE 286	Keyboard Skills 4	1
MUH 314	Baroque/Classical Era	2
MUS 218	Form and Analysis	2
MUS 222	Sight Sighting 4	1
MUS 261	Computer Music Notation	3
SOJR ___	Sophomore Jury	0
	Total	**16**
	Semester 6	
AML 342	Applied Music Lesson 6	2
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
MUE 319	Secondary Music Education Methods	2
MUE 335 ***or*** MUE 337	Instrumental Music Education Band 1 ***or*** Instrumental Music Education Strings 1	1
MUH 308	20th Century Music	2
MUS 394	Choral Conducting	2
JRJR ___	Junior Jury	0
	Total	**17**
	Semester 8	
EDU 421	Student Teaching	12
	Total	**12**

Music Education Program

Voice/Piano/Guitar Concentration Mus.B. Degree

HEGIS Code: 0832.00

Inventory of Registered Program Code: 24559

Recommended Sequence of Courses		
	Semester 1	
AML 141	Applied Music Lesson 1……	2
ENG 101	English Composition 1……	3
ENS ___	Ensemble Elective *(1)*……	1
MAT ___	Quantitative Competency Elective……	3
MUE 101	Introduction to Music Education	2
MUS 111	Harmony 1……	3
MUS 121	Sight Sighting 1……	1
MUS 123	Ear Training 1……	1
MUS 185	Keyboard Skills 1……	1
FRJR ___	Freshman Jury……	0
	Total	**17**
	Semester 3	
AML 241	Applied Music Lesson 3……	2
ENS ___	Ensemble Elective *(3)*……	1
MUE 217	Four-Part Harmony 2……	3
MUE 223	Ear Training 3……	1
MUH 204	World Music……	3
MUH 312	Medieval/Renaissance Era……	2
MUS 221	Sight Sighting 3……	1
MUS 285	Keyboard Skills 3……	1
SPE ___	Oral Communication Competency Elective.	3
SOJR ___	Sophomore Jury……	0
	Total	**17**
	Semester 5	
AML 341	Applied Music Lesson 5……	2
EDU 331	School and Safety……	3
ENS ___	Ensemble Elective *(5)*……	1
MUE 260	Brass Methods 1……	1
MUE 270	Lower Strings Methods 1……	1
MUE 318	Elementary Music Education Methods……	2
MUH 309	Romantic Era……	2
MUS 314 ***or*** MUS 395	Arranging ***or*** Orchestration 1……	2
SCI 131	Human Biology……	3
JRJR ___	Junior Jury……	0
	Total	**17**
	Semester 7	
AML 441	Applied Music Lesson 7……	2
EDU 314	Literacy in Schools……	3
EDU 420	Teaching Practicum……	2
ENS ___	Ensemble Elective *(7)*……	1
MUE 334	Keyboard Methods for the Teacher 2……	2
MUE 400	Content Specialty Test Preparation……	2
MUS 393	Instrumental Conducting……	2
SOC 301	Cultural Diversity……	3
SRRE ___	Senior Recital……	0
	Total	**17**

	Semester 2	
AML 142	Applied Music Lesson 2……	2
ENG 102	English Composition 2……	3
ENS ___	Ensemble Elective *(2)*……	1
MUE 124	Ear Training 2……	1
MUE 216	Four-Part Harmony 1……	3
MUS 122	Sight Sighting 2……	1
MUS 186	Keyboard Skills 2……	1
PSY 301	Educational Psychology……	3
FRJR ___	Freshman Jury……	0
	Total	**15**
	Semester 4	
AML 242	Applied Music Lesson 4……	2
ENS ___	Ensemble Elective *(4)*……	1
MUE 220	Guitar Methods……	1
MUE 224	Ear Training 4……	1
MUE 240	Percussion Methods……	1
MUE 250	Upper Strings Methods 1……	1
MUE 286	Keyboard Skills 4……	1
MUH 314	Baroque/Classical Era……	2
MUS 218	Form and Analysis……	3
MUS 222	Sight Sighting 4……	1
MUS 261	Computer Music Notation……	3
SOJR ___	Sophomore Jury……	0
	Total	**17**
	Semester 6	
AML 342	Applied Music Lesson 6……	2
EDU 451	Health and Learning Disabilities……	3
ENS ___	Ensemble Elective *(6)*……	1
MUE 280	Woodwinds Methods 1……	1
MUE 319	Secondary Music Education Methods……	2
MUE 320	Choral Music Education Methods……	2
MUE 333	Keyboard Methods for the Teacher 1……	2
MUH 308	20th Century Music……	2
MUS 394	Choral Conducting……	2
JRJR ___	Junior Jury……	0
	Total	**17**
	Semester 8	
EDU 421	Student Teaching……	12
	Total	**12**

Performance Program, Mus.B.

HEGIS Code: 1004.00 Inventory of Registered Program Code: 90153

The comprehensive program in Performance provides both a common core of technical studies and 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 Performance 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 and 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 Concentration

The Composition Concentration provides professional training for students who intend to pursue careers in composition and arranging for television, film, gaming, and entertainment industries.

Music Entertainment Industry Studies Concentration

The Music 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.

Songwriting Concentration

The Songwriting Concentration is designed to develop competencies in song structure, lyrics, melody, and vocal arranging through exposure and experience to different diverse contemporary styles.

General Performance Program, Mus.B.

HEGIS Code: 1004.00 Inventory of Registered Program Code: 90153

The general performance degree is designed for students interested in a performance career. Additional training in improvisation and diverse musical genres prepares the student with a marketable range of abilities to perform in various musical venues

General Performance Program

General Performance…… 24

Program Course Requirements

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

Common Core		
Code	**Course Name**	**Credits**
ENG 101	English Composition 1.....	3
ENG 102	English Composition 2.....	3
PSY 101	General Psychology.....	3
MAT __	Quantitative Competency Elective.....	3
SCI ___	Scientific Competency Elective.....	3
SOC ___	Diversity Competency Elective.....	3
SPE ___	Oral Communication Competency Elective..	3
	Total Common Core Credits	**21**
Music Content Specialty Courses		
AML 141 - 442	Applied Music Lesson 1 - 8.....	16
ENS ___	Ensemble Electives *(1 - 12)*.....	12
MUS 111 – 212	Harmony 1 – 4.....	12
MUS 121 – 222	Sight Singing 1 – 4.....	4
MUS 123 – 224	Ear Training 1 – 4.....	4
MUS 185 – 286	Keyboard Skills 1 – 4.....	4
MUS 218	Form and Analysis.....	3
MUS 314	Arranging.....	2
SRRE	Senior Recital.....	0
	Total Content Specialty Credits	**57**
Additional Liberal Arts and Sciences		
LAS ___	Liberal Arts/Science Elective 300 – 400.....	3
MUH 302	Jazz History.....	3
MUH ___	Music History Elective 100 - 200 Level.....	3
Total Additional Liberal Arts and Science Credits		**9**
	Electives	
ELECT	Electives *(1-3)*.....	9
	Total Elective Credits	**9**
Concentration Component		
Audio Recording and Technology Concentration.....		24
Composition Concentration.....		24
Music Entertainment Industry Studies.....		24
Songwriting Concentration.....		24
	Total Concentration Credits	**24**
Total Program Credits: 120		

Concentration Component

Students in the Performance 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 9 credits of Electives, constitute the 120-credit requirement for the Bachelor of Music degree.

Audio Recording Technology Concentration		
AUD 101	Audio Recording Theory.....	3
AUD 102	Audio Recording Techniques.....	3
AUD 201	Recording Studio Operations.....	3
AUD 202	Advanced Audio Production.....	3
AUD ___	Audio Elective 300-400 Level *(1-4)*.....	12
	Total Concentration	**24**
Composition Concentration		
AML 351-452	Applied Comp Lesson/Seminar 1 -4.....	8
MUS 261	Computer Music Notation.....	3
MUS 315	Commercial Arranging.....	2
MUS 393	Instrumental Conducting.....	2
MUS 394	Choral Conducting.....	2
MUS 395	Orchestration 1.....	2
MUS 400	Introduction to Film Scoring.....	2
MUS 416	Studio Composition.....	3
	Total Concentration	**24**
Music Entertainment Industry Studies Concentration		
MUB 101	Music Business Careers.....	3
MUB 102	Music Promotion and Broadcasting.....	3
MUB 201	Music Publishing and Copyright.....	3
MUB 202	Music Business Contracts.....	3
MUB 301	Artist Management.....	3
MUB 302	Concert Production and Promotion.....	3
MUB 401	Music Marketing.....	3
MUB 403	Advanced Music Publishing.....	3
	Total Concentration	**24**
Songwriting Concentration		
AML 351-452	Applied Comp Lesson/Seminar 1 -4.....	8
MUS 261	Computer Music Notation.....	3
MUS 315	Commercial Arranging.....	2
MUS 365	Vocal Arranging.....	2
MUS 394	Choral Conducting.....	2
MUS 401	Studio Composition.....	3
MUS 415	Popular Songwriting 1.....	2
MUS 435-436	Songwriter's Workshop 1 - 2.....	2
	Total Concentration	**24**
General Performance		
AUD 303 ***or***	MIDI Applications ***or***	
BUS 275	Social Media Concepts and Practice.....	3
MUS 261	Computer Music Notation.....	3
MUS 304-404	Popular Music Lab 1 – 2.....	2
MUS 305-405	Jazz Lab 1 – 2.....	2
MUS 315	Commercial Arranging.....	2
MUS 318-319	Improvisation 1 – 2.....	4
MUS 393	Instrumental Conducting.....	2
MUS 394	Choral Conducting.....	2
MUS 451	Keyboard Harmony	2
MUS	Music Composition Elective	2
	Total Concentration	**24**

Performance Program

Audio Recording Technology concentration

Mus.B. Degree

HEGIS Code: 1004.00

Inventory of Registered Program Code: 90153

Recommended Sequence of Courses		
	Semester 1	
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 Sighting 1……	1
MUS 123	Ear Training 1……	1
MUS 185	Keyboard Skills 1……	1
FRJR ___	Freshman Jury……	0
	Total	**15**
	Semester 3	
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……	3
MUS 211	Harmony 3……	3
MUS 221	Sight Sighting 3……	1
MUS 223	Ear Training 3……	1
MUS 285	Keyboard Skills 3……	1
SOJR ___	Sophomore Jury……	0
	Total	**15**
	Semester 5	
AML 341	Applied Music Lesson 5……	2
AUD ___	Audio Elective 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
JRJR ___	Junior Jury……	0
	Total	**15**
	Semester 7	
AML 441	Applied Music Lesson 7……	2
AUD ___	Audio Elective 300 – 400 Level (3)……	3
ELECT	Elective (1)……	3
ENS ___	Ensemble Elective (9)……	1
ENS ___	Ensemble Elective (10)……	1
LAS ___	Liberal Arts and Science Elective 300 – 400..	3
PSY 101	General Psychology……	3
SRJR ___	Senior Jury……	0
	Total	**16**

	Semester 2	
AML 142	Applied Music Lesson 2……	2
AUD 102	Audio Recording Techniques……	3
ENG 102	English Composition 2……	3
ENS ___	Ensemble Elective *(2)*……	1
MUS 112	Harmony 2……	3
MUS 122	Sight Sighting 2……	1
MUS 124	Ear Training 2……	1
MUS 186	Keyboard Skills 2……	1
FRJR ___	Freshman Jury……	0
	Total	**15**
	Semester 4	
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 Sighting 4……	1
MUS 224	Ear Training 4……	1
MUS 286	Keyboard Skills 4……	1
SCI ___	Scientific Competency Elective……	3
SOJR ___	Sophomore Jury……	0
	Total	**15**
	Semester 6	
AML 342	Applied Music Lesson 6……	2
AUD ___	Audio Elective 300 – 400 Level (2)……	3
ENS ___	Ensemble Elective (7)……	1
ENS ___	Ensemble Elective (8)……	1
MAT ___	Quantitative Competency Elective……	3
MUS 218	Form and Analysis……	3
SOC ___	Diversity Competency Elective……	3
JRJR ___	Junior Jury……	0
	Total	**16**
	Semester 8	
AML 442	Applied Music Lesson 8……	2
AUD ___	Audio Elective 300 – 400 Level (4)……	3
ELECT	Elective (2)……	3
ELECT	Elective (3)……	3
ENS ___	Ensemble Elective (11)……	1
ENS ___	Ensemble Elective (12)……	1
SRRE ___	Senior Recital……	0
	Total	**13**

Performance Program

Composition Concentration

Mus.B. Degree

HEGIS Code: 1004.00 Inventory of Registered Program Code: 90153

Recommended Sequence of Courses		
	Semester 1	
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……	3
MUS 111	Harmony 1……	3
MUS 121	Sight Sighting 1……	1
MUS 123	Ear Training 1……	1
MUS 185	Keyboard Skills 1……	1
FRJR ___	Freshman Jury……	0
	Total	**15**
	Semester 3	
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 Sighting 3……	1
MUS 223	Ear Training 3……	1
MUS 285	Keyboard Skills 3……	1
PSY 101	General Psychology……	3
SOJR ___	Sophomore Jury……	0
	Total	**15**
	Semester 5	
AML 341	Applied Music Lesson 5……	2
AML 351	Applied Composition Lesson/Seminar 1……	2
ELECT	Elective *(1) – 2 Credits*……	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……	2
JRJR ___	Junior Jury……	0
RCO 1	Recital Composition 1……	0
	Total	**17**
	Semester 7	
AML 441	Applied Music Lesson 7……	2
AML 451	Applied Composition Lesson/Seminar 3……	2
ELECT	Elective *(2) – 3 Credits*……	3
ENS ___	Ensemble Elective *(9)*……	1
ENS ___	Ensemble Elective *(10).*……	1
LAS ___	Liberal Arts and Science Elective……	3
MUS 400	Introduction to Film Scoring……	2
RCO 3	Recital Composition 3……	0
SRJR ___	Senior Jury……	0
	Total	**14**

	Semester 2	
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 Sighting 2……	1
MUS 124	Ear Training 2……	1
MUS 186	Keyboard Skills 2……	1
SPE ___	Oral Communication Competency Elective…	3
FRJR ___	Freshman Jury……	0
	Total	**15**
	Semester 4	
AML 242	Applied Music Lesson 4……	2
ENS ___	Ensemble Elective *(4)*……	1
MUS 212	Harmony 4……	3
MUS 222	Sight Sighting 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
	Total	**15**
	Semester 6	
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……	2
MUS 394	Choral Conducting……	2
MUS 416	Studio Composition……	3
JRJR ___	Junior Jury……	0
RCO 2	Recital Composition 2……	0
	Total	**16**
	Semester 8	
AML 442	Applied Music Lesson 8……	2
AML 452	Applied Composition Lesson/Seminar 4……	2
ELECT	Elective *(3) – 2 Credits*……	2
ELECT	Elective *(4) – 2 Credits*……	2
ENS ___	Ensemble Elective *(11)*……	1
ENS ___	Ensemble Elective *(12).*……	1
SOC ___	Diversity Competency Elective……	3
SRRE ___	Senior Recital……	0
RCO 4	Recital Composition 4……	0
	Total	**13**

Performance Program

Music Entertainment Industry Studies Concentration

Mus.B. Degree

HEGIS Code: 1004.00

Inventory of Registered Program Code: 90153

Recommended Sequence of Courses		
	Semester 1	
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 Sighting 1……	1
MUS 123	Ear Training 1……	1
MUS 185	Keyboard Skills 1……	1
FRJR ___	Freshman Jury……	0
	Total	**15**
	Semester 3	
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……	3
MUS 211	Harmony 3……	3
MUS 221	Sight Sighting 3……	1
MUS 223	Ear Training 3……	1
MUS 285	Keyboard Skills 3……	1
SOJR ___	Sophomore Jury……	0
	Total	**15**
	Semester 5	
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
JRJR ___	Junior Jury……	0
	Total	**15**
	Semester 7	
AML 441	Applied Music Lesson 7……	2
ELECT	Elective *(1)*……	3
ENS ___	Ensemble Elective *(9)*……	1
ENS ___	Ensemble Elective *(10)*.……	1
LAS ___	Liberal Arts and Science Elective 300 – 400..	3
MUB 401	Music Marketing……	3
PSY 101	General Psychology……	3
SRJR ___	Senior Jury……	0
	Total	**16**

	Semester 2	
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 Sighting 2……	1
MUS 124	Ear Training 2……	1
MUS 186	Keyboard Skills 2……	1
FRJR ___	Freshman Jury……	0
	Total	**15**
	Semester 4	
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 Sighting 4……	1
MUS 224	Ear Training 4……	1
MUS 286	Keyboard Skills 4……	1
SCI ___	Scientific Competency Elective……	3
SOJR ___	Sophomore Jury……	0
	Total	**15**
	Semester 6	
AML 342	Applied Music Lesson 6……	2
ENS ___	Ensemble Elective *(7)*……	1
ENS ___	Ensemble Elective *(8)*……	1
MAT ___	Quantitative Competency Elective……	3
MUB 302	Concert Production and Promotion……	3
MUS 218	Form and Analysis……	3
SOC ___	Diversity Competency Elective……	3
JRJR ___	Junior Jury……	0
	Total	**16**
	Semester 8	
AML 442	Applied Music Lesson 8……	2
ELECT	Elective *(2)*……	3
ELECT	Elective *(3)*……	3
ENS ___	Ensemble Elective *(11)*……	1
ENS ___	Ensemble Elective *(12)*.……	1
MUB 403	Advanced Music Publishing……	3
SRRE ___	Senior Recital……	0
	Total	**13**

Performance Program

Songwriting Concentration

Mus.B. Degree

HEGIS Code: 1004.00

Inventory of Registered Program Code: 90153

Recommended Sequence of Courses

	Semester 1	
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	3
MUS 111	Harmony 1	3
MUS 121	Sight Sighting 1	1
MUS 123	Ear Training 1	1
MUS 185	Keyboard Skills 1	1
FRJR ___	Freshman Jury	0
	Total	**15**
	Semester 3	
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 Sighting 3	1
MUS 223	Ear Training 3	1
MUS 285	Keyboard Skills 3	1
PSY 101	General Psychology	3
SOJR ___	Sophomore Jury	0
	Total	**15**
	Semester 5	
AML 341	Applied Music Lesson 5	2
AML 351	Applied Composition Lesson/Seminar 1	2
ELECT	Elective *(1) – 2 Credits*	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 415	Popular Songwriting 1	2
JRJR ___	Junior Jury	0
RCO 1	Recital Composition 1	0
	Total	**17**
	Semester 7	
AML 441	Applied Music Lesson 7	2
AML 451	Applied Composition Lesson/Seminar 3	2
ELECT	Elective *(2) – 3 Credits*	3
ENS ___	Ensemble Elective *(9)*	1
ENS ___	Ensemble Elective *(10).*	1
LAS ___	Liberal Arts and Science Elective 300 – 400	3
MUS 435	Songwriter's Workshop 1	1
SRJR ___	Senior Jury	0
RCO 3	Recital Composition 3	0
	Total	**13**

	Semester 2	
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 Sighting 2	1
MUS 124	Ear Training 2	1
MUS 186	Keyboard Skills 2	1
SPE ___	Oral Communication Competency Elective	3
FRJR ___	Freshman Jury	0
	Total	**15**
	Semester 4	
AML 242	Applied Music Lesson 4	2
ENS ___	Ensemble Elective *(4)*	1
MUS 212	Harmony 4	3
MUS 222	Sight Sighting 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
	Total	**15**
	Semester 6	
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 365	Vocal Arranging	2
MUS 394	Choral Conducting	2
MUS 416	Studio Composition	3
JRJR ___	Junior Jury	0
RCO 2	Recital Composition 2	0
	Total	**16**
	Semester 8	
AML 442	Applied Music Lesson 8	2
AML 452	Applied Composition Lesson/Seminar 4	2
ELECT	Elective *(3) – 2 Credits*	2
ELECT	Elective *(4) – 2 Credits*	2
ENS ___	Ensemble Elective *(11)*	1
ENS ___	Ensemble Elective *(12).*	1
MUS 436	Songwriter's Workshop 2	1
SOC ___	Diversity Competency Elective	3
SRRE ___	Senior Recital	0
RCO 4	Recital Composition 4	0
	Total	**14**

General Performance Program

Mus.B. Degree

HEGIS Code: 1004.00

Inventory of Registered Program Code: 90153

Recommended Sequence of Courses		
	Semester 1	
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	3
MUS 111	Harmony 1	3
MUS 121	Sight Sighting 1	1
MUS 123	Ear Training 1	1
MUS 185	Keyboard Skills 1	1
FRJR ___	Freshman Jury	0
	Total	**15**
	Semester 3	
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 Sighting 3	1
MUS 223	Ear Training 3	1
MUS 285	Keyboard Skills 3	1
PSY 101	General Psychology	3
SOJR ___	Sophomore Jury	0
	Total	**15**
	Semester 5	
AML 341	Applied Music Lesson 5	2
AUD/BUS	MIDI Applications ***or*** Social Media Concepts	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
JRJR ___	Junior Jury	0
	Total	**17**
	Semester 7	
AML 441	Applied Music Lesson 7	2
ELECT	Elective *(2) – 3 Credits*	3
ENS ___	Ensemble Elective *(9)*	1
ENS ___	Ensemble Elective *(10).*	1
LAS ___	Liberal Arts and Science Elective 300 – 400	3
MUS 393	Instrumental Conducting	2
MUS 404	Popular Music Lab 2	1
SRJR ___	Senior Jury	0
	Total	**13**

	Semester 2	
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 Sighting 2	1
MUS 124	Ear Training 2	1
MUS 186	Keyboard Skills 2	1
SPE ___	Oral Communication Competency Elective	3
FRJR ___	Freshman Jury	0
	Total	**15**
	Semester 4	
AML 242	Applied Music Lesson 4	2
ENS ___	Ensemble Elective *(4)*	1
MUS 212	Harmony 4	3
MUS 222	Sight Sighting 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
	Total	**15**
	Semester 6	
AML 342	Applied Music Lesson 6	2
ELECT	Elective *(1) – 2 Credits*	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
JRRE ___	Junior Recital	0
	Total	**17**
	Semester 8	
AML 442	Applied Music Lesson 8	2
ELECT	Elective *(3) – 2 Credits*	2
ELECT	Elective *(4) – 2 Credits*	2
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
	Total	**13**

Theatre Arts Program, B.F.A.

HEGIS Code: 1007.00 Inventory of Registered Program Code: 22134

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 and designers from Broadway and movies to direct and design our productions and as well as offer master classes.

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 yearlong 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 week for each semester, and 12 dance classes 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 yearlong 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 six areas of their professional career: set design, lighting design, costume design, stage management, and technical director. Students participate in every aspect of 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

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

Common Core		
Code	**Course Name**	**Credits**
ENG 101	English Composition 1……..	3
ENG 102	English Composition 2……..	3
PSY 101	General Psychology……	3
MAT __	Quantitative Competency Elective…….	3
SCI ___	Scientific Competency Elective……..	3
SOC ___	Diversity Competency Elective……	3
SPE ___	Oral Communication Competency Elective..	3
	Total Common Core Credits	**21**
Theatre Arts Content Specialty		
THR 111	Introduction to Stagecraft……	3
THR 121	Acting 1……..	3
THR 124	Acting 2……..	3
THR 221 *or* DAN 260 & 132 *or* IMA 120	Acting 3 ***or*** Dance Topics 1 *and* Modern Dance 1 ***or*** Motion Design 1……	3
THR 224 *or* DAN 421 & 232 *or* AUD 314	Acting 4 ***or*** Dance Topics 2 *and* Modern Dance 2 ***or*** Live Sound Design……	3
THR 150 – 252	Production/Rehearsal/Performance 1-4	8
THR 270	Stage Management……	3
THR 280	Set Design……..	3
THR 370	Directing……	3
THR 380	Costume Design/Makeup……	3
THR 388	Stage Lighting……	3
THR 412	Theatre Workshop……	3
THR 425 – 426	Senior Showcase 1 – 2……..	6
THR ___	Theatre Arts Program Electives……..	10
	Total Content Specialty Credits	**57**
Additional Liberal Arts and Sciences		
THH 191	Introduction to Theatre……	3
THH 301	Theatre History & Dramaturgy……	3
THH ___	Theatre History Elective……	3
	Total Additional Liberal Arts and Science Credits	**9**
Concentration Component		
Acting Concentration…….		24
Musical Theatre Concentration……		24
Theatre Design and Technology Concentration…….		24
	Total Concentration Credits	**24**
Total Program Credits: 120		

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		
THR 141	Movement for Actors……..	3
THR 160	Voice and Diction……..	3
THR 240	Accents and Dialects……..	3
THR 249	Stage Combat……..	3
THR 321 – 424	Acting 5 – 8……	12
	Total Concentration	**24**
Musical Theatre Concentration		
DAN 131	Ballet Techniques 1……	1
DAN 134 – 135	Jazz Dancing 1 – 2……..	2
DAN 136 – 137	Tap Dancing 1 – 2……..	2
DAN 331	Contemporary Dancing……	1
DAN 334	Theatrical Dancing……	1
DAN 384	Advanced Theatrical Dance……	1
ENS 310	Broadway Bound……..	1
THR 105	Music Skills for Musical Theatre 1……..	1
THR 106	Music Skills for Musical Theatre 2……..	1
THR 351	Acting Through Song……	1
THR 376	Auditions Preparation……	1
THH ___	Musical Theatre History Elective……	3
TML 151 – 452	Voice Lessons for Theatre 1 – 8……	8
	Total Concentration	**24**
Theatre Design and Technology Concentration		
MAC 150	Introduction to Live Sound……	3
THR 282 – 482	Theatre Technology Seminar 1 – 3…….	3
THR 382	Computer Assisted Drafting……	3
THR 383	Advanced Set Design……	3
THR 386	Costume Construction……	3
THR 481	Rendering for the Stage……	3
THR 484	Advanced Stage Lighting……	3
THR ___	Design and Technology Elective……..	3
	Total Concentration	**24**

Theatre Arts Program

Acting Concentration

B.F.A. Degree

HEGIS Code: 1007.00

Inventory of Registered Program Code: 22134

Recommended Sequence of Courses

	Semester 1	
ENG 101	English Composition 1……	3
THH 191	Introduction to Theatre……	3
THR 111	Introduction to Stagecraft……	3
THR 121	Acting 1……	3
THR 141	Movement for Actors……	3
THR 150	Production/Rehearsal/Performance 1……..	2
	Total	**17**
	Semester 3	
MAT ___	Quantitative Competency Elective……..	3
SOC ___	Diversity Competency Elective……	3
THR 221 *or* DAN 260 & 132 *or* IMA 120	Acting 3 ***or*** Dance Topics 1 *and* Modern Dance 1 ***or*** Motion Design 1……	3
THR 240	Accents and Dialects……..	3
THR 250	Production/Rehearsal/Performance 3……..	2
THR ___	Theatre Arts Program Elective *(2)*……	1
	Total	**15**
	Semester 5	
THH ___	Theatre History Elective……	3
THR 121	Acting 1……	3
THR 249	Stage Combat……	3
THR 388	Stage Lighting……	3
THR 412	Theatre Workshop……..	3
THR ___	Theatre Arts Program Elective *(4)*……	1
	Total	**16**
	Semester 7	
ELECT	Elective *(2)*……	3
THR 280	Set Design……	3
THR 421	Acting 7……..	3
THR 425	Senior Showcase 1……..	3
THR ___	Theatre Arts Program Elective *(5-7)*……	3
	Total	**15**

	Semester 2	
ENG 102	English Composition 2……..	3
PSY 101	General Psychology……..	3
THR 124	Acting 2……	3
THR 152	Production/Rehearsal/Performance 2……..	2
THR 160	Voice and Diction……..	3
THR ___	Theatre Arts Program Elective *(1)*……	1
	Total	**15**
	Semester 4	
SCI ___	Scientific Competency Elective……	3
SPE ___	Oral Communication Competency Elective..	3
THR 224 *or* DAN 421 & 232 *or* AUD 314	Acting 4 ***or*** Dance Topics 2 *and* Modern Dance 2 ***or*** Live Sound Design……	3
THR 252	Production/Rehearsal/Performance 4……..	2
THR 270	Stage Management……..	3
THR ___	Theatre Arts Program Elective *(3)*……	1
	Total	**15**
	Semester 6	
ELECT	Elective *(1)*……	3
THH 301	Theatre History & Dramaturgy……	3
THR 324	Acting 6……	3
THR 370	Directing……..	3
THR 380	Costume Design/Makeup……	3
	Total	**15**
	Semester 8	
ELECT	Elective *(3)*……	3
THR 424	Acting 8……	3
THR 426	Senior Showcase 2……..	3
THR ___	Theatre Arts Program Elective *(8-10)*……	3
	Total	**12**

Theatre Arts Program

Musical Theatre Concentration

B.F.A. Degree

HEGIS Code: 1007.00

Inventory of Registered Program Code: 22134

Recommended Sequence of Courses

	Semester 1	
DAN 131	Ballet Techniques……	1
ENG 101	English Composition 1……	3
THH 191	Introduction to Theatre……	3
THR 111	Introduction to Stagecraft……	3
THR 121	Acting 1……	3
THR 150	Production/Rehearsal/Performance 1……..	2
TML 151	Voice Lessons for Theatre 1……	1
	Total	**16**
	Semester 3	
DAN 136	Tap Dancing 1……	1
SCI ___	Scientific Competency Elective……	3
SOC ___	Diversity Competency Elective……	3
THR 105	Music Skills for Musical Theatre 1……..	1
THR 221 *or* DAN 260 & 132 *or* IMA 120	Acting 3 ***or*** Dance Topics 1 *and* Modern Dance 1 ***or*** Motion Design 1……	3
THR 250	Production/Rehearsal/Performance 3……..	2
THR ___	Theatre Arts Program Elective *(4)*……	1
TML 251	Voice Lessons for Theatre 3……	1
	Total	**15**
	Semester 5	
DAN 334	Theatrical Dancing……	1
ENS 310	Cabaret Ensemble……	1
THH ___	Musical Theatre Hist. Concentration Elect….	3
THR 351	Acting Through Song……	1
THR 388	Stage Lighting……	3
THR 412	Theatre Workshop……	3
THR ___	Theatre Arts Program Elective *(6-7)*……	2
TML 351	Voice Lessons for Theatre 5……	1
	Total	**15**
	Semester 7	
DAN 331	Contemporary Dancing……	1
ELECT	Elective *(1)*……	3
ELECT	Elective *(2)*……	3
THR 280	Set Design……	3
THR 425	Senior Showcase 1……	3
THR ___	Theatre Arts Program Elective *(9)*……	1
TML 451	Voice Lessons for Theatre 7……	1
	Total	**15**

	Semester 2	
DAN 134	Jazz Dancing 1……	1
ENG 102	English Composition 2……	3
PSY 101	General Psychology……	3
THR 124	Acting 2……	3
THR 152	Production/Rehearsal/Performance 2……..	2
THR ___	Theatre Arts Program Elective *(1 – 3)*……	3
TML 152	Voice Lessons for Theatre 2……	1
	Total	**16**
	Semester 4	
DAN 135	Jazz Dancing 2……	1
THH ___	Theatre History Elective……	3
THR 106	Music Skills for Musical Theatre 2……	1
THR 224 *or* DAN 421 & 232 *or* AUD 314	Acting 4 ***or*** Dance Topics 2 *and* Modern Dance 2 ***or*** Live Sound Design……	3
THR 252	Production/Rehearsal/Performance 4……..	2
THR 270	Stage Management……	3
THR ___	Theatre Arts Program Elective *(5)*……	1
TML 252	Voice Lessons for Theatre 4……	1
	Total	**15**
	Semester 6	
DAN 137	Tap Dancing 2……	1
MAT ___	Quantitative Competency Elective……..	3
THH 301	Theatre History & Dramaturgy……	3
THR 370	Directing……	3
THR 380	Costume Design/Makeup……	3
THR ___	Theatre Arts Program Elective *(8)*……	1
TML 352	Voice Lessons for Theatre 6……	1
	Total	**15**
	Semester 8	
DAN 384	Advanced Theatrical Dancing……..	1
ELECT	Elective *(3)*……	3
SPE ___	Oral Communication Competency Elective..	3
THR 376	Audition Preparation……	1
THR 426	Senior Showcase 2……	3
THR ___	Theatre Arts Program Elective *(10)*……	1
TML 452	Voice Lessons for Theatre 8……	1
	Total	**13**

Theatre Arts Program

Theatrical Design and Technology Concentration

B.F.A. Degree

HEGIS Code: 1007.00

Inventory of Registered Program Code: 22134

Recommended Sequence of Courses

	Semester 1	
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 150	Production/Rehearsal/Performance 1……..	2
	Total	**17**
	Semester 3	
MAT ___	Quantitative Competency Elective……..	3
SOC ___	Diversity Competency Elective……	3
THR 221 *or* DAN 260 & 132 *or* IMA 120	Acting 3 ***or*** Dance Topics 1 *and* Modern Dance 1 ***or*** Motion Design 1……	3
THR 250	Production/Rehearsal/Performance 3……..	2
THR 270	Stage Management……	3
THR 280	Set Design……	3
	Total	**17**
	Semester 5	
THH ___	Theatre History Elective……	3
THR 386	Costume Construction……	3
THR 412	Theatre Workshop……..	3
THR ___	Design/Technology Concentration Elect *(1)*..	3
THR ___	Theatre Arts Program Elective *(4-6)*……	3
	Total	**15**
	Semester 7	
ELECT	Elective *(1)*……	3
THR 381	Theatre Technology Seminar 2……	1
THR 425	Senior Showcase 1……..	3
THR 481	Rendering for the Stage……	3
THR 484	Advanced Stage Lighting……..	3
THR ___	Theatre Arts Program Elective *(10)*……	1
	Total	**14**

	Semester 2	
ENG 102	English Composition 2……..	3
MAC 150	Introduction to Live Sound……..	3
THR 124	Acting 2……	3
THR 152	Production/Rehearsal/Performance 2……..	2
THR ___	Theatre Arts Program Elective *(1-3)*……	3
	Total	**14**
	Semester 4	
SCI ___	Scientific Competency Elective……..	3
THR 224 *or* DAN 421 & 232 *or* AUD 314	Acting 4 ***or*** Dance Topics 2 *and* Modern Dance 2 ***or*** Live Sound Design……	3
THR 252	Production/Rehearsal/Performance 4……..	2
THR 380	Costume Design/Makeup……..	3
THR 388	Stage Lighting……	3
	Total	**14**
	Semester 6	
PSY 101	General Psychology……	3
THH 301	Theatre History & Dramaturgy……	1
THR 282	Theatre Technology Seminar 1……	3
THR 370	Directing……	3
THR 382	Computer Assisted Drafting……..	3
THR ___	Theatre Arts Program Elective *(7-9)*……	3
	Total	**16**
	Semester 8	
ELECT	Elective *(2)*……	3
ELECT	Elective *(3)*……	3
THR 383	Advanced Set Design……	3
THR 426	Senior Showcase 2……..	3
THR 482	Theatre Technology Seminar 3……	1
	Total	**13**

Master of Music (M.M.)

Degree Requirements

The Master of Music Degree (M.M.), is offered in Composition, Music History, Performance, and Music Technology. It provides qualified students the opportunity to advance their study and research in the field of music.

The program is designed to meet the needs of professional musicians, audio recording engineers, multimedia specialists, and active professionals working in the music industry, music education, or a music related field.

Courses of study are flexible and individualized to 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 30 credits of approved graduate courses with a minimum G.P.A. of 3.0, depending on their program. Fifteen (15) of these credits must be completed in residence in order to be eligible for the Master's Degree in Composition, Performance, Music History, or Music Technology. 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 in Composition, Performance, Music History, and Music Technology is planned for two 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.

Transfer Credit

Students who have taken graduate work at another institution may transfer up to fifteen (15) credits towards the Master of Music degree if the course work was taken within three years preceding matriculation at Five Towns College. The number of credits and type of course work transferred must be approved by the Graduate Academic Standards Committee and the College reserves the right to not accept transfer credits. 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 into the M.M. degree must submit the following:

- A completed Application.
- Official transcripts documenting the successful completion of an appropriate bachelor's degree with a least 36 credits of applied music courses and a G.P.A. of 2.75.
- Two letters of recommendation.
- A personal statement.
- Audition/Interview
- Evidence of English Fluency – TOEFL total score of 80 or higher.

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 (each portion is 2 hours) 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/Projects

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 Music History and Music Technology.

Plan of Study

In conjunction with their advisor, students are responsible for selecting the courses to complete a Plan of Study that identifies course work needed to fulfill degree requirements.

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 (30) 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 15 credits at the College.
4. A minimum Grade Point Average of 3.0.
5. A research project or recital approved by the Graduate Advisor.

If continuous matriculation has not been maintained, a reevaluation of credentials will be required.

Composition, M.M.

HEGIS Code: 1004.10 Inventory of Registered Program Code: 41188

Master in Music (M.M.) Degree in Composition

The Master of Music degree in Composition prepares students for a public recital of their original works. Composition and arranging courses provide them the opportunities to compose and arrange in different mediums adding to their personal portfolio. While students strive to gain technical competency, they are encouraged to work toward a definite personal aesthetic that is translatable in sound.

Admission

Working knowledge of harmony, musical notation, and instrumentation is essential for this degree. Acceptance into the program will be based upon the interview, audition, and evidence of creative talent demonstrated in a portfolio of two original compositions and at least one arrangement that include both the scores and recordings.

Audition Requirement

Candidates are expected to perform a musical selection in the style of music that best represents their interest and musical ability.

Vocal:
Repertoire: A musical selection of at least two pieces that best represents the singer's stylistic abilities, technique, and stage presence. Sheet music is required and will be performed with live accompaniment.

Instrumental:
Repertoire: A musical selection of at least two pieces that best represents the performer's technical ability, tone quality, musicality, and sense of style.
The College will provide guitar and bass amps, drum set, and vibraphone.

Program Course Requirements

The courses below are required of all students in the Composition Program leading to the Master of Music Degree.

Music Core		
Code	**Course Name**	**Credits**
EDU 551	Research Methods and Materials……	3
MUH___	Music History Elective 500 - 800 Level……..	3
AUD/MUS	Music Technology Elective…….	3
MUS___	Music Theory/Analysis Course…….……	3
	Total Music Core Credits	**12**
Composition		
AML 541 – 542	Applied Composition Lesson 1 – 2……	4
ENS __	Ensemble Elective *(1 – 2)*……	2
MUS 614	Composer's Workshop 1……	3
MUS __	Composition/Arranging Elective *(1 – 2)*……	6
MUS __	Music Elective 500 - 800 Level……	3
GRAD	Recital……	0
	Total Composition Credits	**18**
Total Program Credits: 30		

Recommended Sequence of Courses		
	Semester 1	
AML 541	Applied Composition Lesson 1……	2
EDU 551	Research Methods and Materials……	3
ENS __	Ensemble Elective *(1)*……	1
MUS 614	Composer's Workshop 1……..	3
AUD/MUS	Music Technology Elective……	3
MUS ___	Music Theory/Analysis Course.……	3
	Total	**15**
	Semester 2	
AML 542	Applied Composition Lesson 1……	2
ENS __	Ensemble Elective *(2)*……	1
MUH ___	Music History Elective 500-800 Level……	3
MUS ___	Composition/Arranging Elective *(1)*……	3
MUS ___	Composition/Arranging Elective *(2)*……	3
MUS ___	Music Elective 500 - 800 Level……	3
GRAD	Recital……..	0
	Total	**15**

Music History, M.M.

HEGIS Code: 1006.00 Inventory of Registered Program Code: 41187

Master in Music (M.M.) Degree in Music History and Literature

The Master of Music degree in Music History gives students the opportunity to explore the work of prominent performing artists and composers of the 20th and 21st centuries and to write a thesis in that field. The program supports scholarship in American music history studies.

Admission

Applicants must submit a substantial historical research essay demonstrating a high level of scholarly potential. The paper can be an excerpt of an undergraduate thesis, or any term paper from an undergraduate music history class. While there is no required length of the written submission, the paper should demonstrate the potential to conduct scholarly research on the graduate level.

Audition Requirement

Candidates are expected to perform a musical selection in the style of music that best represents their interest and musical ability.

Vocal:
Repertoire*:* A musical selection of at least two pieces that best represents the singer's stylistic abilities, technique, and stage presence. Sheet music is required and will be performed with live accompaniment.

Instrumental:
Repertoire: A musical selection of at least two pieces that best represents the performer's technical ability, tone quality, musicality, and sense of style.

The College will provide guitar and bass amps, drum set, and vibraphone.

Program Course Requirements

The courses below are required of all students in the Music History Program leading to the Master of Music Degree.

Music Core		
Code	**Course Name**	**Credits**
EDU 551	Research Methods and Materials……..	3
MUH___	Music History Elective 500 - 800 Level…….	3
MUS___	Music Technology Elective……	3
MUS___	Music Theory/Analysis Course……..	3
	Total Music Core Credits	**12**
Music History		
MUH 511	Introduction to Musicology……	3
MUH 512	Public Musicology: Presentations and Writing for Music……	3
MUH ___	Music History Elective 500 – 800 Level (1– 3)…….	9
MUS 552	Project Seminar 1……	3
	Total Music History Credits	**18**
Total Program Credits: 30		

Recommended Sequence of Courses		
	Semester 1	
EDU 551	Research Methods and Materials……..	3
MUH 511	Introduction to Musicology……..	3
MUH ___	Music History Elective 500-800 Level *(1)*…….	3
MUH ___	Music History Elective 500-800 Level *(2)*…….	3
MUS ___	Music Theory/Analysis Course……..	3
	Total	**15**
	Semester 2	
MUH 512	Public Musicology: Presentations and Writing for Music……..	3
MUH ___	Music History Elective 500-800 Level *(3)*…….	3
MUH ___	Music History Elective 500-800 Level *(4)*…….	3
MUS 552	Project Seminar 1……..	3
AUD/MUS	Music Technology Elective……	3
	Total	**15**

Music Technology, M.M.

HEGIS Code: 1099.00 Inventory of Registered Program Code: 41189

Master in Music (M.M.) Degree in Music Technology

The Master of Music degree in technology prepares students for the professional application of audio software for music creation and music teaching. Students take courses in a professional audio recording environment. Projects will be administered during class time from audio industry professionals. Students will be given the skills to run audio recording sessions using DAW systems which include digital recording and MIDI applications. Current industry standard plugins will be clarified for manipulation of musical performances.

Admission

Applicants must have an advanced understanding of audio equipment, console signal flow, microphone categories and techniques, and DAW software. Candidates should be prepared to demonstrate their competencies in these areas during an interview.

All candidates for admission into the M.M. degree must submit the following:

- A completed Application.
- Official transcripts documenting the successful completion of an appropriate bachelor's degree with a least 36 credits of applied music courses and a G.P.A. of 2.75.
- Two letters of recommendation.
- A personal statement.
- Audition/Interview
- Evidence of English Fluency – TOEFL total score of 80 or higher.

Audition Requirement

Candidates are expected to perform a musical selection in the style of music that best represents their interest and musical ability.

Vocal:
Repertoire: A musical selection of at least two pieces that best represents the singer's stylistic abilities, technique, and stage presence. Sheet music is required and will be performed with live accompaniment.

Instrumental:
Repertoire: A musical selection of at least two pieces that best represents the performer's technical ability, tone quality, musicality, and sense of style.

The College will provide guitar and bass amps, drum set, and vibraphone.

Program Course Requirements

The courses below are required of all students in the Music Technology Program leading to the Master of Music Degree.

Music Core		
Code	**Course Name**	**Credits**
EDU 551	Research Methods and Materials……	3
MUH___	Music History Elective 500 -800 Level……	3
AUD/MUS	Music Technology Elective……	3
MUS___	Music Theory/Analysis Course……	3
	Total Music Core Credits	**12**
Music Technology		
AUD 531	Audio Electronics Application……	3
AUD 541	Acoustic Sound Design……..	3
AUD 561	Music Production……..	3
AUD 631	Audio Mastering……	3
	Total Music Technology Credits	**12**
	Choose from Option A or B	
Option A		
MUS 552 - 553	Project Seminar 1 – 2……	6
Option B		
AUD 581 & 682	Live Sound Capstone 1 & 2……	6
Total Program Credits: 30		

Recommended Sequence of Courses		
	Semester 1	
AUD 531	Audio Electronics Application……	3
AUD 561	Music Production……..	3
AUD 581 **or** MUS 552	Live Sound Capstone 1 or Project Seminar 1……..	3
EDU 551	Research Methods and Materials……	3
MUS ___	Music Theory/Analysis Course……	3
	Total	**15**
	Semester 2	
AUD 541	Acoustic Sound Design……..	3
AUD 631	Audio Mastering……	3
AUD 682 **or** MUS 553	Live Sound Capstone 2 or Project Seminar 2……	3
MUH ___	Music History Elective 500-800 Level……	3
MUS ___	Music Technology Elective……	3
	Total	**15**

Performance, M.M.

HEGIS Code: 1004.00 *Inventory of Registered Program Code: 41190*

Master in Music (M.M.) Degree in Performance

The Master of Music degree in Performance trains advanced instrumentalists and vocalists in improvisation and diverse musical genres to prepare students for a performance career. The program includes study in musical analysis and musicology, as well as elective courses in composition and music technology.

Admission

Acceptance into the performance program will be based upon the interview, audition. Candidates are expected to perform two selections of contrasting style and tempo including scales, arpeggios, chords (when applicable), a technical study or etude. Live auditions are required. Note that international students may submit auditions via links, audio files, or a zoom conference. Candidates may bring an accompanist or backing track if needed. Students outside of the tri-state area may request these accommodations as well.

Audition Requirement

Piano Competency:

1. Classically oriented performers can play a NYSSMA level 3 solo such as the Bach Prelude in C BWV924 or a selection from Tchaikovsky's Album for the Young Op. 39. For Jazz performers standards such as "Autumn Leaves" or "Fly Me to the Moon" are acceptable.
2. Demonstrate ability to sight-read and harmonize melodies without chord symbols (music supplied by examiners).

Vocal:

Applicants will be expected to sing three selections in the genre of your expertise showing contrasting time periods and styles. Additional vocalization to assess the extent of range and technical expertise.

Instrumental:

Scales: Major, minor (natural, harmonic, melodic), and chromatic scales with various articulations (two octaves)
Chords: Major, minor triads, dominant seventh, and major and minor seventh chords (guitar, keyboard, mallet percussion).
Technique: Technical study or etude from any standard method book that will demonstrate a level of technique and potential for advancement.
Repertoire: Three selections in contrasting styles that represent different time periods (single movements are acceptable), or three selections in contrasting jazz styles such as Swing, Ballad, Bebop, or Latin. Classical and jazz genres may be combined.
Jazz Bass applicants may audition on electric or acoustic bass and should be prepared to play idiomatic bass lines in various jazz styles, including a blues, a standard, a Latin (bossa), and a modal-style tune. The College will provide guitar and bass amps. drum set, and vibraphone.

Drum Set/Percussion:

Drum Set applicants will be expected to play and take solo choruses on three selections in contrasting styles. Snare drum rudiments and various drum set rhythms using brushes as well as sticks should be demonstrated. The College will provide a drum set and vibraphone but drummers should bring their cymbals and foot pedals. Traditional percussionists should play contrasting standard solos on snare drum, timpani, and mallets and 1-2 orchestral excerpts depending on the length and complexity.

Program Course Requirements

The courses below are required of all students in the Performance Program leading to the Master of Music Degree.

Music Core		
Code	**Course Name**	**Credits**
EDU 551	Research Methods and Materials.....	3
MUH___	Music History Elective 500 - 800 Level.....	3
MUS___	Music Technology Elective.....	3
MUS___	Music Theory/Analysis Elective.....	3
	Total Credits	**12**
Performance		
ENS __	Ensemble Elective *(1 – 2)*.....	2
ENS/MUS	Performance Elective.....	3
MUS 521	Advanced Improvisation.....	3
MUS __	Composition/Arranging Elective.....	3
MUS __	Music Elective 500 - 800 Level.....	3
AML 541 – 542	Applied Music Lesson 1 – 2.....	4
GRAD	Recital.....	0
	Total Credits	**18**
Total Program Credits: 30		

Recommended Sequence of Courses		
	Semester 1	
AML 541	Applied Music Lesson 1.....	2
EDU 551	Research Methods and Materials.....	3
ENS ___	Ensemble Elective *(1)*.....	1
MUS 521	Advanced Improvisation.....	3
AUD/MUS	Music Technology Elective.....	3
MUS ___	Music Theory/Analysis Course.....	3
	Total	**15**
	Semester 2	
AML 542	Applied Music Lesson 2.....	2
ELECT	Elective *(1)*.....	3
ENS ___	Ensemble Elective *(2)*.....	1
ENS/MUS	Music Performance Elective.....	3
MUS ___	Composition/Arranging Elective *(1)*.....	3
MUS ___	Music History Elective 500-800 Level.....	3
GRAD	Recital.....	0
	Total	**15**

Master of Music (M.M.)

Music Education Program, M.M.

HEGIS Code: 0832.00 Inventory of Registered Program Code: 28507

Degree Requirements

The graduate program in Music Education requires satisfactory completion of thirty-six 36 credits of approved graduate courses including a research project. 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.

Admissions 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.

The following is required for application to the program:

1. Complete and submit the Graduation Application
2. Submit official transcripts demonstrating completion of a Bachelor of Music in Music Education with proof of initial teacher certification in New York State*. [Completion of an undergraduate major in music education with at least 36 credits of applied music courses and a 3.0 overall G.P.A. are required for admission].
3. An audition on the candidate's principal instrument. The audition should be of two contrasting pieces that demonstrate a level of skill.
4. An interview with at least two Music Education Faculty.
5. A writing sample at the time of the interview. Topics for writing samples can be selected by the applicant from a provided list.
6. Two Letters of recommendation.

*Or equivalent certification from another state, including a minimum edTPA score of 38. Out of state certification will not automatically lead to New York State Professional Certification. It is the student's responsibility to seek reciprocity for the New York State Initial Certification.

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. No more than 18 credit hours can be transferred in. Credits must be reviewed for equivalency and the College reserves the right not to accept transfer credits. Grades below B in graduate classes do not carry credit.

Comprehensive Exams

The comprehensive examination for master's degree students gives graduate music students an opportunity to demonstrate intellectual mastery and fluency in music theory, music history, and their area of specialty. This is a closed book exam. The comprehensive exam consists of two parts: a written exam (each portion is 2 hours) 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. The Comprehensive exams take place after the student has successfully completed EDU 552 Project Seminar 1.

Each exam will be written and graded for each student by a committee of no less than two (2) faculty members. Students must complete and submit "Request for Authority for Final Comprehensive Exam" form (found in the music department office or online) no less than 15 working days prior to the date of their exams. Rubrics are in the Master of Music Education Handbook.

Written examination: The written exam will consist of three sections: the major area of study, music theory, and music history. Material for questions will be selected from the content of graduate courses taken during enrollment. An important focus of the examination will be to test knowledge in the major area of study. It is the responsibility of the student to obtain a Request for Authority for the Final Comprehensive Exam and submit it to the Music Education Division Chair 15 days prior to the date of the exam.

Oral examination: The oral exam will consist of questions developed by faculty members after reviewing the student's written examination. The oral component of the exam will give candidates the opportunity to clarify and broaden their written answers and demonstrate mastery of their specific field. It will also give students the opportunity to demonstrate professional communication skills. This exam will take place one to two weeks after the written examination. Students must coordinate with the chair of the committee immediately following the written examination to select a day/time/location for the oral examination.

Grading: Each question on the written examination will be worth 5 points (for a total of 15 points). Students who receive 10 points or less in total will be given the opportunity to retake failed sections of the exam. Students who fail to adjust the total score to 11 points or higher after retaking portions of the written exam must re-sit the entire examination in a subsequent semester. Student must receive a score of 11 points or higher to sit for oral examinations.

The oral examination is a Pass/Fail exam. Students who fail the oral examination must re-sit the entire examination in a subsequent semester. The selected committee must sign off on the comprehensive exams in order for the candidate to move forward with the Capstone Project.

Capstone Project

Part of the Master's program is a culminating academic work that demonstrates mastery of content, the ability to think critically, and expertise in one's field of study. Students may choose to complete a Final Project or a Thesis for their Capstone Project. Students should start thinking about their Final Project or Thesis topic early during their coursework. Students must commit to the type of Capstone Project (Final Project or Thesis) they will compete by the end of EDU551 Research Methods and Materials in order to register for the appropriate course work and submit a completed Capstone Project Application to the Music Education Division Chair.

Should the student change their mind as to their Capstone Project they will need to file a new Capstone Project Application form and submit it to the Music Education Department Chair for approval. Students begin working on their proposal when they are enrolled in EDU552 Project Seminar 1and should complete the course with a working proposal. The proposal will be presented to a committee of three faculty members during the week of finals. The proposal must be approved by the committee of three (3) faculty members selected on their knowledge of the topic of the project before continuing with the project in EDU553 Project Seminar 2. The format of the proposal should adhere to FTC's guidelines which are outlined in the descriptions below.

Thesis

The thesis is original research work that contributes to the body of knowledge for the candidate's field of study. For the purposes of this degree the thesis will consist of a minimum of five chapters: Introduction, Literature Review, Methodology section, Results section, and Conclusion. A Reference List and Appendices, as needed, are to follow the Conclusion. All work should be submitted according to APA format.

A proposal outlining the type of research and how the research will be conducted must be submitted at the end of EDU552 Project Seminar 1. The proposal should include a clearly defined statement of the purpose and limitations of the thesis, a statement about the need for and importance of the proposed research, and a projected timeline for completion of the research. A Capstone Project Application must be completed and turned prior to submission of the Research Proposal.

Final Project

The Final Project is an original culminating work that emerges from the student's program of study and demonstrates mastery of content, critical thinking, and scholarship. Possible projects are a Lecture Recital, a Curriculum Project or an Analysis for a K-12 District, or a repertoire analysis of a 3-4 year Choral or Instrumental ensemble for performance at either the elementary, middle, or high school level. All projects must be approved by the Music Education Committee by the conclusion of enrollment in EDU552 Project Seminar 1.

The purpose and parameters of the project must be clearly outlined in the proposal that is submitted at the conclusion of EDU552 Project Seminar 1. A Master's Degree Final Project Application must be completed and turned in at the time of the Research Proposal. The format of the proposal should adhere to the guidelines listed below:

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. A minimum of 24 credits at Five Towns College.
3. Maintain a minimum Grade Point Average of 3.0., with a minimum grade of no less than B- in any given course.
4. Successful submission of a Theis or completion of a Final Project.

Grades

Only courses for which a student receives a final grade of A, or a B can be applied toward the 36 hours required for the MM degree. Students are expected to maintain a cumulative GPA of 3.0 or higher. Failure to maintain the required 3.0 GPA may be subject to dismissal from the program.

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. 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.

Music Core		
Code	**Course Name**	**Credits**
EDU 510	Music in the Secondary School……	3
EDU 542	Music in the Elementary School……	3
EDU 552	Project Seminar 1……..	3
EDU 553	Project Seminar 2……..	3
EDU 606	History and Philosophy of Music Education	3
EDU 610	Music Education Technology……	3
	Total Music Core Credits	**18**
	Additional Courses	
EDU 551	Research Methods and Materials……..	3
MUH ___	Music History Elective 500-800 Level……..	3
MUS ___	Music Theory/Analysis Course……	3
MUS/ENS	Performance Elective……	3
	Total Addition Course Credits	**12**
Electives		
ELECT	Electives *(1 – 2)*……	**6**
	Total Elective Credits	**6**
Total Program Credits: 36		

Recommended Sequence of Courses		
	Semester 1	
EDU 551	Research Methods and Materials……..	3
EDU 606	History and Philosophy of Music Education..	3
MUH ___	Music History Elective 500-800 Level……	3
MUS ___	Music Theory/Analysis Course……	3
	Total	**12**
	Semester 2	
EDU 542	Music in the Elementary School……..	3
EDU 552	Project Seminar 1……..	3
ELECT	Elective *(1)*……	3
MUS/ENS	Performance Elective……	3
	Total	**12**
	Semester 3	
EDU 510	Music in the Secondary School……	3
EDU 553	Project Seminar 2……..	3
EDU 610	Music Education Technology……	3
ELECT	Elective *(2)*……	3
	Total	**12**

Master of Arts in Teaching (M.A.T.)

Music Education Program, M.A.T.

HEGIS Code: 0832.00 Inventory of Registered Program Code: 42795

Program Overview

The Master of Arts in Teaching in Music Education with Initial Certification (MAT) is a degree designed for individuals who have earned a bachelor's degree in Music (e.g., Performance, Theory, Composition, History, Ethnomusicology or Therapy) but not Music Education and who are 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 NYS certification exams). The program also includes New York State Field and Clinical experiences.

Students in the MAT program will be expected to refine their musicianship and performance skills, develop proficiency in music methods and pedagogy, and build a solid foundation in educational theories, assessment, and preparation for teaching to a diverse population. Additionally, the Music Education candidates will learn the knowledge, skills, and dispositions necessary to become certified music teachers, starting with the conceptual framework of the Five Towns College Music Education division: 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.

Candidates will be prepared for the teaching profession through musicianship and performance, music education (pedagogical training), and professional development (education courses) to develop into collaborative, reflective music educators of excellence that are dedicated to the growth and development of all learners.

The MAT program has the same vision and purpose as the Bachelor of Music Education at Five Towns College (FTC): to graduate collaborative, reflective music educators of excellence that are dedicated to the growth and development of all learners.

Admissions 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.

The following is required for application to the program:

1. A bachelor's degree in Music with at least 14 credits (or 7 semesters) of applied music courses with a minimum 3.0 GPA overall. (Transcript must be submitted at time of application.)
2. An Audition performing two selections in contrasting styles that demonstrate technical ability, tone quality, musicality, and improvisational ability. Virtual auditions are permissible when travel or extenuating circumstances are present.
   - Instrumental candidates will perform scales (two octaves major, minor, and chromatic with various articulations), chords and arpeggios (major and minor triads, dominant seventh and major and minor seventh chords), a technical study or etude from any standard method book.
   - Vocal candidates will perform standard vocalizes to demonstrate the singer's range and technical facility. Sight singing and aural skills will also be assessed. Repertoire performed for the audition is to be memorized and sheet music is required for both selections. An accompanist will be provided; however, the singer may use a pre-recorded accompaniment.
3. Submit a personal statement addressing the reasons for applying for the MAT and any prior experience in teaching.
4. Two (2) letters of recommendation.
5. An official copy of transcript(s) from previous institution(s). A review of the student's transcript(s) will be conducted at the time of application. Any deficiencies in a candidate's bachelor's program will be addressed through a review of the student's transcript and a diagnostic exam. Remedial course work will be offered the semester prior to matriculation.
6. Applicants must have an interview with the Chair of the Music Education Department, and/or Music Education Faculty members.
7. An entrance exam in music theory, sight singing, ear training, and keyboard (equivalent to the fourth semester undergraduate exams) are given at the time of the audition to ensure students have sufficient musical competencies. Students who need additional work in keyboard skills may take MUE286 Keyboard Skills 4 to improve their skills in order to pass the Keyboard Qualifying Exam. Any deficiencies in a candidate's application can be addressed through remedial course work offered the semester prior to matriculation.
8. International students take an onsite English test to assess writing skills at the time of the audition.
9. Immunization records will be required upon acceptance.

Audition Requirements

Candidates are expected to perform two selections of contrasting style and tempo including scales, arpeggios, chords (when applicable), a technical study or etude.

Piano Competency:

Classically oriented performers can play a NYSSMA level 3 solo such as the Bach Prelude in C BWV924 or a selection from Tchaikovsky's Album for the Young Op. 39. For Jazz performers standards such as "Autumn Leaves" or "Fly Me to the Moon" are acceptable.

Demonstrate ability to sight-read and harmonize melodies without chord symbols (music supplied by examiners).

Vocal:

Applicants will be expected to sing three selections in the genre of your expertise showing contrasting time periods and styles. Additional vocalization to assess the extent of range and technical expertise.

Instrumental:

Scales: Major, minor (natural, harmonic, melodic), and chromatic scales with various articulations (two octaves)

Chords: Major, minor triads, dominant seventh, and major and minor seventh chords (guitar, keyboard, mallet percussion).

Technique: Technical study or etude from any standard method book that will demonstrate a level of technique and potential for advancement.

Repertoire: Three selections in contrasting styles that represent different time periods (single movements are acceptable), or three selections in contrasting jazz styles such as Swing, Ballad, Bebop, or Latin. Classical and jazz genres may be combined.

Jazz Bass applicants may audition on electric or acoustic bass and should be prepared to play idiomatic bass lines in various jazz styles, including a blues, a standard, a Latin (bossa), and a modal-style tune. The College will provide guitar and bass amps. drum set, and vibraphone.

Drum Set/Percussion:

Drum Set applicants will be expected to play and take solo choruses on three selections in contrasting styles. Snare drum rudiments and various drum set rhythms using brushes as well as sticks should be demonstrated. The College will provide a drum set and vibraphone but drummers should bring their cymbals and foot pedals. Traditional percussionists should play contrasting standard solos on snare drum, timpani, and mallets and 1-2 orchestral excerpts depending on the length and complexity.

Transfer Credits

Students do not transfer credits into the M.A.T. program from their Bachelor programs. Students may transfer in up to 18 credit hours of graduate level coursework, for courses that apply to the M.A.T. degree, not electives. Official transcripts from all post-secondary institutions previously attended must be received before students complete their first semester. The College reserves the right not to accept transfer credits. Grades below B in graduate classes do not carry credit. There is no residence requirement for the MAT program.

Graduation Requirements

1. Completion of all course work with a cumulative GPA of 3.0 or higher;
2. Complete the Student Teaching experience with a grade of 3.0 or higher and receive Disposition reviews by cooperating teachers with an Effective rating of (4) or higher,
3. Successful submission of the Teacher Preparation Assessment Exit Portfolio with a score of 3.75 (75%) or higher.

Grades

Only courses for which a student receives a final grade of A, or a B can be applied towards the MAT degree. Students are expected to maintain a cumulative GPA of 3.0 or higher. Failure to maintain the required 3.0 GPA may be subject to dismissal from the program.

Student Teaching

Students must complete 180 hours of supervised student teaching comprised of two placements: one at the elementary level and one at the secondary level.

The courses below are required of all students in the graduate program in Music Education leading to the Master of Art in Teaching degree. Students in the graduate program in Music Education take 12 credits of courses in Musicianship and Performance, 20-29 credits of Music Education courses, and 9 Professional Education credits to complete the 41+ credit requirement for the Master of Art in Teaching degree.

Program Course Requirements

Musicianship and Performance		
Code	**Course Name**	**Credits**
ENS	Ensembles *(1 – 3)*……	3
MUE 533	Keyboard Methods for the Teacher……	3
MUS 604 **or** MUS 607	Advanced Instrumental Conducting or Advanced Choral Conducting……..	3
MUS ___	Music Theory/Analysis Course……	3
	Total Musicianship and Performance Credits	**12**
	Music Education	
EDU 510	Music in the Secondary School……	3
EDU 542	Music in the Elementary School……..	3
EDU 720	Teaching Practicum……..	2
EDU 721	Student Teaching……..	6
MUE 635/637 **or** MUE 620	Instrumental Music Education Band/Strings Methods **or** Choral Music Education Methods…….	3
Instrumental Methods – *Minimum of 3 required*		
	MUE 520 - Guitar Methods 1*……	1
	MUE 540 - Graduate Percussion Methods*……	1
	MUE 550 - Upper Strings Methods*……..	1
	MUE 560 - Brass Methods 1*……	1
	MUE 562 - Brass Methods 2*……	1
	MUE 570 - Lower Strings Methods*……..	1
	MUE 580 -Woodwinds Methods 1*……..	1
	MUE 582 - Woodwinds Methods 2*……..	1
	MUE 586 - Graduate Keyboard Preparation*…	1
	MUE 590 - Vocal Methods*……..	1
**Selection is based on a review of candidates' Primary instrument and transcripts of course work completed at the undergraduate level*		
	Total Music Education Credits	**20-29**
	Professional Education	
EDU 614	Learning Theories in Music……..	3
EDU 714	Literacy in Schools……	3
EDU 741	Health and Learning Disabilities……..	3
	Total Professional Education Credits	9
Total Program Credits: 41+		

Recommended Sequence of Courses		
	Semester 1	
EDU 542	Music in the Elementary School……..	3
MUE 520 – MUE 590	*Instrumental Methods Courses*……..	1-4*
MUE 533	Keyboard Methods for the Teacher……	3
MUS ___	Music Theory/Analysis Course……	3
ENS	Ensembles *(1)*……	1
	Total	**11+**
	Semester 2	
EDU 510	Music in the Secondary School……..	3
EDU 741	Health and Learning Disabilities……..	3
MUS 604 **or** MUS 607	Advanced Instrumental Conducting or Advanced Choral Conducting……..	3
ENS	Ensembles *(2)*……	1
MUE 520 – MUE 590	*Instrumental Methods Courses*……..	1-4*
	Total	**11+**
	Semester 3	
EDU 614	Learning Theories in Music……..	3
EDU 714	Literacy in Schools……	3
EDU 720	Teaching Practicum……..	2
MUE 635/637 **or** MUE 620	Instrumental Music Education Band/Strings Methods **or** Choral Music Education Methods……	3
ENS	Ensembles *(3)*……	1
MUE 520 – MUE 590	*Instrumental Methods Courses*……..	1-4*
	Total	**13+**
	Semester 4	
EDU 721	Student Teaching……..	6
	Total	**6**

Sound Recording Technology, M.P.S.

HEGIS Code: 1099.00 Inventory of Registered Program Code: 42034

Master of Professional Studies (M.P.S.) Degree in Sound Recording Technology

The program in Sound Recording Technology leading to the Master of Professional Studies degree will enhance the technical capabilities of graduates through in-depth studies of the art, science and practice in this ever-advancing field. Significant hands-on in-studio project work, using industry-standard technologies will develop in students the knowledge, skills and competencies necessary to successfully complete the artistic and research projects embedded in the coursework, and ultimately to apply them as graduates in real-work situations. Technology is infused into the program in the context of developing aesthetics for music, images, and games; for live performances or in the studio. Students will also be prepared to sit for three AVID Pro-Tools certification exams in Video, Venue, and Expert.

Admission

Applicants must have an advanced understanding of audio equipment, console signal flow, microphone categories and techniques, and DAW software. Candidates should be prepared to demonstrate their competencies in these areas during an interview.

All candidates for admission into the M.P.S. degree must submit the following:

- A completed Application.
- Two letters of recommendation.
- A personal essay.
- FTC Undergraduate Transcript

Program Course Requirements

The courses below are required of all students in the Sound Recording Technology Program leading to the Master of Professional Studies Degree.

Audio Core		
Code	**Course Name**	**Credits**
AUD 531	Audio Electronics Application……	3
AUD 541	Acoustic Sound Design……	3
AUD 561	Music Production……	3
AUD 571	Video Game Sound Production 1……	3
	Total Credits	**12**
Capstone		
AUD 581	Live Sound Capstone 1……	3
AUD 631	Audio Mastering……..	3
AUD 672	Video Game Sound Production 2…….	3
AUD 682	Live Sound Capstone 2……	3
	Total Credits	**12**
Audio Electives		
AUD 5XX	Audio Elective 500 – 800 Level……..	**6**
Total Program Credits: 30		

Recommended Sequence of Courses		
	Summer	
AUD 541	Acoustic Sound Design…….	3
	Semester 1	
AUD 531	Audio Electronics Application……	3
AUD 561	Music Production…….	3
AUD 571	Video Game Sound Production 1……	3
AUD 581	Live Sound Capstone 1…….	3
	Total	**12**
	Winter	
AUD 631	Audio Mastering…….	3
	Semester 2	
AUD 672	Video Game Sound Production 2……	3
AUD 682	Live Sound Capstone 2……	3
AUD ___	Audio Elective 500 – 800 level *(1)*…….	3
AUD ___	Audio Elective 500 – 800 level *(2)*…….	3
	Total	**12**

Doctor of Musical Arts (D.M.A.)

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.

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.

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.

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.

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 representative literature, influential composers, and techniques to analyze compositions.
- 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.

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		
Code	**Course Name**	**Credits**
EDU 541	College Teaching……..	3
EDU 651	Doctoral Research……	3
EDU 652	Doctoral Seminar 1…….	3
MUH ___	Music History Elective 500 -800 Level *(1-4)*..	12
MUS ___	Music Technology Elective……	3
MUS ___	Music Theory/Analysis Course *(1-2)*…….	6
	Total Music Core Credits	**30**

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.

Admission Policies and Procedures (D.M.A.)

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.

All applicants for admission to the **Composition and Arranging**, **Music History and Literature**, or **Music Performance** Programs must submit the following:

- A completed application.
- Three letters of recommendation.
- Official transcripts documenting the successful completion of an appropriate Master's degree with a G.P.A. of 3.0 or better.
- Audition (Required for Composition/Arranging and Performance applicants. Interview for Music History and Literature applicants)
- 1,500 word essay on musical topic with citations (Required for Musical History and Literature applicants only)
- Evidence of English Fluency – TOEFL total score of 90 or higher

All applicants for admission to the **Music Education** Program must submit the following:

- A completed application.
- Three letters of recommendation - letters of recommendation should speak to leadership qualities and successful teaching experience over a period of no less than three years.
- Official transcripts documenting the successful completion of an appropriate Master's degree with a G.P.A. of 3.0 or better.
- A CV or Resume
- A video recording of teaching – submit a representative video sample of your teaching, at least 30 minutes in length. Include a brief description of the setting and your objectives for the lesson.
- An original essay of at least 1,500 words on topic in the field of music education, this could include Master's Thesis, a published journal article, or graduate Research Paper. The essay must be typed, using APA style, and supported with proper citations and references.
- Evidence of English Fluency – TOEFL total score of 100 or higher and a short essay on a topic of your choice at the time of interview.

Establishment of Matriculation

The Graduate Academic Standards 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.

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 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 Academic Standards Committee. Other exceptions are reviewed on a case-by-case basis.

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 will be given upon the 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 (Composition/Arranging Program Only)

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 (Music Performance Program Only)

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 purpose, 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.

Composition/Arranging, D.M.A.

HEGIS Code: 1004.10

Inventory of Registered Program Code: 28276

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/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. The portfolio should consist of three original works and two arrangements that provide evidence of superior potential and creativity in a variety of settings.

Applicants are expected to perform two selections of contrasting style and tempo on their major instrument or voice. Students should also be prepared to demonstrate adequate sight-singing skills, aural skills, and keyboard competency.

D.M.A. Core		
Code	**Course Name**	**Credits**
EDU 541	College Teaching……..	3
EDU 651	Doctoral Research……	3
EDU 652	Doctoral Seminar 1……	3
MUH ___	Music History Elective 500 -800 Level *(1-4)*..	12
MUS ___	Music Technology Elective……	3
MUS ___	Music Theory/Analysis Course *(1-2)*…….	6
	Total Music Core Credits	**30**
Composition/Arranging Major Courses		
AML 741	Applied Composition Lesson……	2
AML 742	Applied Composition Lesson……	2
AML 841	Applied Composition Lesson……	2
AML 842	Applied Composition Lesson……	2
ENS	Ensemble Elective……	1
MUS 714	Composer's Workshop 2……	3
MUS	Major Electives……	6
	Total Major Credits	**18**
Electives		
MUS	Electives……..	12
	Total Elective Credits	**12**
	Recitals and Dissertation	
	Recital 1……..	
	Recital 2……..	
	Dissertation 1……	
	Total Program 60	

Music History and Literature, D.M.A.

HEGIS Code: 1006.00

Inventory of Registered Program Code: 28277

In this program the candidate has the opportunity to acquire the appropriate tools and methods of research in both history and literature. The candidate also has the opportunity to research 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 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 and historical contexts is essential as is knowledge of various historical periods. The ability to produce and defend scholarly work is important as well.

Acceptance into the program requires an interview and submission of two substantial historical research essays demonstrating a high level of scholarly potential. These papers should each be 15-20 pages in length, and they may be drawn from a master's thesis.

D.M.A. Core		
Code	**Course Name**	**Credits**
EDU 541	College Teaching……..	3
EDU 651	Doctoral Research……	3
EDU 652	Doctoral Seminar 1……	3
MUH ___	Music History Elective 500 -800 Level *(1-4)*..	12
MUS ___	Music Technology Elective……	3
MUS ___	Music Theory/Analysis Course *(1-2)*…….	6
	Total Music Core Credits	**30**
Music History and Literature Major Courses		
MUH 511	Introduction to Musicology……	3
MUH 512	Public Musicology: Presentations and Writing in Music……	3
MUH	Major Electives……	12
	Total Major Credits	**18**
Electives		
MUS	Electives……..	12
	Total Elective Credits	**12**
	Total Program 60	

Music Performance, D.M.A.

HEGIS Code: 1004.00
Inventory of Registered Program Code: 28275

Degrees in this area are awarded for instrumental or 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 an audition demonstrating exceptional musical skills, an interview, sight-reading the equivalent of level 3 NYSSMA on their instrument, or, in the case of jazz/commercial focus, applicants should be able to sight-read a lead sheet of moderate difficulty including some extended harmonies. Students should also be prepared to demonstrate adequate sight-singing skills, aural skills, and keyboard competency.

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. International students will take an onsite English test to assess their writing skills.

Live auditions are required. Note that international students may submit auditions via links or video files. Students outside of the tri-state area may request these accommodations as well. Students are required to bring sheet music to the audition. Candidates may bring an accompanist and instrumentalists may use a backing track.

D.M.A. Core		
Code	**Course Name**	**Credits**
EDU 541	College Teaching……..	3
EDU 651	Doctoral Research……	3
EDU 652	Doctoral Seminar 1……	3
MUH ___	Music History Elective 500 -800 Level *(1-4)*..	12
MUS ___	Music Technology Elective……	3
MUS ___	Music Theory/Analysis Course *(1-2)*…….	6
	Total Music Core Credits	**30**
Music Performance Major Courses		
AML 741	Applied Music Lesson……	2
AML 742	Applied Music Lesson……	2
AML 841	Applied Music Lesson……	2
AML 842	Applied Music Lesson……	2
ENS	Ensemble Elective……	4
MUS	Composition/Arranging Elective……	3
MUS	Major Electives……	3
	Total Major Credits	**18**
Electives		
MUS	Electives……..	12
	Total Elective Credits	**12**
	Recitals and Dissertation	
	Recital 1……..	
	Recital 2……..	
	Recital 3……..	
	Dissertation 1……..	
	Total Program 60	

Music Education, D.M.A.

HEGIS Code: 0832.00 Inventory of Registered Program Code: 28278

The D.M.A. in Music Education is comprised of an intensive and comprehensive study of the role of music in the K-12 public school system and institutions of higher learning. The doctoral candidate develops a keen knowledge of 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 can 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. Electives (12 hours of course credit) focus on a cognate that provides a secondary area of emphasis for the candidate. Possible cognate areas are: Instrumental Conducting, Choral Conducting, or Jazz studies.

Acceptance in the music education program requires at least three or four years of teaching experience, an interview, submission of an original 1,500 word essay or published article, a video of teaching, and a record of outstanding pedagogical achievement as evidenced in the three required letters of recommendation.

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 for Music Education Program

The Plan of Study includes 30 credits of core curriculum courses selected from those listed below. Another 18 credits are to be completed in the Major area of study, and then completed with 12 credits of electives.

D.M.A. Core		
Code	**Course Name**	**Credits**
EDU 541	College Teaching……..	3
EDU 651	Doctoral Research……	3
EDU 652	Doctoral Seminar 1……	3
MUH ___	Music History Elective 500 -800 Level *(1-4)*..	12
MUS ___	Music Technology Elective……	3
MUS ___	Music Theory/Analysis Course *(1-2)*…….	6
	Total Music Core Credits	**30**
	Major Core	
EDU 606	History and Philosophy of Music Education..	3
EDU 609	Assessment in Music Education……	3
EDU 613	Music Education Curriculum Design……	3
EDU 614	Learning Theories in Music……	3
EDU 751	Music Education Research and Design…….	3
EDU ___	Major Elective 500 – 800 Level……	3
	Total Major Area Credits	**18**
MUS ___	Music Elective 500 – 800 Level……	12
	Total Electives	**12**

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

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

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 100 – Digital Music Production
Credits: 3
Class Hours: 3

This course will provide hands-on activities for the student at the beginner and intermediate level, interested in audio recording production. Students will do actual sound recording in the College's state-of-the art audio recording studios using Pro Tools. Principles of recording and mixing music as a group and individually will be the primary focus of this workshop. Students will receive an introduction to microphone principles, audio recording techniques as well as some ADR sessions to replace dialog, building of sound FX, creating Foley effects, as well as creating music to enhance a movie scene.

AUD 101 - Audio Recording Theory
Credits: 3
Class Hours: 3

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, using a Digital Audio Workstation (DAW) with basic effects processing.

AUD 102 - Audio Recording Techniques
Credits: 3
Class Hours: 3
Lab Hours: 1
Prerequisites: AUD 101- Audio Recording Theory

An overview of the recording studio with focused attention on the control room. Study and demonstration of techniques in recording, and production. Practical application of studio procedures in actual recording & 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
Lab Hours: 1
Prerequisites: AUD 102 - Audio Recording Techniques

An in-depth study of studio procedures, production techniques and digital signal processing. Application of recording skills including session setup & tempo mapping in software. Music production using acoustic instrument and micing techniques. Mixing techniques involving advanced signal flow.

AUD 202 - Advanced Audio Production
Credits: 3
Class Hours: 3
Lab Hours: 1
Prerequisites: AUD 201- Recording Studio Operations

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
Lab Hours: 1
Prerequisites: AUD 202 Advanced Audio Production or MUS 212 – Harmony 4

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
Lab Hours: 1
Prerequisites: AUD 202 - Advanced Audio Production

Concepts and techniques of the industry standard Pro Tools nonlinear systems. Computer platforms, using Pro Tools 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.

AUD 313 - Synthesis and Sound Design
Credits: 3
Class Hours: 3
Prerequisites: AUD 202- Advanced Audio Production

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
Prerequisites: AUD 202 - Advanced Audio Production or MAC 150– Introduction to Live Sound

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
Lab Hours: 1
Prerequisites: AUD 202 - Advanced Audio Production

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
Lab Hours: 1
Prerequisites: AUD 202 - Advanced Audio Production

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
Lab Hours: 1
Prerequisites: AUD 202 - Advanced Audio Production

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 411 - Video for Audio Production
Credits: 3
Class Hours: 3
Prerequisites: AUD 202 - Advanced Audio Production

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

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
Prerequisites: AUD 500 - Multitrack Audio Production

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
Prerequisites: AUD 511 - Nonlinear Production

Study and apply digital nonlinear mulititrack 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

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 100 – Creative Business Practices
Credits: 3
Class Hours: 3

This is an interactive business course which encourages students to challenge their creative ideas and leadership skills through active learning, discussions, team projects, and presentations. The course will provide the basic concepts of general business practices. These concepts will be applied to create a marketing or business plan for a product they may have created in audio, music, film, or another area of interest.

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 1

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 - Business Law 1

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
Prerequisites: ENG101 – English Composition 1

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 become skilled in speaking and writing in a business context, helping them to communicate more effectively which will enable them to better achieve their personal and professional goals.

BUS 203 – Entertainment and Sports Marketing
Credits: 3
Class Hours: 3

This course will introduce students to real world marketing strategies that are optimized for entertainment-specific media and contexts. Students will understand and apply a variety of techniques to the planning, promotions and selling within the entertainment industry.

BUS 205 - Managerial Accounting
Credits: 3
Class Hours: 3
Prerequisites: BUS 102 - Accounting 2

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- Business Organization and Management

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 - Business Organization and Management

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 - Business Organization and Management

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 - Business Organization and Management

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
Prerequisites: BUS 111 - Business Organization and Management

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 - Business Organization and Management

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 - Business Organization and Management

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 - Business Organization and Management

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 - Accounting 1

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 - Business Organization and Management or MAC 101 – Mass Communication

Social Media has become a driving force in business and communications. This course educates students in the analysis, use, and overall implementation of social media with a focus on marketing. Students will learn how to navigate the social media platforms that are most used for marketing today. Upon completion of this course, students will have developed a portfolio of composed communications pieces appropriate for a variety of social media formats and platforms.

BUS 306 - Management Information Systems
Credits: 3
Class Hours: 3
Prerequisites: COM 101 - Computers in Business

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 - Principles of Marketing

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 - Principles of Management

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 - Principles of Management

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 - Principles of Management

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 - Principles of Marketing

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 330 - Sports Facilities and Event Management
Credits: 3
Class Hours: 3
Prerequisites: BUS 211 - Principles of Management

An analysis of the management process involved in the designing and managing of a sport facility as well as the skills and processes associated with administering a sport event whether it be participant-centered or spectator-centered.

BUS 341 - Public Relations
Credits: 3
Class Hours: 3
Prerequisites: BUS 241 - Principles of Marketing

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 Concepts and Practice

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 450 – Project Management
Credits: 3
Class Hours: 3
Prerequisites: BUS 211 - Principles of Management

Develops the competencies and skills needed for planning and controlling projects and interpersonal issues that drive successful project outcomes. Focusing on the introduction of new products and processes, it examines the project management life cycle, defining project parameters, matrix management challenges, effective project management tools and techniques, and the role of a project manager.

BUS 461 - Business Seminar
Credits: 3
Class Hours: 3
Prerequisites: BUS 241 - Principles of Marketing

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: 0
Class Hours: 3

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 210 - Branding the Creative Professional
Credits: 3
Class Hours: 3
Prerequisites: IMA380 - Apprenticeship - Experience Lab

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
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
Prerequisites: CCP 471 – Internship 1; 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
Prerequisites: CCP 472 – Internship 2; 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

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

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.

COM 310 – Spreadsheet Modeling and Simulations
Credits: 3
Class Hours: 3
Prerequisite: COM101 – Computers in Business

Using industry standard application software, students will study and perform spreadsheet operations. Topics include spreadsheet design and construction for varied business functions; creation, organization and presentation of financial data; and graphs and charts creation and analysis. Students will learn to apply skills to practical business processes and reporting to include cash flow, budgets, profit and loss and trends analysis.

Marketing

MKT 330 - Market Research
Credits: 3
Class Hours: 3
Prerequisites: BUS 241 - Principles of Marketing

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
Class Hours: 3
Prerequisites: BUS 241 - Principles of Marketing

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
Class Hours: 3
Prerequisites: BUS 241 - Principles of Marketing

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.

Music Entertainment Industry Studies

MUB 101 - Music Business Careers
Credits: 3
Class Hours: 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
Class Hours: 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
Class Hours: 3

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
Class Hours: 3
Prerequisites: MUB 201 – Music Publishing and Copyright

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
Class Hours: 3
Prerequisites: MUB 101 - Music Business Careers and MUB 102 - Music Promotion and Broadcasting

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
Class Hours: 3

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
Class Hours: 3

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
Class Hours: 3

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
Class Hours: 3
Prerequisites: MUB 201 - Music Publishing and Copyright

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.

Economics

ECO 101 - Macroeconomics
Credits: 3
Class Hours: 3

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

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 – Accounting 1 and ECO 102 - Microeconomics

Introduction to the theories and functions of money; the money supply, interest rates, and the private and central systems of banking.

English

CCP 023 - College Communication Skills
Credits: 0
Class Hours: 3

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.

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 - English Composition 1

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 - English Composition 2

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
Prerequisites: ENG 102 - English Composition 2

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 - English Composition 2

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 - English Composition 2

This is a beginning course dedicated to writing for television and film with attention given to the use of structure, storytelling, character, dialogue and plot. There is an emphasis on preparing outlines, treatments and pitches. The application of script formats, terminology and practices used by major film studios is included.

ENG 212 - Broadcast Newswriting and Producing
Credits: 3
Class Hours: 3
Prerequisites: ENG 202 - Journalism

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 - English Composition 2

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
Prerequisites: ENG 102 - English Composition 2

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 221 - The Poem
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 - English Composition 2

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 - English Composition 2

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 - English Composition 2

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 - English Composition 2

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 - Journalistic Reviews and Critiques for Live Events
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 - English Composition 2

Methods and techniques will be examined for successful entertainment journalism. Included will be steps for reviewing music, theatre, comedy, film and television programming, in addition to a light concentration of sports as well. The course will also instruct how to conduct interview sessions and edit for published articles.

ENG 302 - Photojournalism
Credits: 3
Class Hours: 3
Prerequisites: ENG 102- English Composition 2

This course is designed to enhance the students' skill at still and video photography, enabling students to develop their images/footage into a storytelling platform appropriate for journalistic, documentary and other professional applications. It is designed to push students to think before they shoot, and to make decisions that transform raw images/footage into a cohesive and professional story.

ENG 304 - Screenwriting
Credits: 3
Class Hours: 3
Prerequisites: ENG 204 – Script Writing and VID243 - Producing

Writing for short-form 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 - English Composition 2

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 - English Composition 2

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 - English Composition 2

Students will study the art of storytelling by examining the literary elements of the narrative film. Through the exploration of the basic parts of film, its genres, literary aspects, and interpretations and criticisms, students will cultivate a better understanding of the importance and uniqueness of storytelling through film. They will also learn about the roles of the screenwriter, the director, and the actor, and how each one influences the way a story is presented. Students will be expected to provide written analyses of selected narrative films.

ENG 333 - Children's Literature
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 - English Composition 2

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 - English Composition 2

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 - English Composition 2

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 - English Composition 2

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 361 - Masterworks of Literature
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 - English Composition 2

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 - English Composition 2

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 - English Composition 2

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 408 - Advanced Script Writing
Credits: 3
Class Hours: 3
Prerequisites: ENG 304 – Scriptwriting

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 complete a fully-realized script that is ready for inclusion in a portfolio of writing samples.

JRN 210 - Feature and Magazine Writing
Credits: 3
Class Hours: 3
Prerequisites: ENG 102- English Composition 2

Writing and reporting of feature news stories with special emphasis on stories intended for magazine publication.

JRN 301 - Copywriting for Advertising/Public Relations
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 - English Composition 2

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.

JRN 310 – Investigative Journalism
Credits: 3
Class Hours: 3
Prerequisites: ENG 102- English Composition 2
In this course, students will find, research, and produce an investigative digital or broadcast news story. The class will focus on developing skills in the first half of the semester, with an emphasis on finding a viable topic, gathering facts, interviewing techniques and searching through relevant documents or databases. By the end of the semester, the student will produce an original work that is compelling and journalistically sound.

JRN 404 - Editorial and Review Writing
Credits: 3
Class Hours: 3
Prerequisites: ENG 102- English Composition 2

This advanced writing class will expose students to the tools and techniques necessary to expand upon their fundamental understanding and practice of writing. The role and purpose of editorial and review writing will be discovered through reading and analysis of professional editorials and reviews of television, theatre, music, books, records, online platforms, and film. Students' research, technical and persuasive writing skills will be enhanced by producing their own editorials and reviews.

JRN 407 - Contemporary Issues in Journalism
Credits: 3
Class Hours: 3
Prerequisites: ENG 102- English Composition 2

This course examines the impact of television, radio, newspaper and online journalism on our culture, society, politics, and government. Students will review and analyze various forms of professional journalism and apply techniques to produce their own journalistic pieces.

English as a Second Language

ESL 011 - Reading and Vocabulary 1
Credits: 0
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: 0
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: 0
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: 0
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: 0
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: 0
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: 0
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: 0
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: 0
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: 0
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: 0
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: 0
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 202 - Film History
Credits: 3
Class Hours: 3

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: HIS 202 - Film History

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 - English Composition 2

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 220 – Movements through Film
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 - English Composition 2

Though the technology of motion pictures is only a little more than a century old, it has served an outsized role in the shaping of societies throughout the globe. This course will explore seminal moments throughout motion picture history with an emphasis on the cultural, economic, and political impact of different important feature-length and short films. Discussions will focus on why film matters in different contexts, how filmmakers respond to social change, and how, in turn, films affect society. This aim of this course is to inspire filmmakers to develop their sense of conviction and why they make films.

HIS 250 - History of Graphic Design
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 - English Composition 2

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 Media Arts

IMA 110 - 3D Animation 1
Credits: 3
Class Hours: 3

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.

IMA 115 - Drawing and Imaging 1
Credits: 3
Class Hours: 3

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.

IMA 120 - Motion Design 1
Credits: 3
Class Hours: 3
Prerequisites: IMA 110 – 3D Animation 1 (IMA Students) or MAC 280 – Digital Media Art: Design (Non-IMA Students)

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.

IMA 125 - Design Principles
Credits: 3
Class Hours: 3
Prerequisites: IMA 115 - Drawing and Imaging 1

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.

IMA 150 - Interactive Computer Graphics 1
Credits: 3
Class Hours: 3

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.

IMA 210 - 3D Animation 2
Credits: 3
Class Hours: 3
Prerequisites: IMA 110 - 3D Animation 1

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 proprieties 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 proprieties and how they are translated into rendering 3D photorealistic scenes will be covered.

IMA 215 - Drawing and Imaging 2
Credits: 3
Class Hours: 3
Prerequisites: IMA 115 - Drawing and Imaging 1

Building from the drawing skills acquired in IMA101, 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.

IMA 220 - Motion Design 2
Credits: 3
Class Hours: 3
Prerequisites: IMA 120 - Motion Design 1

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 with 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.

IMA 240 - Design Thinking 1
Credits: 3
Class Hours: 3
Prerequisites: IMA 125 - Design Principles or MAC280 – Digital Media Art: Design

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.

IMA 250 - Interactive Computer Graphics 2
Credits: 3
Class Hours: 3
Prerequisites: IMA 150 - Interactive Computer Graphics 1

This course introduces students to the core concepts of creating and styling HTML documents. Building on the foundation of IMA 150, Interactive Computer Graphics 1, students learn client-side programming techniques and how web pages are created. Using a web browser as medium, students act as both designer and programmer to express their creative ideas interactively.

IMA 302 – Advanced After Effects
Credits: 3
Class Hours: 3
Prerequisites: IMA 220 – Motion Design 2 (IMA Students Only) or VID 334 – Motion Picture Editing 2 (Film/Video Students Only) or BRD 301 – Advanced Compositing: Still to Motion (Mass Communication Students Only)

After Effects is post production software that is utilized across many different industries. This course will teach different techniques that are shared by those industries. Such topics will include animation, broadcast graphics/effects and lower thirds, VFX, Motion tracking and HUD, compositing and masks as well as utilizing the MOCHA plugin for screen replacement.

IMA 310 - 3D Animation 3/Advanced Rendering
Credits: 3
Class Hours: 3
Prerequisites: IMA 210 - Motion Design 1

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.

IMA 315 – Advanced Computer Illustration
Credits: 3
Class Hours: 3
Prerequisites: IMA 215 - Drawing and Imaging 2 or MAC 280 - Digital Media Art: Design (Film Students Only)

Using advanced and emerging digital tools, students will expand and enrich their illustration skills using industry-standard vector rendering and animation software for commercial applications. Through concept development and project-based learning students will

integrate motion, image editing, vector graphics and digital painting to create compelling illustrations. Traditional methods fused with digital skills and methods will prepare students for diverse professional opportunities. Emphasis will be on developing technique, style and concept in order to create original, dynamic and commercially viable digital illustrations and designs.

IMA 320 – Advanced 3D Modeling and Fabrication 1
Credits: 3
Class Hours: 3
Prerequisites: IMA 210 - 3D Animation 2

This course teaches students the steps and complexities of the product development cycle from ideation through final fabrication. Modeling in a computer aided design (CAD) environment, students will build upon their 3D media and entertainment software skills to design and plan for viable fabrication for 3D printing of their CAD models. This course will be followed by Advanced 3D Modeling and Fabrication II in which students will bring their CAD models to full fabrication.

IMA 322 – Audio for Animation
Credits: 3
Class Hours: 3
Prerequisites: IMA 210 - Motion Design 1 (IMA Students Only) or AUD 202 (Audio Recording Technology Students Only)

Concepts and techniques of synchronizing sound design to animation. Examination of the inner workings of the industry standard non-linear formats and plug-ins for recording, editing, and mixing audio elements into animated productions. Enhancement of efficiency and quality of projects.

IMA 325 - Fantasy and Creature Character Design
Credits: 3
Class Hours: 3
Prerequisites: IMA 215 – Drawing and Imaging 2

An in-depth study of the various methods and approaches to creating and rendering original character designs in 2D and 3D formats. Drawing will be a major component of this course, whether in a cartoon style or a more realistic form. Anatomical and physiological proportions, principles of design and composition, rendering techniques, the basics of caricature, fundamental design and color theory principles, along with related subject matter will be covered.

IMA 330 - Designing for Accessibility and Inclusion
Credits: 3
Class Hours: 3
Prerequisites: IMA 210 - 3D Animation 2 and IMA 240 - Design Thinking 1

This course explores current approaches to marketing and disseminating creative work/projects to target audiences. The course will cover content writing, still photography, and page layout to effectively develop an Electronic Press Kit and Promo Book for distribution to journalists, critics and influencers. Students will create and complete an EPK of an original creative project for presentation to classmates and faculty panel for critique.

IMA 335 - Designing for Exhibits and Branded Experiences
Credits: 3
Class Hours: 3
Prerequisites: IMA 210 – 3D Animation 2

The study and demonstration of how to use 3D skills to develop communicative environments that 'tell a story' in a three-dimensional space within the disciplines of industrial design, visual merchandising, architecture, graphic design, audiovisual, digital media, lighting design and specialized content.

IMA 340 - Design Thinking 2
Credits: 3
Class Hours: 3
Prerequisites: IMA 240- - Design Thinking 1

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. within 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.

IMA 345 – Comic Art
Credits: 3
Class Hours: 3
Prerequisites: IMA 215- - Drawing and Imaging 2 and ICG 340 – Design Thinking 2

Comic art, a highly specialized artform that combines stylized drawing with the written word to effectively tell a story, will be explored in this course. Understanding what makes a good cartoon lies at the root of all compelling and successful visual communication. Within a historical context, this course will cover acting and comedic techniques, character development, and timing, to produce humorous and thought-provoking cartoons. Building on illustration skills of prerequisite courses, students will conceptualize, develop and create cartoons using analog and digital tools.

IMA 350 - Interactive Computer Graphics 3
Credits: 3
Class Hours: 3
Prerequisites: IMA 250 - Interactive Computer Graphics 2

Expanding on concepts and techniques covered in IMA 150 and IMA250, this course explores advanced programming skills for building an interactive experience for the web. Focused on project-based objectives and team collaboration, students gain a working understanding of web applications and the core technologies associated with them. Using HTML, CSS, and JavaScript in addition to

current industry standard tools, students will express their ideas and creative work for multiple platforms.

IMA 355 – Musculoskeletal Structure Illustration
Credits: 3
Class Hours: 3
Prerequisites: IMA 115 – Drawing and Imaging 1

A hands-on drawing course that explores skeletal and muscular structures, including discussions and renderings of the similarities of skeletal structures of various species, relationship of bones, joints, and muscles. The course presents concepts so that students may better understand the basic structures of all beings.

IMA 360 – Advanced 3D Design
Credits: 3
Class Hours: 3
Prerequisites: IMA 210 – 3D Animation 2

A study of higher-level 3D design utilizing more advanced tools and techniques necessary to further foundational skills through advanced hard-surface modeling, organic modeling, UV unwrapping and rigging for animation. A common industry workflow known as box modeling will be explored as well as other techniques and sculpting tools to create organic forms.

IMA 365 – Projection Mapping
Credits: 3
Class Hours: 3
Prerequisites: IMA 120 – Motion Design 1 and IMA 125 – Design Principles

Explores the art of projection video mapping, augmented, and immersive environments applied within architectural, entertainment, and performance, and presentational spaces. Includes the study of historical practices of projection mapping and the influence projection mapping has, to create emotional, experiential, and visceral experiences. Attention to the ever-evolving technical requirements and contemporary techniques, utilizing video, motion graphics, and 2D and 3D applications to produce installation and visual performance art.

IMA 370 - Digital Marketing for Creative Work
Credits: 3
Class Hours: 3
Prerequisites: IMA 240 - Design Thinking 1 (IMA Students Only) or VID 145 – Digital Photography (Film/Video Students Only)

This course explores current approaches to marketing and disseminating creative work/projects to target audiences. The course will cover content writing, still photography, and page layout to effectively develop an Electronic Press Kit and Promo Book for distribution to journalists, critics and influencers. Students will create and complete an EPK of an original creative project for presentation to classmates and faculty panel for critique.

IMA 380 - Apprenticeship - Experience Lab
Credits: 3
Class Hours: 3
Prerequisites: IMA 340 - Design Thinking 2

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.

IMA 420 – Practical Application of Design 1
Credits: 3
Class Hours: 3
Prerequisites: IMA 215 - Drawing and Imaging 2 and IMA 340 **-** Design Thinking 2

This course explores further application of Design Thinking problem-solving methodology. Students will follow a practice-based model to create design solutions to current and real-world industry requests for design proposals. Building on concepts and methods introduced in prerequisite courses, students will develop industry standard competencies by incorporating demographic research, client meeting notes, creative briefs, “scope of work” documents and presentation methods. Experiential learning will culminate in end of course presentation of design solution for actual client approval. This course will be followed by Practical Application of Design II in which students will create a finished design to be presented to client.

IMA 450 - Capstone 1
Credits: 3
Class Hours: 3
Prerequisites: IMA 220 - Motion Design 2 and IMA340 – Design Thinking 2

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 IMA Capstone II- Portfolio.

IMA 460 - Experience Lab
Credits: 3
Class Hours: 3
Prerequisites: IMA 380- Apprenticeship - Experience Lab

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.

IMA 465 - Capstone 2-Portfolio/Career Prep
Credits: 3
Class Hours: 3
Prerequisites: CCP 210 – Branding for the Creative Professional

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.

Mass Communications

BRD 102 - Broadcast Fundamentals
Credits: 3
Class Hours: 3

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.

BRD 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.

BRD 212 - Broadcast Announcing
Credits: 3
Class Hours: 3

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.

BRD 301 – Advanced Compositing: Still to Motion
Credits: 3
Class Hours: 3
Prerequisites: MAC 290 – Digital Media Art: Video and Motion

Advanced Compositing: Still to Motion is a hands-on lab course focused on using industry standard tools; such as Adobe Photoshop and Adobe After Effects to achieve highly complex visual images and compositions. Focus will be on mastering tools and techniques while producing and presenting comprehensive visual graphics and animations. This course is geared toward Mass Communication students that are looking to advance and strengthen their visual editing and digital graphics skills.

BRD 302 – Television Promotion Production
Credits: 3
Class Hours: 3
Prerequisites: MAC 221 - Intermediate Communication Lab 3

This course will provide students with the creative concepts and roadmap to produce dynamic promotions for television and online media distribution. Students will receive practical experience in writing, producing and editing promotional spots for air; building upon the production skills acquired in the Communication Labs. During the semester, students will be expected to create engaging video promotions to advertise the college's television and radio programming. They will enhance their writing, marketing, editing and visual storytelling skills for use in the workplace and build a portfolio of their work.

BRD 308 – Advanced Reporting
Credits: 3
Class Hours: 3
Prerequisites: MAC 322 – Advanced Communication Lab 6

This course will provide the student with real-life reporting experience in the field, covering news events off campus. It will enhance the reporting, interviewing, researching, writing and editing skills the student has developed during the labs and previous classes. In addition, the student will develop organizational skills to be able to set up stories and interviews, taking deadlines and geography into account. It will give them experience and knowledge involving governmental, legal and other topics that a typical general assignment reporter will be expected to cover.

BRD 310 – Media Operations
Credits: 3
Class Hours: 3
Prerequisites: MAC 101 –Mass Communication

With today's technology, most people don't watch TV or listen to radio stations like they used to. This course helps students develop strategies as media managers, who face a constantly changing environment. They will evaluate, select and schedule different types of programming for TV, radio and other media. Students will also analyze the impact of new technologies and research solutions on the

challenges electronic media companies face in a digital world. They will prepare business presentations, and budgets and analyze audience engagement on various platforms.

BRD 312 – Broadcast Programming
Credits: 3
Class Hours: 3
Previous Name: MAC 312 – Broadcast Programming

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.

BRD 315 - Sports Broadcast Production
Credits: 3
Class Hours: 3
Prerequisite Name: VID 131 – introductory Prod: Television Workshop

This is a hands-on course that prepares students for all aspects of a sports broadcast. The course will highlight play by play broadcasting, color commentating, pregame and postgame shows, sideline reporting, and sports broadcast directing.

BRD 320 – Brand Management
Credits: 3
Class Hours: 3

This is a multi-faceted course that will explore the elements that make some brands great, and why some brands are profitable and enduring. This will be a journey focusing on how to optimize a brand's impact, making it visceral, personal and memorable. As the course develops, you will learn how to evaluate your brand, and define methods and steps to enhance your brand's performance. You will learn to identify brand attributes most important to consumers through in-class collaboration, hands-on presentations, and use of social media platforms to demonstrate the power that great branding commands.

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 to understand the industries' processes and abilities to inform and entertain.

MAC 121 – Fundamental Communication Lab 1
Credits: 3
Class Hours: 3
Previous Name: MAC 121 – Communication Lab 1

This lab will give students hands-on experience in online, audio and visual reporting. During the semester, students will be expected to cover events that occur in and around campus. They will work in a team environment in the TV studio and develop reporting, writing, news judgement, editing and visual storytelling skills as they start to build a portfolio of their work.

MAC 122 - Fundamental Communication Lab 2
Credits: 3
Class Hours: 3
Prerequisites: MAC 121 – Fundamental Communication Lab 1
Previous Name: MAC 122 – Communication Lab 2

This lab will give students hands-on experience in online, audio and visual reporting. During the semester, students will be expected to cover 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 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

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 202 - History and Application of Media Law
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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
Prerequisites: ENG 102 – English Composition 2

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 221 – Intermediate Communication Lab 3
Credits: 3
Class Hours: 3
Prerequisites: MAC 122 - Fundamental Communication Lab 2
Previous Name: MAC 221 – Communication Lab 3

This intermediate communication lab will give students hands-on experience in field and studio production and reporting; building

upon the skills acquired in Comm Labs 1 and 2. During the semester, students will learn about various approaches for visual storytelling via sports journalism and be expected to cover events and produce newsworthy content. They will develop research, reporting, writing, editing and fact checking skills for use in the workplace and build a portfolio of their work.

MAC 222 – Intermediate Communication Lab 4
Credits: 3
Class Hours: 3
Prerequisites: MAC 221 – Intermediate Communication Lab 3
Previous Name: MAC 222 – Communication Lab 4

This intermediate communication lab will give students hands-on experience in field and studio production and reporting; building upon the skills acquired in Comm Labs 1, 2 and 3. During the semester, students will learn about various approaches for visual storytelling via entertainment journalism and be expected to cover events and produce newsworthy content. They will develop research, reporting, writing, editing and fact checking skills for use in the workplace and build a portfolio of their work.

MAC 250 – Live Concert Production
Credits: 3
Class Hours: 3

Journalism and Broadcast students will work closely with their assigned advisor researching and preparing interview questions prior to the festival. During the 4 days at the festival students will have the opportunity to be a correspondent / host for our live webcast and/or radio broadcast. They will also produce video, social media and multimedia reports of the festival.

MAC 280 – Digital Media Art: Design
Credits: 3
Class Hours: 3

Studio introduction to digital technology and its applications to the production of visual art; with particular focus on 2D design and layout. Students will be provided with the practical knowledge and technical skills necessary to effectively utilize industry standard software such as Adobe InDesign, Adobe Photoshop, and Adobe Illustrator. In this course, students will learn the fundamentals of vector and raster graphics; how to create, manipulate, and edit still images and vector graphics, and principles of design and layout. Emphasis will also be placed on developing an aesthetic criteria for evaluation. Students will learn how to research, apply and critique: typography, color, digital imaging, design principles.

MAC 290 – Digital Media Art: Video and Motion
Credits: 3
Class Hours: 3
Prerequisites: MAC 280 – Digital Media Art: Design

Studio introduction to digital media technology and its applications in the production of motion picture visual art. Students will be provided with the practical knowledge and technical skills necessary to effectively utilize image editing, video editing, and motion graphics industry standard software such as, Adobe Photoshop, Adobe Premiere Pro, and Adobe After Effects. In this course, students will learn the fundamentals of digital video editing, digital images, and motion graphics. Emphasis will also be placed on developing an aesthetic criterion for evaluation. Students will learn how to research, apply, and critique.

MAC 299 - Radio Broadcasting and Operations
Credits: 3
Class Hours: 3
Prerequisites: MAC 121 - Fundamental Communication Lab 1

Application of advanced radio and television production principles and skills. Expected to actively engage in everyday operation of the college radio station.

MAC 301 - New and Emerging Media
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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 – English Composition 2

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 321 – Advanced Communication Lab 5
Credits: 3
Class Hours: 3
Prerequisites: MAC 222 - Intermediate Communication Lab 4
Previous Name: MAC 321 – Communication Lab 5

This lab will give students hands-on experience in online, audio and visual reporting. During the semester, students will be expected to cover events on and off campus. They will develop reporting, writing, news judgement, editing and visual storytelling skills they will use in the workplace. People’s projects/reports will be reviewed in class. In addition, they’ll enhance their resume and portfolio.

MAC 322 – Advanced Communication Lab 6
Credits: 3
Class Hours: 3
Prerequisites: MAC 321 - Advanced Communication Lab 5
Previous Name: MAC 322 – Communication Lab 6

In this final lab, students should be producing their best work yet, building off the experience gained in previous labs. During the semester, students will be expected to cover events on and off campus. They will refine their reporting, planning, writing, news judgement, editing and visual storytelling skills. People's projects/reports will be reviewed in class and should be at the level that they can be shown to potential employers.

MAC 345 - Show Control Systems
Credits: 3
Class Hours: 3
Prerequisites: PRD 243 – Audio and Video Technologies

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
Prerequisites: MAC 299 – Radio Broadcasting and Operations

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's radio station and production suites. Students will learn different ways to produce interesting content and creative approaches to telling stories.

MAC 361 - Mass Media and Society
Credits: 3
Class Hours: 3
Previous Name: SOC361 – Mass Media and Society
Prerequisites: ENG 102 – English Composition 2

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.

MAC 380 - Sportscasting
Credits: 3
Class Hours: 3

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: BRD 310 – Media Operations

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 405 – Advanced Photojournalism
Credits: 3
Class Hours: 3
Prerequisites: ENG 302 – Photojournalism

This advanced class explores varied approaches, processes and applications of contemporary photojournalistic practices and methodologies. Students will be expected to have proficient knowledge and experience with a DSLR camera prior to the first class. Each student will be working on one, semester-long body of work, which will mature and develop through weekly group critique and discussions.

MAC 410 - Multimedia Journalism
Credits: 3
Class Hours: 3
Prerequisites: MAC 301 – New and Emerging Media

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 – Broadcast Journalism or MAC 299 – Radio Broadcasting and Operations

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
Prerequisites: MAC 211 – Broadcast Journalism

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.

PRD 200 – Live Entertainment Innovations
Credits: 3
Class Hours: 3

Students will examine concepts and techniques of different forms of Live Entertainment and Media Productions from the earliest shows to the newest innovations, including experiential and immersive entertainment.

PRD 243 - Audio and Visual Technologies
Credits: 3
Class Hours: 3

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.

PRD 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.

Mathematics

MAT 011 - Developmental Mathematics
Credits: 0
Class Hours: 3

Designed to help students better understand concepts in the areas of whole numbers, fractions, decimals, percent, 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
Class Hours: 3

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
Class Hours: 3

First and second degree equations and inequalities, exponents, polynomials, factoring, rational expressions and graphing.

MAT 131 – Business Mathematics
Credits: 3
Class Hours: 3

Fundamental principles of mathematics and application of methods to business problems; algebraic equations, inequalities, matrices, annuities, amortization, negotiable instruments, markup, depreciation, and financial mathematics.

MAT 231 - Introduction to Statistics
Credits: 3
Class Hours: 3

Classification and analysis of data: mean, variance, standard deviation, and linear correlation. Concepts of probability. Binomial, hypergeometric, and normal distributions; sampling.

Music

Placement

A placement examination and audition are required of all students enrolling in applied music courses. Music students are tested for the following skills:

1. Knowledge of the rudiments of music theory, including key signatures, major and minor scales, intervals, triads, and standard music terminology;
2. Ability to perform a prepared music selection on their major instrument or voice and keyboard;
3. Sight-reading proficiency on their major instrument or voice;
4. Aural-visual skills.

Applied Music Courses

MUS 105 - Fundamentals of Music
Credits: 3
Class Hours: 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
Class Hours: 3

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
Class Hours: 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
Class Hours: 3
Prerequisites: MUS 111 – Harmony 1

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
Class Hours: 2

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
Class Hours: 2
Prerequisites: MUS 121 – Sight Singing 1

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
Class Hours: 2

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
Class Hours: 2
Prerequisites: MUS 123 – Ear Training 1

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
Class Hours: 2

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
Class Hours: 2
Prerequisites: MUS 185 – Keyboard Skills 1

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
Class Hours: 3
Prerequisites: MUS 112 – Harmony 2

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
Class Hours: 3
Prerequisites: MUS 211 - Harmony 3

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
Class Hours: 3
Prerequisites: MUS 212 – Harmony 4

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
Class Hours: 2
Prerequisites: MUS 122 – Sight Singing 2

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
Class Hours: 2
Prerequisites: MUS 221 – Sight Singing 3

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
Class Hours: 2
Prerequisites: MUS 124 – Ear Training 2

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
Class Hours: 2
Prerequisites: MUS 223 – Ear Training 3

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
Class Hours: 3
Prerequisites: MUS 112 – Harmony 2

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
Class Hours: 2
Prerequisites: MUS 186 – Keyboard Skills 2

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
Class Hours: 2
Prerequisites: MUS 285 – Keyboard Skills 3

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
Class Hours: 2
Prerequisites: MUS 286 – Keyboard Skills 4

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
Class Hours: 2
Prerequisites: MUS 286 – Keyboard Skills 4

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
Class Hours: 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
Class Hours: 2
Prerequisites: MUS 212 – Harmony 4

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
Class Hours: 2
Prerequisites: MUS 314 - Arranging

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
Class Hours: 2
Prerequisites: MUS 212 – Harmony 4

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
Class Hours: 2
Prerequisites: MUS 318 – Improvisation 1

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
Class Hours: 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
Class Hours: 2
Prerequisites: MUS 212 – Harmony 4 or MUE 217 – Four-Part Harmony 2

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
Class Hours: 2
Prerequisites: MUS 212 – Harmony 4
Co-Requisite: ENS326 - Choir

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
Class Hours: 2
Prerequisites: MUS 212 – Harmony 4

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
Class Hours: 2
Prerequisites: MUS 261 – Computer Music Notation

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
Class Hours: 2
Prerequisites: MUS 304 – Popular Music Lab 1

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
Class Hours: 1
Prerequisites: MUS 305 - Jazz Lab 1

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
Class Hours: 2
Prerequisites: MUS 212 – Harmony 4

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 songwriting lead sheets, demos, copyright, music publishers, producers, contracts, and royalties.

MUS 416 - Studio Composition
Credits: 3
Class Hours: 3
Prerequisites: MUS 314 - Arranging

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
Class Hours: 2

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
Class Hours: 2
Prerequisites: MUS 435 l– Songwriter’s Workshop 1

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
Class Hours: 2
Prerequisites: MUS 286 – Keyboard Lab 4

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
Class Hours: 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
Class Hours: 3
Prerequisites: MUS 511 – Jazz Harmony 1

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 harmonization of standard progressions.

MUS 513 - Electronic Music Composition
Credits: 3
Class Hours: 3

A course designed to integrate traditional music composition studies and digital music production. From dance music to musique concrète, a variety of compositional activities are realized in DAW (Digital Audio Workstation) such as Logic Pro X to utilize a wide variety of sounds from synthesizers, samplers, and virtual instruments.

MUS 521 - Advanced Improvisation
Credits: 3
Class Hours: 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
Class Hours: 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
Class Hours: 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 602 – Computer Music Notation 2
Credits: 3
Class Hours: 3

Application of Sibelius 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.

MUS 604 - Advanced Instrumental Conducting
Credits: 3
Class Hours: 3

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
Class Hours: 3

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 610 – Advanced Choral Arranging
Credits: 3
Class Hours: 3

This class will examine different techniques for arranging vocal music in a variety of styles and will provide students with all knowledge necessary to create simple or complex arrangements of choral works. Students will learn the guidelines for arranging solo and background vocals unique to each style of music, including acapella, classical, jazz, and pop music. The course will also present basic arranging techniques that will be useful in adapting music for a variety of circumstances. Students will develop a background in transposition, vocal ranges, and the use of music notation software.

MUS 611 - Contemporary Jazz Harmony
Credits: 3
Class Hours: 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
Class Hours: 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
Class Hours: 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
Class Hours: 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
Class Hours: 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 633 – Contemporary Performance Practice
Credits: 3
Class Hours: 3

Study of the current trends in music performance across the genres. Focusing on the study of relevant literature, recorded performances and practical assignments, students will hone their ability to provide an engaging and successful music performance. Students will perform as soloist and in small groups and will engage in self and peer response assignments. This practical side of the course will give students the chance to practice performing in front of their peers and to practice giving constructive criticism.

MUS 671 - Selected Topics in Music
Credits: 3
Class Hours: 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
Class Hours: 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
Class Hours: 3

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
Class Hours: 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
Course Fee: $1,975.00

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
Course Fee: $500.00

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.

Major Instrument/Voice/Composition

All full-time matriculated students study a major instrument, voice, or composition with a qualified professional musician under the supervision of a music program chairperson. Juried performance examinations are required at the end of each year of instruction.

Junior and Senior Recitals are required for all performance students in the Bachelor of Music degree program at the end of the sixth and eight semesters of instruction. Recitalists must study with a faculty instructor during the semester in which the recital is given.

Students taking Private Instruction must attend at least 6 performances – 3 recitals and 3 concerts – that will service to refine their musical judgement. Critiques must be submitted to private instructors, demonstrating the ability to describe and evaluate musical performances in writing.

The technical requirements and materials set forth below provide a general guide to the levels of competence that are expected in each area of performance. Special Fee Required.

Applied Music Lesson

AML 141 – 442 - Applied Music Lessons 1 – 8 (INSTRUMENT)
Credits: 2
Class Time: 45 Min
Course Fee: $1,150.00/each

Individual weekly lesson for music majors with an emphasis on developing overall musicianship and performance skills. Lessons focused on the artistic process which is examined through intensive study of technical exercises, tone development and repertoire interpretation. Works selected from the classical, jazz and popular idioms.

AML 141 – 442 - Applied Music Lessons 1 – 8 (VOICE)
Credits: 2
Class Time: 45 Min
Course Fee: $1,150.00/each

Individual weekly lesson focused on technical, musical and repertoire development, including breath, support, placement and tone quality. An emphasis is placed on overall musicianship, as well as professional skill such as presentation and diction. Individual repertoire selected to compliment voice type in a variety of styles including art song, oratorio, opera, jazz standards, musical theatre and pop.

AML 141 – 442 - Applied Music Lessons 1 – 8 (COMPOSITION)
Credits: 2
Class Time: 45 Min
Course Fee: $1,150.00/each

Individual weekly lesson for composition majors with an emphasis on portfolio development. Study of a variety of compositional techniques, including score analysis and exposure to classical, jazz, and contemporary commercial styles to develop competencies in various genres.

Applied Composition Lesson/Seminar 1 – 4
AML 351 – 452
Credits: 2
Class Time: 45 Min
Course Fee: $1,150.00/each

Individual weekly music lessons including a group seminar.

Masters and Doctoral Candidates

AML 541 – 842 - Applied Music Lessons 1 – 8
Credits: 2
Weekly Lesson
Practice Hours: 6
Course Fee: $1,150.00/each

Major instrument/voice instruction emphasizes all aspects of technical development and tonal production through the study of traditional methods and repertory.

All performance and composition majors study with a qualified professional musician under the supervision of the Director of Graduate Studies.

Masters' candidates, in performance and composition, must present a recital open to the public at the end of the third semester of lessons. Recitalists must study with a faculty instructor during the semester in which the recital is given.
Doctoral candidates, in the performance program, must present three recitals. Composition students present two recitals.

Students taking Applied Instruction must attend at least two (2) recitals each semester that will service to refine their musical judgement and submit Performance Critique Forms to their instructor that provide feedback to the soloist and expand their ability to describe and evaluate musical performance in writing.

Ensemble

Performance Ensembles

Students may participate in more than one ensemble each semester providing that their academic progress is not affected. A maximum of four ensemble credits above the required program minimum will be accepted for elective credit.

Students who are members of performance ensembles must wear formal attire for all concerts and shows such as the *Great American Songbook.* Information regarding the specific dress requirements may be obtained in the Admissions, Student Activities, or Music Division Offices.

Band Ensembles

ENS 330 - Concert Band
Credits: 1
Class Hours: 3

Performance of standard and contemporary concert band selections. Rehearsal and preparation for public performances.

ENS 342 - Jazz Ensemble
Credits: 1
Class Hours: 2

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
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

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 390 - Wind Ensemble
Credits: 1
Class Hours: 2
Prerequisites: Audition and Permission of Director

The Wind Ensemble is a symphonic ensemble dedicated to the study and performance of diverse styles of musical literature for woodwind, brass, and percussion instruments from the various historical periods of music history. As the modern wind ensemble continues to evolve from its 18th-century roots in Harmoniemusik through the more recent transformations integrating burgeoning and flexible orchestration techniques, the focus of this course is principally on newer compositions. In addition to a performance-based study of marches, transcriptions, standard literature, contemporary works, and prominent composers, this course will also explore current issues in the wind band field pertaining to cultural diversity and inclusion, music of high artistic merit, and applications to music education.

ENS 530 - Concert Band
Credits: 1
Class Hours: 3

Performance of standard and contemporary concert band selections. Rehearsal and preparation for public performances.

ENS 542 - Jazz Ensemble
Credits: 1
Class Hours: 2

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

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

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 590 - Wind Ensemble
Credits: 1
Class Hours: 2
Prerequisites: Audition and Permission of Director

The Wind Ensemble is a symphonic ensemble dedicated to the study and performance of diverse styles of musical literature for woodwind, brass, and percussion instruments from the various historical periods of music history. As the modern wind ensemble continues to evolve from its 18th-century roots in Harmoniemusik through the more recent transformations integrating burgeoning and flexible orchestration techniques, the focus of this course is principally on newer compositions. In addition to a performance-based study of marches, transcriptions, standard literature, contemporary works, and prominent composers, this course will also explore current issues in the wind band field pertaining to cultural diversity and inclusion, music of high artistic merit, and applications to music education.

String Ensembles

ENS 318 - Chamber Orchestra
Credits: 1
Class Hours: 3

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 336 - Electric Jazz Guitar Studio Orchestra
Credits: 1
Class Hours: 2
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.

ENS 338 - Acoustic Guitar Orchestra
Credits: 1
Class Hours: 2
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 374 - String Ensemble
Credits: 1
Class Hours: 2

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

Symphonic orchestra platform designed to develop mastery of orchestral performance skills and techniques on the instrument, as well as effective ensemble listening and collaborative skills. Exposure to a wide range of symphonic repertory with opportunities for creative collaborations, such as the premiering of compositions and the invitation of guest conductors and soloists.

ENS 382 - Theatre Orchestra
Credits: 1
Class Hours: 2
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 536 - Electric Jazz Guitar Studio Orchestra
Credits: 1
Class Hours: 2
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
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 574 - String Ensemble
Credits: 1
Class Hours: 2

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

Symphonic orchestra platform designed to develop mastery of orchestral performance skills and techniques on the instrument, as well as effective ensemble listening and collaborative skills. Exposure to a wide range of symphonic repertory with opportunities for creative collaborations, such as the premiering of compositions and the invitation of guest conductors and soloists.

ENS 582 - Theatre Orchestra
Credits: 1
Class Hours: 2
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.)

Vocal Ensembles

ENS 302 - American Songbook Ensemble
Credits: 1
Class Hours: 3
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

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 – Cabaret Ensemble
Credits: 1
Class Hours: 2
Former Name: ENS 310 – Broadway Bound

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 322 - Chamber Singers
Credits: 1
Class Hours: 3
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 334 - Contemporary A Cappella
Credits: 1
Class Hours: 2

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 352 - Collegium Musicum
Credits: 1
Class Hours: 3

The Collegium Musicum is a performance ensemble dedicated to exploring and performing the diverse vocal and instrumental repertories of the Medieval, Renaissance, and Baroque periods of music history. Emphasis is given to the study of musical style, performance practice, singing and playing one-on-a-part, and excellence in performance. Various cultural aspects of the societies that produced the music under study are simultaneously explored; participants will work with primary source materials, such as facsimiles of musical manuscripts, as well as literary and historical writings.

ENS 386 - Vocal Jazz Ensemble
Credits: 1
Class Hours: 3
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 502 - American Songbook Ensemble
Credits: 1
Class Hours: 2
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

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 – Cabaret Ensemble
Credits: 1
Class Hours: 2
Former Name: ENS 510 – Broadway Bound

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: 3

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
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 534 - Contemporary A Cappella
Credits: 1
Class Hours: 2

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 552 - Collegium Musicum
Credits: 1
Class Hours: 3

The Collegium Musicum is a performance ensemble dedicated to exploring and performing the diverse vocal and instrumental repertories of the Medieval, Renaissance, and Baroque periods of music history. Emphasis is given to the study of musical style, performance practice, singing and playing one-on-a-part, and excellence in performance. Various cultural aspects of the societies that produced the music under study are simultaneously explored; participants will work with primary source materials, such as facsimiles of musical manuscripts, as well as literary and historical writings.

ENS 586 - Vocal Jazz Ensemble
Credits: 1
Class Hours: 3
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.)

Music Education

EDU 314 - Literacy in Schools
Credits: 3
Class Hours: 3
Field Experience Hours: 15

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 331 - School and Society
Credits: 3
Class Hours: 3
Field Experience Hours: 15

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 420 - Teaching Practicum
Credits: 2
Weekly Seminar/Teaching Experiences
Prerequisites: MUE 240, MUE 318, MUE 319, MUE 333 (Voice/Piano Concentration Students Only), MUE 335 or MUE 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
Field Service Hours: 360
Weekly Seminars
Prerequisites: EDU314, EDU331, EDU420 and EDU451, MUE286, MUE334 (for piano/vocal majors), MUE400, MUS393 or MUS394, AML441 and Senior Recital, NYSED Fingerprint Clearance, Certificate of Completion for the Child Abuse Prevention Workshop and the School Violence Prevention Workshop. A minimum grade point average of 3.0, a grade point average of 3.0 or better in music and music education 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
Class Hours: 3
Field Experience Hours: 15

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 501 - Methods of Online Education for Music Educators
Credits: 3
Class Hours: 3

A study of pedagogical principles, general online education methods, and skills necessary to design and deliver effective instruction from a distance, as well as the requisite skills and methods for specific content areas. In addition to course design, LMS navigation, technology, student engagement and support, topics will include methodology to address virtual experiential learning. Best online teaching practices and strategies for music education will be explored.

EDU 506 - Vocal Music Curriculum
Credits: 3
Class Hours: 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
Class Hours: 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
Class Hours: 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 531 - Current Issues in Education
Credits: 3
Class Hours: 3
Field Experience Hours: 5

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
Class Hours: 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
Class Hours: 2
Field Experience Hours: 10
Practice Hours: 6

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
Class Hours: 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
Class Hours: 3
Prerequisite: EDU 551 - Research Methods and Materials

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
Class Hours: 3
Prerequisite: EDU 552 - Project Seminar 1

Completion of a thesis/research project developed from a previously prepared project outline. A copy of the final document is submitted to the Library and becomes the property of the College. This course may be repeated without credit.

EDU 601 - Musical Theatre in Schools
Credits: 3
Class Hours: 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. Procedures for the production of works under copyright and in the public domain.

EDU 602 - Vocal Pedagogy
Credits: 3
Class Hours: 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 606 – History and Philosophy of Music Education
Credits: 3
Class Hours: 3

This course is an in-depth study of philosophical thought, positions, problems, and policies and historical foundations that have, and continue, to shape practice and purpose in music education. Students will analyze multiple philosophical approaches along with examining policies that impact music education in the public schools.

EDU 609 – Assessment in Music Education
Credits: 3
Class Hours: 3

This course covers various facets of assessment in music education: (1) foundations in measurement and evaluation relative to teaching, (2) how to understand and interpret qualitative data, (3) the role of assessment in music education with the goal of identifying and designing effective, valid, and reliable tools for evaluating all aspects of music education including but not limited to: instructional delivery, student growth, placement and ability, adjudication, and program effectiveness.

EDU 610 - Music Education Technology
Credits: 3
Class Hours: 3

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
Class Hours: 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 613 – Music Education Curriculum Design
Credits: 3
Class Hours: 3

This course is intended for graduate students to examine the role of curriculum and elements of curriculum design in music education exploring such topics as: history, theory, teacher education, cultural and political influences, along with flexibility and creativity within the guidelines of state, national, and accreditation standards.

EDU 614 – Learning Theories in Music
Credits: 3
Class Hours: 3

This course examines the research related to theories of teaching and learning music. Topics to be covered include but are not limited to perception, motivation, creativity, tonal/musical memory, optimal experience and skill acquisition.

EDU 651 - Doctoral Research
Credits: 3
Class Hours: 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
Class Hours: 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
Class Hours: 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 714 – Literacy in Schools
Credits: 3
Class Hours: 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. Special emphasis on culturally diverse classrooms, assessment of students and textbooks, and increasing vocabulary.

EDU 720 – Teaching Practicum
Credits: 2
Prerequisites: EDU510, EDU542, and MUS604 or MUS607. NYSED Fingerprint Clearance. A TEACH Account. A minimum grade point average 3.0 or better in music and music education courses and approval of the Music Education Director.

This course is designed for graduate Music Education students seeking initial NYS teaching certification. Students become acquainted with the professional world of music education through teaching experiences at the elementary and secondary level in public school settings. Emphasis is placed on developing teacher competencies in lesson planning, organizing, evaluating, and teaching music as well as teaching mini-lessons in the classroom under supervision.

EDU 721 – Student Teaching
Credits: 6
Prerequisites: EDU510, EDU540, EDU550, EDU542, MUE533, MUE635/MUE637, MUS606 and MUS607 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.

Graduate students seeking initial certification are placed in cooperating school districts (K-12) under the supervision of selected music teachers and the Music Education Coordinator. Candidates 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 for a total of no less than 180 hours at each placement. 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 extracurricular activities.

Graduate candidates also attend weekly campus seminars which focus on the integration of daily classroom observation and teaching experience with current education theory and practice and the analysis, understanding, and handling of special situations along with competition of the edTPA. Other topics covered include classroom management, organizational tools, and mock interviews.

EDU 741 – Health and Learning Disabilities
Credits: 3
Class Hours: 3

This course is designed for graduate Music Education students seeking initial NYS teaching certification. Students examine current research and theories related to the education and development of children with health and learning disabilities. Students discuss methods and materials that can be employed by the teacher to help integrate these children into classroom learning activities, then observe the application of the methods and theories in field-based experiences.

EDU 751 – Music Education Research and Design
Credits: 3
Class Hours: 3
Prerequisite: EDU 651 – Doctoral Research

Advanced studies to provide a deeper understanding of and experience with research methodologies, design, analysis and interpretation of research data specifically for music education. Extensive readings in Qualitative, Quantitative, Historical and Philosophical research for music education are required.

MUE 124 – Introduction to Music Education
Credits: 2
Class Hours: 1

This course will examine the basics of music education by evaluating and comparing philosophies and methodologies. Students will immerse themselves in the field of music education through current articles and media, case studies of practical teaching methods, and basic demonstration lessons. Students will learn how to find reliable resources in the field, develop their own teaching philosophy statement, and complete observations in a public-school music classroom.

MUE 124 - Ear Training 2
Credits: 1
Class Hours: 3
Prerequisites: MUS 123 – Ear Training 1

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
Class Hours: 3
Prerequisites: MUS 111 – Harmony 1

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
Class Hours: 3
Prerequisites: MUE 216 – Four-Part Harmony 1

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
Class Hours: 1

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
Class Hours: 1
Prerequisites: MUE 124 – Ear Training 2

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.

MUE 224 - Ear Training 4
Credits: 1
Class Hours: 1
Prerequisites: MUE 223 – Ear Training 3

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
Class Hours: 1
Prerequisites: MUE 217 – Four-Part Harmony 2

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
Class Hours: 1
Prerequisites: MUE 217 – Four-Part Harmony 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.

MUE 252 - Upper Strings Methods 2
Credits: 1
Class Hours: 1
Prerequisites: MUE 250 – Upper Strings Methods 1

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
Class Hours: 1
Prerequisites: MUE 217 – Four-Part Harmony 2

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
Class Hours: 1
Prerequisites: MUE 260 – Brass Methods 1

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
Class Hours: 1
Prerequisites: MUE 217 – Four-Part Harmony 4

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
Class Hours: 1
Prerequisites: MUE 270 - Lower Strings Methods 1

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
Class Hours: 1
Prerequisites: MUE 217 – Four-Part Harmony 4

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
Class Hours: 1
Prerequisites: MUE 280 – Woodwinds Methods 1

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
Class Hours: 1
Prerequisites: MUS 285 – Keyboard Skills 3

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
Class Hours: 2

Vocal Methods is designed to assist Music Education Majors in Non-Vocal disciplines develop a basic knowledge of fundamental singing habits and guidelines. Students will gain a working knowledge of basic vocal mechanics, healthy production and support. Emphasis will be on both self-growth, development and performance as well as establishing a basis from which one can help others cultivate a solid, healthy and reliable singing technique.

MUE 318 - Elementary Music Education Methods
Credits: 2
Class Hours: 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.

MUE 319 - Secondary Music Education Methods
Credits: 2
Class Hours: 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.

MUE 320 - Choral Music Education Methods
Credits: 2
Class Hours: 2
Co-requisite: ENS 326 - Choir

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.

MUE 333 - Keyboard Methods for the Teacher 1
Credits: 2
Class Hours: 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.

MUE 334 - Keyboard Methods for the Teacher 2
Credits: 2
Class Hours: 2
Prerequisites: MUE 333 - Keyboard Methods for the Teacher 1

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.

MUE 335 - Instrumental Music Education Band 1
Credits: 1
Class Hours: 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.

MUE 336 - Instrumental Music Education Band 2
Credits: 1
Class Hours: 1
Prerequisites: MUE 335 - Instrumental Music Education Band 1

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.

MUE 337 - Instrumental Music Education Strings 1
Credits: 1
Class Hours: 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.

MUE 338 - Instrumental Music Education Strings 2
Credits: 1
Class Hours: 1
Prerequisites: MUE 337 - Instrumental Music Education Strings 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.

MUE 400 - Content Specialty Test Preparation
Credits: 2
Class Hours: 2

A comprehensive review course that prepares students to take the New York State Music Content Specialty Test (CST).

MUE 520 – Guitar Methods
Credits: 1
Class Hours: 1

This course is designed for graduate Music Education students seeking initial NYS teaching certification. It is a minor instrument skills course, designed to give pre-service teachers a fundamental

understanding of performing on the guitar, and a methodology for teaching beginner and intermediate guitar skills to elementary through high school students. Students are expected to develop and demonstrate a facility for the instrument by the end of the semester.

MUE 533 – Keyboard Methods for the Teacher
Credits: 3
Class Hours: 3
Prerequisite: Successful completion of the Keyboard Qualifying Exam

This course is designed for graduate Music Education students seeking initial NYS teaching certification. The course is designed for students to gain greater facility at performing on the keyboard through playing and reading more advanced accompaniments and improvising accompaniments based on chord progressions; developing the ability to read at sight and transpose more advanced compositions; perform modulations and improvisation; read reduction of scores; and conducting from the keyboard.

MUE 540 – Graduate Percussion Methods
Credits: 1
Class Hours: 1

A methods course designed to give the music education non-percussionist a basic knowledge of percussion techniques needed to teach percussion to the public-school student percussionist. This course is designed to be on the graduate level, with participant already having a degree in music. Playing techniques, practice exercises and teaching strategies for mallets, marching percussion, timpani, drum-set, snare drum and auxiliary percussion will be the focus. Suggestions for equipment to use, along with how to care and repair equipment will be discussed.

MUE 550 – Upper String Methods
Credits: 1
Class Hours: 1

The study and application of Violin and Viola pedagogy and related instructional literature at the graduate level. An emphasis is placed on teaching these instruments in a classroom or group setting. Students will develop the skills necessary to model and teach level III selections as elicited by the NYSSMA manual.

MUE 560 – Brass Methods 1
Credits: 1
Class Hours: 1

This course is designed for graduate Music Education students seeking initial NYS teaching certification. This course covers the basic pedagogical aspects and instructional literature of playing brass instruments. Students will also develop basic performing skills on all brass instruments which will enable them to instruct elementary students and play in a performance ensemble.

MUE 562 – Brass Methods 2
Credits: 1
Class Hours: 1

This course is designed for graduate Music Education students seeking initial NYS teaching certification. This course covers advanced pedagogical aspects and instructional literature of playing brass instruments. Students work on advanced performing skill on all brass instruments which will enable them to teach at the secondary level and play in a performance ensemble.

MUE 570 – Lower String Methods
Credits: 1
Class Hours: 1

The study and application of Violoncello and Double Bass pedagogy and related instructional literature at the graduate level. An emphasis is placed on teaching these instruments in a classroom or group setting. Students will develop the skills necessary to model and teach level III selections as elicited by the NYSSMA manual.

MUE 580 – Woodwind Methods 1
Credits: 1
Class Hours: 1

This course is designed for all music education majors as an introduction to playing flute, oboe, clarinet, saxophone and bassoon in preparation for teaching instrumental music in the schools.

MUE 582 – Woodwind Methods 2
Credits: 1
Class Hours: 1
Prerequisite: MUE580 – Woodwind Methods 1

This course is designed as a continuation of Woodwind Methods I for graduate music education majors seeking initial certification to advance their performance and teaching skills on flute, oboe, clarinet, saxophone, and bassoon in preparation for teaching instrumental music in the schools.

MUE 586 – Keyboard Skills 4
Credits: 1
Class Hours: 1

For graduate Music Education students seeking initial teaching certification only. Students improve their ability to play and read more advanced accompaniments and strengthen their ability to read at sight and transpose more advanced compositions. Modulation and improvisation is covered along with reading choral scores.

MUE 590 – Vocal Methods
Credits: 1
Class Hours: 1

Vocal Methods is a graduate level examination and study of basic fundamental singing habits and guidelines. This course is designed to assist Music Education Majors in Non-Vocal disciplines gain a working

knowledge of basic vocal mechanics, healthy production and support. Emphasis will be on both individual development and performance as well as establishing a basis from which one can help others cultivate a solid, healthy and reliable singing technique.

MUE 620 – Choral Music Education Methods
Credits: 3
Class Hours: 3
Co-Requisite: ENS526 - Choir

This course will prepare students in the principles, procedures, techniques, literature, tools, methods, and materials used in directing a school choral music program at all grade levels. Students will explore appropriate repertoire, learn group vocal techniques, develop score study approaches, and be introduced to the various skills and responsibilities required of a choral music teacher.

MUE 635 – Instrumental Music Education Band Methods
Credits: 3
Field Experience Hours: 10

Instrumental Music Education Band Methods is a course designed to prepare students to teach instrumental music students and direct band programs at the High School level. Students will learn about pedagogical approaches, familiarizing themselves with the works of leading composers and arrangers, method books, and other resources that are designed to foster excellence in band programs comprised of students in grades 9 through 12. As directing a marching band program is often an essential responsibility of high school band directors, this course will place a special emphasis on related techniques. Additional areas of study will include strategies for directing jazz, pep, and chamber ensembles, lesson plan development aligned with edTPA and New York State Standards for the Arts, observing educators during high school site visits in diverse learning environments, teaching demonstration lessons, programming high-quality literature, technology, curriculum development, and the administrative aspects of directing a comprehensive high school band program. A required component of this course is active participation in the Five Towns College Wind Ensemble, in which students will apply the concepts of this course by assisting the Director with the various rehearsal and administrative functions of the organization.

MUE 637 – Instrumental Music Education Strings
Credits: 3
Class Hours: 3

A comprehensive focus on preparing graduate students for directing string orchestra programs at the elementary, middle, and high school levels. Students will learn the critical components necessary to manage competent programs at each level, including recruiting and retaining students, organizing and delivering effective lessons and rehearsals, selecting appropriate repertory, and negotiating the various obligations, expectations, and challenges presented at each level.

Music History and Literature

MUH 101 - History of Western Music
Credits: 3
Class Hours: 3

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
Class Hours: 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
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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
Class Hours: 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
Class Hours: 2
Prerequisites: ENG 102 – English Composition 2

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
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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
Class Hours: 2
Prerequisites: ENG 102 – English Composition 2

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
Class Hours: 2
Prerequisites: ENG 102 – English Composition 2

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
Class Hours: 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
Class Hours: 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
Class Hours: 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
Class Hours: 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
Class Hours: 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 507 - Classical Music To 1840
Credits: 3
Class Hours: 3

Study of music from 1600 to 1840, with emphasis on vocal and instrumental forms and historical, stylistic and aesthetic principles. Composers such as Vivaldi, Bach, Handel, Haydn, Mozart, and Beethoven are explored and analyzed.

MUH 604 – Women in Music
Credits: 3
Class Hours: 3

With contributions that were at times overlooked, women have undoubtedly shaped the course of art music composition throughout the centuries. From Medieval Catholic Church music and poetry by Hildegard von Bingen, to the distinguished 61-year career of pianist, composer and writer, Clara Schumann, to the formidable American composer and pianist, Marga Richter, the struggles and obstacles that these women have had to face, will be explored. Also, will celebrate their achievements through a selected study of their works, performances and writings. This course combines music history, theory, and issues of gender and race.

MUH 605 - Jazz History and Literature I
Credits: 3
Class Hours: 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
Class Hours: 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
Class Hours: 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 607 – George and Ira Gershwin
Credits: 3
Class Hours: 3

Examination of George and Ira's dual artistry through study of their greatest songs and shows, the collaborative process and relationship to the musical world in which they lived. The reasons for their continued popularity and the art of simultaneous and interactive lyric and music writing which they exemplify are analyzed.

MUH 614 - Early 20th Century Masterpieces
Credits: 3
Class Hours: 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
Class Hours: 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
Class Hours: 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
Class Hours: 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
Class Hours: 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
Class Hours: 3

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
Class Hours: 3
Prerequisites: PSY 101 - General Psychology

Theories of child development from birth to adolescence. Research findings will be analyzed in the areas of moral, intellectual, emotional, sexual and cognitive development.

PSY 341 - Abnormal Psychology
Credits: 3
Class Hours: 3
Prerequisites: PSY 101 - General Psychology

Study of the major causes, symptoms, treatments and preventions associated with maladaptive behavior.

Sciences

SCI 112 - Physics of Flight/Drone Technology
Credits: 3
Class Hours: 3

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
Class Hours: 3

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 201 - Oceanography
Credits: 3
Class Hours: 3

Examines the broad-scale features and dynamics of the Earth's oceans. Topics include seafloor spreading, marine sediments, salinity, biogeochemical cycles, ocean structure, currents, waves, tides, primary production, marine ecology, global warming, and much more.

SCI 211 - Environmental Science
Credits: 3
Class Hours: 3

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.

Sociology

SOC 101 - Introduction to Sociology
Credits: 3
Class Hours: 3

A study of the principles of social structure and social interaction. Application of the scientific method to the 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
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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 351 - Social Problems
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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.

Spanish

SPA 101 - Spanish 1
Credits: 3
Class Hours: 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
Class Hours: 3
Prerequisites: SPA 101 – Spanish 1

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
Class Hours: 3

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
Class Hours: 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 Arts

THR 105 – Music Skills for Musical Theatre 1
Credits: 1
Class Hours: 15

The first semester of a two-semester course which develops musical skills specifically targeted to the Musical Theatre major. The course will use examples and exercises from the musical theatre repertoire in addition to standard materials. The first semester focuses on music theory, keyboard familiarity, and the basics of sight-singing.

THR 106 – Music Skills for Musical Theatre 2
Credits: 1
Class Hours: 15
Prerequisites: THR 105 – Music Skills for Musical Theatre 1

The second semester of a two-semester course developing musical skills specifically targeted to the Musical Theatre major. The course will use examples and exercises from the musical theatre repertoire in addition to standard materials. The second semester expands on the skills of music theory, keyboard, and sight-singing and applies them to “real world” learning parameters.

THR 111 - Introduction to Stagecraft
Credits: 3
Class Hours: 3

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
Class Hours: 3

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
Class Hours: 3
Prerequisites: THR 121 – Acting 1

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 141 - Movement for Actors
Credits: 3
Class Hours: 3

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
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.

THR 150 - Production/Rehearsal/Performance 1
Credits: 2
Class Hours: 2
Previous Name: THR171 - Production/Rehearsal/Performance 1

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 152 - Production/Rehearsal/Performance 2
Credits: 2
Class Hours: 2
Prerequisites: THR 150 - Production/Rehearsal/Performance 1
Previous Name: THR174 - Production/Rehearsal/Performance 2

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
Class Hours: 3
Prerequisites: THR 124 – Acting 2

Designed to enable students to develop an individual approach to creating deeper and more developed characters.

THR 224 - Acting 4
Credits: 3
Class Hours: 3
Prerequisites: THR 221 - Acting 3

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
Class Hours: 3
Prerequisites: THR 160 – Voice and Diction (Theatre Students) or BRD 201 – Voice and Diction (Mass Communication Students)

Introduce students to the major accents used onstage and screen, developing their abilities to deploy these accents (and others).

THR 246 - Improvisation
Credits: 3
Class Hours: 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
Class Hours: 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
Class Hours: 3

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 250 - Production/Rehearsal/Performance 3
Credits: 2
Class Hours: 2
Prerequisites: THR 152 - Production/Rehearsal/Performance 2
Previous Name: THR271 - Production/Rehearsal/Performance 3

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 252 - Production/Rehearsal/Performance 4
Credits: 2
Class Hours: 2
Prerequisites: THR 250 - Production/Rehearsal/Performance 3
Previous Name: THR274 - Production/Rehearsal/Performance 4

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
Class Hours: 3

Scenic design skills and concepts related to the demands and requirements for the stage and cinema.

THR 282 - Theatre Technology Seminar 1
Credits: 1
Class Hours: 2

Advanced work in Production/Design in students' area of interest under the close supervision of a faculty mentor.

THR 321 - Acting 5
Credits: 3
Class Hours: 3
Prerequisites: THR 224 - Acting 4

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
Class Hours: 3
Prerequisites: THR 321 - Acting 5

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 351 - Acting Through Song
Credits: 1
Class Hours: 2
Prerequisites: THR 224 – Acting 4

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 370 - Directing
Credits: 3
Class Hours: 3

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 350 - Production/Rehearsal/Performance 5
Credits: 2
Class Hours: 2
Prerequisites: THR 252 - Production/Rehearsal/Performance 4
Previous Name: THR371 - Production/Rehearsal/Performance 5

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 352 - Production/Rehearsal/Performance 6
Credits: 2
Class Hours: 2
Prerequisites: THR 350 - Production/Rehearsal/Performance 5
Previous Name: THR374 - Production/Rehearsal/Performance 6

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
Class Hours: 2

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
Class Hours: 3
Prerequisites: THR 111 – Introduction to Stagecraft

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
Class Hours: 2
Prerequisites: THR 282 – Theatre Technology Seminar 1

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
Class Hours: 3
Prerequisites: THR 111 – Introduction to Stagecraft

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
Class Hours: 3
Prerequisites: THR 280 – Set Design

Advanced problems in scenic design, specifically multi-set shows and musicals, will be addressed utilizing a variety of studio skills.

THR 386 - Costume Construction
Credits: 3
Class Hours: 3
Prerequisites: THR 380 – Costume Design/Makeup

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
Class Hours: 3
Prerequisites: THR 111 – Introduction to Stagecraft

The art of lighting design including methods, script interpretation and practical applications to the live stage and studio.

THR 412 - Theatre Workshop
Credits: 3
Class Hours: 3
Previous Name: THR 410 - Theatre Workshop

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
Class Hours: 3
Prerequisites: THR 324 – Acting 6

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 lambic Pentameter, and techniques for non-poetic dialogue.

THR 424 - Acting 8
Credits: 3
Class Hours: 3
Prerequisites: THR 421 – Acting 7

Study of the most influential acting methods and theories, with emphasis on their practical use and execution through exercises and analysis of scripts.

THR 425 - Senior Showcase 1
Credits: 3
Class Hours: 3

Preparation for Senior Showcase 2. Students will work on scenes, monologues, and design portfolios for the performing arts industry. Senior Showcase 1 is an exploratory course, allowing students to test and develop their auditions or designs required for the industry.

THR 426 - Senior Showcase 2
Credits: 3
Class Hours: 3
Prerequisites: THR 425 - Senior Showcase 1

Senior Showcase 2 is the preparation and execution of a Senior Showcase in New York and potentially elsewhere for agents and casting directors. Students will finalize scenes, songs, monologues, and design portfolios for the performing arts industry. Senior Showcase 2 is a performance and creative course, where students hone their audition or design skills required for the industry.

THR 450 - Production/Rehearsal/Performance 7
Credits: 2
Class Hours: 2
Prerequisites: THR 352 - Production/Rehearsal/Performance 6
Previous Name: THR471 - Production/Rehearsal/Performance 7

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 452 - Production/Rehearsal/Performance 8
Credits: 2
Class Hours: 2
Prerequisites: THR 450 - Production/Rehearsal/Performance 7
Previous Name: THR474 - Production/Rehearsal/Performance 8

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 481 - Rendering for the Stage
Credits: 3
Class Hours: 3
Prerequisites: THR 111 – Introduction to Stagecraft

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
Class Hours: 2
Prerequisites: THR 381 - Theatre Technology Seminar 2

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
Class Hours: 3
Prerequisites: THR 388 – Stage Lighting

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
Class Hours: 3

This course teaches the students elements of projection design as well as 3D virtual modeling and pre-visualization.

Theatre Arts – Dance

DAN 131 - Ballet Techniques 1
Credits: 1
Class Hours: 2
Previous Name: THR 131 – Ballet Techniques

Ballet provides the foundation for all other dance styles. The class consists of a focus on correct alignment, terminology, and building a strong technical foundation.

DAN 134 - Jazz Dancing 1
Credits: 1
Class Hours: 2
Previous Name: THR 134 – Jazz Dancing 1
Prerequisite: DAN 131 – Ballet Techniques 1

Exploration of movement for the actor. Study of the fundamentals of Jazz dancing techniques such as, isolations, weight shifting, flexibility, strength, and musicality.

DAN 135 - Jazz Dancing 2
Credits: 1
Class Hours: 2
Previous Name: THR 135 – Jazz Dancing 2
Prerequisites: DAN 134– Jazz Dancing 1

Exploration of movement for the actor. Builds on the foundations of Jazz dancing taught in Jazz 1. Incorporates speed, greater range of motion, advanced leaps and turns, increased difficulty in choreography.

DAN 136 - Tap Dancing 1
Credits: 1
Class Hours: 2
Previous Name: THR 136 – Tap Dancing 1

Study of the fundamentals of Tap dancing used in Broadway and Rhythm style performances. Prepares Students for a range of musical theatre performance.

DAN 137 - Tap Dancing 2
Credits: 1
Class Hours: 2
Previous Name: THR 137 – Tap Dancing 2
Prerequisites: DAN 136 – Tap Dancing 1

Study and mastery of advanced tap skills. Builds on foundational techniques covered in Tap 1. Focus on advanced rhythms, increasing speed, and sound clarity.

DAN 260 – Dance Topics
Credits: 1
Class Hours: 2

This course is designed with a rotating curriculum to expose students to a variety of dance categories. Run by a guest artist "Dance Topics" will cover an assortment of specialties. Techniques include styles such as Afro-Caribbean, Ballroom, Traditional Jazz and Social Dances, Bollywood, Hip-Hop, Modern and more.

DAN 331 - Contemporary Dancing
Credits: 1
Class Hours: 2
Previous Name: THR 331 – Contemporary Dancing
Prerequisites: DAN 131 – Ballet Techniques 1

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.

DAN 332 – Ballet Techniques 2
Credits: 1
Class Hours: 2
Prerequisites: DAN 131 – Ballet Techniques 1

This course is designed to continue the exploration of Ballet Dance at an advanced beginner level, offering students the ability to form a solid foundation in dance. Dance vocabulary will be used throughout the semester in regards to ballet terms, meanings, movement and staging with a heavy focus on French to English translation.

Students will work to gain improvement in areas such as balance, flexibility, stamina, alignment, musicality, and strength. The beginning of each class will include various exercises at the barre as well as center worked across the floor. These are designed to create correct alignment, re-pattern movement habits, stretch and strengthen the body as well as increase technical skills. All exercises both done in the center and across the floor will be incorporated into choreography for exams.

DAN 334 - Theatrical Dancing
Credits: 1
Class Hours: 2
Previous Name: THR 334 – Theatrical Dancing
Prerequisite: DAN 135 – Jazz Dancing 2

Study of major dance genres and choreography techniques which constitute the art of theatrical dancing for musicals. Focus on choreography – specifically, dancing while using props such as, hats, canes, and other objects found on a musical theatre stage.

DAN 384 - Advanced Theatrical Dancing
Credits: 1
Class Hours: 2
Previous Name: THR 384 – Advanced Theatrical Dancing
Prerequisites: DAN 334– Theatrical Dancing

Study of major dance genres and choreographers seen on the musical theatre stage. The works of Fosse, Robbins, and Blankenbuehler provide the basis for inquiry and exploration.

DAN 421 – Dance Topics 2
Credits: 1
Class Hours: 3

This course is designed with a rotating curriculum to expose students to a variety of dance categories. Run by a guest artist "Dance Topics" will cover an assortment of specialties. Techniques include styles such as Afro-Caribbean, Ballroom, Traditional Jazz and Social Dances, Bollywood, Hip-Hop, Modern and more.

Theatre History

THH 191 - Introduction to Theatre
Credits: 3
Class Hours: 3

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 291 – Dance History
Credits: 3
Class Hours: 3

The study of the foundations of dance as a cultural form and its development as a performing art from medieval times through modern day. Topics covered include the development of ballet, its roots in both Western and Non-Western history and its subsequent growth in America. The rich cultural history of both tap and jazz dancing, the creation of modern dance, as well as the influences of ethnic dance on concert works and current contemporary creations will be examined.

THH 301 - Theatre History Before 1900
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

The study of dramaturgy and dramatic criticism combined with the analysis of Theatre History. The examination of scripts and theatrical productions, as well as the concepts of theatre history in multiple regions and nations will be explored.

THH 302 - Musical Theatre History
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

The evolution of the American Musical Theatre from the 19th century to the present. Follows the theatrical, musical and social trends in New York musical theatre history from its beginnings to the present.

THH 391 - Theatre History Before 1900
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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.

THH 392 - Theatre History After 1900
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

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
Class Hours: 3
Prerequisites: THH 491 - Golden Age of American Musicals

The evolution of the American Musical Theatre from 1940 to the present. Follows the theatrical, musical and social trends on Broadway subsequent to the success of the landmark musical Oklahoma! Special focus is devoted to the advent of the Rock and Roll musical and the “jukebox” musical. The scores of Rodgers and Hammerstein, Lerner and Loewe, Kander and Ebb, Jerry Herman, Stephen Sondheim, Andrew Lloyd Webber and Steven Schwartz are prominently featured.

Theatre Music Lessons

TML 151 – 452
Voice Lessons for Theatre 1 – 8
Credits: 1
Class Hours: 2
Course Fee: $1,150/each

Private Instruction for Theatre Majors only. Required for Musical Theatre Concentration students.

Film and Television

VID 100 – Production Safety and Set Protocol
Credits: 1
Class Hours: 2

The film director’s creative vision is accomplished by respectfully and safely collaborating with an entire crew. This film crew employs a variety of skills set that adhere to industry standard practices and safety protocols. Students will become knowledgeable of the proper use of the many tools used in physical production to create a safe and healthful environment that is both professional and productive. This class is required for all students before advancing in any film production courses. This class meets for 7 weeks.

VID 121 – Introductory Production: Introduction to Filmmaking
Credits: 3
Class Hours: 3

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 – Introductory Production: Television Workshop
Credits: 3
Class Hours: 3
Lab Hours: 3

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 – Fundamental Production: Remote Television Workshop
Credits: 3
Class Hours: 3
Lab Hours: 1
Prerequisites: VID 131 – Introductory Production: Television Workshop

Focusing on the place of television and the internet in society and technology, students study advanced single-camera setups, special effects, electronic news gathering, electronic field production and editing

VID 145 - Digital Photography
Credits: 3
Class Hours: 3
Lab Hours: 1

Introduces basic camera skills including exposure control, composition, depth of field, and movement control while photographing in available light. Students will also learn basic imaging processing skills using software such as Adobe Photoshop and Lightroom. Special emphasis is placed on creating photographs that have a narrative and a visual story. The students will learn how to creatively fit the 3-dimensional world into 2-dimensional imagery within the established parameters of the frame for still and motion picture cameras.

VID 146 - Digital Studio Photography
Credits: 3
Class Hours: 3
Prerequisites: VID 145 - Digital Photography

An advanced studio course that offers students the opportunity to study advanced lighting techniques and processes to produce a portfolio utilizing techniques learned as well as editing and sequencing to create a successful narrative. The course will cover lighting for portraiture, still life, and interior spaces.

VID 215 - Film Lighting
Credits: 3
Class Hours: 3
Prerequisites: VID 121 – Introductory Production: Introduction to Filmmaking and VID 145 - Digital Photography

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, and tone are considered.

VID 231 - Motion Picture Editing 1
Credits: 3
Class Hours: 3
Lab Hours: 1
Prerequisites: VID 121 – Introductory Production: Introduction to Filmmaking

This course serves as an introduction to the art of post-production. We explore the theory and practice of various editing styles in order to gain a better understanding of how stories are constructed in the editing room. This class blends practical, hands-on exercises with the aesthetics and artistry of motion picture editing to help students discover new techniques for post-production. Students will learn how to use Adobe Premiere Pro's many tools and workflows and gain an in-depth understanding of professional techniques and industry practices.

VID 233 – Fundamental Production: Narrative Filmmaking
Credits: 3
Class Hours: 3
Lab Hours: 1
Prerequisites: ENG204 – Script Writing, VID 121 – Introduction to Filmmaking, VID 131 – Television Workshop, and VID 132 –Remote Television Workshop or ICG 110 – 3D Animation 1

Study of the art and aesthetics of narrative film pre-production through post-production. Development of a Narrative film in practice will include scriptwriting, directing, producing, cinematographic selection, and shot assembly towards both clarification of story narrative and development and film style. Exercises in analysis of story for effective selection of camera, lenses, framing, composition and lighting in production.

VID 237 - Art Direction
Credits: 3
Class Hours: 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 240 - Audio for Video
Credits: 3
Class Hours: 3
Lab Hours: 1
Previous Name: VID 302 – Audio for Video

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 241 - Comics to Film
Credits: 3
Class Hours: 3
Lab Hours: 1
Previous Name: VID 441– Comics to Film
Prerequisites: VID 305 – Filmmaking Aesthetics

The superhero archetype is examined in relation to American society in a parallel study in both sequential art and film mediums. The history of comics as well as societal themes are explored. By analyzing the traditional comic medium and movies, student will also create a hero, script, and shoot a short narrative of their creation.

VID 243 - Producing
Credits: 3
Class Hours: 3
Previous Name: VID 333 - Producing
Prerequisites: VID 131 – Introductory Production: Television Workshop

Students develop greater mastery of the practical aspects of producing a feature film/video, including script analysis and breakdowns, budgeting and scheduling, storyboarding and diagramming, location scouting, culminating in a production book for a film/video short.

VID 261 - Acting for the Camera
Credits: 3
Class Hours: 3
Previous Name: VID 361 – Acting for the Camera

Students learn the fundamentals of on-camera acting techniques to better understand the creative collaboration between actors and directors. Students analyze on-screen actors to gain an understanding of the action, manners, style of the actor and apply the tools on camera by their own exploration. The students may choose a scene from a film and or/television, be assigned a scene from a film and or/television to rehearse and perform in class, working with a scene partner. Additionally, students will participate in audition improvisations to understand more fully the pre-production process of filmmaking and how to identify the best actor for a particular role.

VID 305 - Film Aesthetics
Credits: 3
Class Hours: 3
Previous Name: VID 232 – Filmmaking Aesthetics
Prerequisites: VID121 - Introductory Production: Introduction to Filmmaking and VID145 – Digital Photography

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 310 – Intermediate Production: Experimental
Credits: 3
Class Hours: 2
Lab Hours: 2
Prerequisites: VID 233 – Fundamental Production: Narrative Filmmaking
Previous Name: VID 433 – Intermediate Experimental Film

The study of Contemporary Music Video and other Experimental Film Forms. Montage 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 and proficiency in creating non-linear, non-narrative experimental forms or dynamic popular music video.

VID 315 - Cinematography 1
Credits: 3
Class Hours: 3
Prerequisites: VID 215 - Film Lighting

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
Class Hours: 3
Prerequisites: VID 315 – Cinematography 1

The study of cinematography utilizing 16mm film and digital capture, lens selection, complex camera angles, filtration, color negative film stocks, lighting, proper exposure, sync sound, tripods, dollies, and handheld filming are considered. Students learn the operation and loading procedures of the Arriflex SR3 16mm camera. An introduction to the setup and operation of Canon Cinema EOS cameras and their capabilities and features.

VID 332 - Cinematography 3
Credits: 3
Class Hours: 3
Prerequisites: VID 331 – Cinematography 2

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 334 - Motion Picture Editing 2
Credits: 3
Class Hours: 3
Lab Hours: 1
Prerequisites: VID 231 - Motion Picture Editing 1

More complex applications of digital film editing focusing on post-production workflows from the perspective of the editor, director, and cinematographer. Preparation, speed, problem solving, and an understanding of the system is emphasized.

VID 336 – Intermediate Production: TV Commercial
Credits: 3
Class Hours: 3
Prerequisites: VID 132 – Fundamental Production: Remote Television Workshop and VID 233 – Fundamental Production: Narrative Filmmaking
Previous Name: VID 336 – TV Commercial Production

Study of the cinematic elements and techniques of the 30 – 60 second commercial spot advertisement, from concept development through post-production. Classic TV, contemporary TV and internet 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 371 – Directing 1
Credits: 3
Class Hours: 3
Prerequisites: VID 233 – Fundamental Production: Narrative Filmmaking
Previous Name: VID 371 - Directing for the Screen

Principles and practices involved in directing for the 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 storyboarding techniques.

VID 372 – Intermediate Production: Documentary
Credits: 3
Class Hours: 3
Prerequisites: VID 132 – Fundamental Production: Remote Television Workshop and VID 233 – Fundamental Production: Narrative Filmmaking

Since the advent of motion picture cameras, humans have been documenting the world via the documentary genre of filmmaking. It's historical significance and stylistic approaches will be incorporated into the production of a series of student produced documentary projects. This immersive class will allow the participants to select subjects and materials based on their experiences, research, concerns and observations of the world around them. Participants will explore issues associated with the documentary form such as: why do we document our activities, the ethics of accountability to the subject and subject matter, objectivity versus subjectivity, licensing and fair use, and finding an audience. The produced final documentary project will address and demonstrate a thorough understanding of the documentary genre and the potential to have a significant influence on the audience, while also raising their consciousness of the subject matter.

VID 406 – Post-Production: Sound for Film and Television
Credits: 3
Class Hours: 3
Previous Name: VID 306 – Post-Production: Sound for Film and Television
Prerequisites: VID 240 – Audio for Video

This hands-on course focuses on post-production sound mixing. Students will gain in-depth knowledge of film and television mixing concepts and practices with concentration in dialogue cleanup and repair, sound effects/ambiance selection, music/score editing, mixing, and final delivery.

VID 407 - Producing 2
Credits: 3
Class Hours: 3
Previous Name: VID 307 – Producing 2
Prerequisites: VID 243 – Producing

A comprehensive dive into the methods and materials of the entire production process from ideation to distribution. Topics include strategy, networking, budgeting, publicity and promotion, marketing, financing sources and techniques, and selected legal issues.

VID 425 – Pre-Production: Senior Project 1
Credits: 3
Class Hours: 3
Lab Hours: 1
Previous Name: VID 425 – Senior Project 1
Prerequisites: 2 of the following; VID 336 – Intermediate Production: TV Commercial, VID 372 – Intermediate Production: Documentary, or VID 433 – Intermediate Production: Experimental

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 film for their Senior Project.

VID 430 – Production: Senior Project 2
Credits: 2
Class Hours: 1
Lab Hours: 5
Prerequisites: VID 425– Pre-Production: Senior Project 1
Previous Name: VID 426 – Senior Project 2

Production of a 7-10 minute motion picture project. Post-production tasks include editing, sound design, coloring, titling and credits. Completed films will be presented for review in class.

VID 432 - Independent Filmmaking
Credits: 3
Class Hours: 3
Prerequisites: VID 233 – Fundamentals Production: Narrative Filmmaking

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 440 - Special Topics in Film/Television
Credits: 3
Class Hours: 3
Prerequisites: ENG 102 – English Composition 2

Relevant, selected topics in Film Genre, Literature, History or featured auteurs in the discipline of film/video. This lecture class explores topics in genre, such as: contemporary development of the television mini-series, action/adventure, spy, western or mob films, women in film, biopics, the prevalence of dark comedy in 20th century indie filmmaking, sci-fi/fantasy, films addressing ethnicity or alternative lifestyles, trends in foreign films and emerging topical sub-genres, or a particular group of directors or other film artists' work. Examination of theoretical and stylistic choices that distinguish these figures, forms, or movements and their place in the history of cinema and television.

VID 442 - Advanced Production Workshop
Credits: 3
Class Hours: 3
Lab Hours: 1
Prerequisites: 2 of the following; VID 336 – Intermediate Production: TV Commercial, VID 372 – Intermediate Production: Documentary, or VID 433 – Intermediate Production: Experimental

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
Class Hours: 3
Lab Hours: 1
Prerequisites: VID 334 - Motion Picture Editing 2

This class blends practical, hands on exercises with the aesthetics of the colorist's art to help students discover new techniques for color grading. Students will learn how to use DaVinci Resolve's many grading tools and workflows, and gain an in depth understanding of advanced techniques and industry practices. Before completing this course, students are provided with a proficiency exam to receive a certificate of completion from Blackmagic Design, and become a Resolve Color certified user.

VID 445 – The Horror Film
Credits: 3
Class Hours: 3
Lab Hours: 1
Prerequisites: VID 305 – Filmmaking Aesthetics

This class will study 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, John Carpenter and Eli Roth will be explored. Students will examine the psychology of horror and the psychological techniques used by those filmmakers. Class projects include screenplays, short film production, editing, music and sound effects, and visual effects and students will team up as groups and make their own short Horror Film and present it as their Final project.

VID 471 - Directing 2
Credits: 3
Class Hours: 3
Previous Name: VID 471 - Directing Actors

The study and application of pre-visualization and planning of a short film according to a specific, detailed directorial vision, casting and rehearsing actors for the short film, and shooting, editing, and refining the short film to match the director's original vision. Techniques used include shot selection, lighting, aesthetics, casting considerations, communication with actors, performance and blocking choices, story and theme, subtext, tone, and rhythm.

VID 474 - Cinematography 4
Credits: 3
Class Hours: 3
Prerequisites: VID 332 – Cinematography 3

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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Director of Sports Medicine

Caitlin Zowak, *B.S., M.S.*
Sports Information Director

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.

JEEYUN LEE, *Associate 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.

OLIVER ROACH, *Instructor*
Mus.B., M.M., Five Towns College

Oliver Roach Jr. is a professional live sound engineer who works in various locations around NYC and Long Island. He specializes in live music, and has experience working in theatrical productions, corporate events, and live broadcasts. He attended Five Towns College where he received both his bachelor's and master's degrees in music.

Adjunct Audio Faculty

MATT BLOSTEIN, *Assistant Professor*
B.M., Manhattan School of Music
M.M., University of Valley Forge

BENEDETTO A. CACCAVALE, *Instructor*
B.A., Queens College

ALBERT COHN, Assistant Professor
Dual Enrollment Instructor at Bayside High School
B.A., Goddard College
M.A., New York University

JOHN GUNDERSEN, Assistant Professor
Dual Enrollment Instructor at Bayside High School
B.A., M.A., New York Institute of Technology

DAVID MARINO, *Instructor*
A.A., Nassau Community College
B.F.A., Long Island University

PHIL PAINSON, *Instructor*
AVID Pro Tools Certified

Business Faculty

CATHERINE KIMMEL, *Associate Professor*
Business Division Chair
B.S., SUNY College at Buffalo
M.B.A., Dowling College

Former Associate Dean and Full-Time faculty member at Briarcliffe College, Professor Kimmel has over 30 years' experience in higher education as an instructor and administrator.

DAVID M. COHEN, *Professor, Business*
College President
B.A., State University of New York at Oneonta
J.D., New York Law School

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

DONNA LATORRE, *Associate Professor, Business B.S.,*
M.B.A., St. John's University

Experienced Business educator with specialization in finance, human resource management, and marketing. Professional experience includes Shearson Lehman.

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

MICHAEL ARGENZIO, *Assistant Professor*
B.B.A, Baruch College
M.Mgt., University of Phoenix

ANNE BROWN, *Assistant Professor*
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.

KARYN CERNERA, *Assistant Professor*
A.A.S., Katharine Gibbs School
B.A., Adelphi University
M.F.A., Pratt Institute
D.M., Colorado Technical University

Director of Marketing and Chief Social Media Officer with over twenty years of experience in the commercial art and graphic design industry. Fifteen years of college-level teaching experience, rising to the position of Assistant Professor, with a doctoral degree in Management focusing on Higher Education Teaching and Learning. Dr. Cernera Bush has been teaching at Five Towns College since 2019.

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.

STEPHANIE DUNAIEFF, *Instructor*
B.A., Queens College
M.B.A., University of Nebraska

Stephanie Dunaieff started her first business when she was only 23 years old. She is now the President and CEO of two corporations. Dunaieff is the President and CEO of Margot Corporation, a business consulting company that specializes in intelligence-based business services. All of the services are customized based on an initial analysis of the company. The services are then reevaluated regularly to see what needs to be adjusted to improve the company even further. She is also the President and CEO of Margot Tutoring Inc, a tutoring company that provides brain-compatible tutoring for students in Pre-K through Graduate School.

Stephanie has been presenting at conferences across the United States since 2016 and she gave her first Keynote Speech in 2018. During the pandemic, Stephanie started presenting virtual workshops around the world.

Stephanie speaks from experience. In addition to her professional experience, Stephanie has experience leading nonprofit organizations. She was the President of the Commack-Kings Park Rotary Club from 2020-2021. Stephanie also held the position of Vice President of Grants and Marketing for the National Tutoring Association from 2019-2020 and the Small Business Chair from 2016-2020.

Prof. Dunaieff has two Bachelor's Degrees from Queens College in Pure Mathematics and Psychology. She continued her education at the University of Nebraska – Lincoln, where she earned a Master's of Business Administration degree in Supply Chain Management and a Graduate Certificate in Business Analytics. She has also earned a Graduate Certificate in Industrial Organizational Psychology.

BARRY HEYMAN, *Assistant Professor*
B.M., New York University
J.D., New York Law School

Mr. Heyman practices business, entertainment, intellectual property (copyrights and trademarks), and new media law. Trained as a classical pianist and performing as a DJ has resulted in Mr. Heyman's deep understanding of the students he teaches and creative talent he represents adding to the knowledge and expertise he brings as an established attorney. Active member of New York University's Alumni Association.

KEITH HOELL, *Assistant Professor*
B.S., St. John's University
M.B.A., St. John's University

Keith Hoell owns his own technology consulting business and has worked in the education industry as a faculty and administrator for over 20 years. He has authored two textbooks on database management. In his spare time he likes to run, having competed in 10 marathons.

CHRISTINA LANGSTON, *Instructor*
B.S. University of Phoenix
M.S., Post University

JOHN MASSERWICK, *Professor*
B.B.A., Pace University
M.B.A., Adelphi University
Certified Public Accountant (C.P.A.)

ERIN NOURIJANIAN, *Instructor*
B.P.S., Five Towns College

Erin is the Senior Director of Marketing at UBS Arena and formerly the Senior Director of Marketing at NYCB LIVE, home of The Nassau Veterans Memorial Coliseum. Before venturing into the arena world, Erin was the Director of Marketing at Webster Hall, one of the world's most iconic historical club venues, and guided direction to win Pollstar's 2016 Nightclub of the Year award. During her tenure, the venue was the #1 club-sized venue in New York. Erin is an alumnus of Five Towns College

SHARON PEARL, *Instructor*
B.A., SUNY Binghamton
M.B.A., Pace University

Professor Pearl has over 20 years experience in Customer Insights and Competitive Intelligence with deep expertise in the services industry, largely financial services and healthcare. She has been called upon to speak at numerous industry conferences and events and has been teaching at Five Towns College since 2020.

LOU PLAIA, *Instructor*
B.S., SUNY New Paltz
M.B.A., Dowling College

Founder and EVP of ReverbNation, an online artist services platform used by more than 5 million artists/bands to help build their careers. Prior to ReverbNation, Plaia worked 12 years at Atlantic Records as VP of Strategic Marketing and 4 years at Atlantic imprint, Lava Records, where he was the Head of Marketing and Artist Development. Plaia has helped develop the careers of Kid Rock, Matchbox 20, Hootie & the Blowfish, Stone Temple Pilots, Trans-Siberian Orchestra, Jewel, Simple Plan, and many others. Professor Plaia has been teaching at Five Towns College since 2017.

MAUREEN POLLICINO, *Assistant Professor*
B.A., State University of New York at Oneonta
M.B.A., Adelphi University

A former banker and business advisor who has an extensive business background dealing with corporations and entrepreneurs. Spent 18 years at JPMorgan where she was a Vice President who advised corporations on financial and management strategy. Was a Business Advisor for 4 years at the Small Business Development Center at Farmingdale State College where she advised entrepreneurs on overall business strategy and attained her New York State Business Advisor Certification. Professor Pollicino has been teaching at Five Towns College since 2015.

CHRISTOPHER REMEDIANI, *Instructor*
A.A.S., Five Towns College
B.S., SUNY Empire College
M.B.A., SUNY Empire College

An alumnus of Five Towns College, Professor Remediani, has worked in the music industry for more than forty years on both the creative and administrative sides of the business as the General Manager of Notting Hill Music Publishing, USA, Director of Research for New On The Charts Magazine, and a Public Relation Representative for Heartfelt Productions. Outside of the music industry he has worked as a Project Manager for IBM and owned a digital document management and database production company that served clients in the construction industry for more than a dozen years.

MARY RYDER, *Associate Professor*
B.S., St. John's University
M.B.A, Dowling College
Ed.D., St. John's University

Experienced educator in business with specialization in marketing, management, entrepreneurship, organizational leadership, and leadership theory. Nineteen years college-level teaching experience, rising to the level of Adjunct Associate Professor, with a doctoral degree in Administration and Supervision in Higher Education. Professional experience includes LSG/SkyChefs and Suffolk Community College Association.

JEFFREY SULTANOF, *Assistant Professor*
B.A., Queens College, City University of New York
M.A., Seton Hall University

Jeffrey Sultanof has had an eclectic career as a composer, arranger, conductor, historian, editor, author and teacher. He holds a B.A. degree from Queens College (CUNY) and an M.A. from Seton Hall University.

Sultanof worked at Warner Bros. Publications from 1977-1994 as an educational music editor, editor/arranger for ensembles large and small, and historian, preparing corrected editions of Gershwin, Porter and other legendary American composers. He worked with Burt Bachrach, Neal Hefti, Gordon Lightfoot and John Williams, arranging his "Liberty Fanfare" for Brass Quintet.

From 1994-2002, Sultanof was an editor and consultant with the Hal Leonard Corporation, where he worked as an editor and producer of recordings with Sonny Rollins, Ahmad Jamal, Andy Laverne and Gerry Mulligan, producing the last recordings of Mulligan as a baritone saxophonist. From 2002-2004, he was assistant professor of music at Five Towns College, arranging for and coaching singers, conducting the jazz ensemble, and teaching courses on the music business, music history, and film music on the Bachelor's and Master's degree levels. From 2013-2017, he was an instructor and administrative coordinator of the MEMP (Music and Entertainment Management and Production) program at the Institute of Audio Research in New York City.

RHONDA TENENBAUM, *Assistant Professor*
B.A., Hofstra University
M.B.A., CW Post Long Island University

Professor Tenenbaum has over 20 years of experience in academia as a Business Instructor, and a comedy writer. Additionally, she develops interactive and traditional marketing strategies and campaigns for the financial services and retail industries.

GEOFFREY VANDERPAL, *Assistant Professor*
B.S., Columbia College
M.B.A., Webster University
D.B.A., Nova Southeastern University Film and Television Faculty

Film and Television Faculty

MICHAEL PRYWES, *Professor*
Film and Television Division Chair
B.S., Northwestern University
J.D., Hofstra University

Michael Prywes is a writer, producer, teacher, and attorney for artists and entrepreneurs. His bestselling business book "The Gasp: How to Seize that A-Ha! Moment and Turn It Into a Winning Business" teaches creatives how to launch and grow a creative enterprise.

At Five Towns College, Michael teaches media law, writing, and producing. Michael is also an adjunct professor of entertainment law at the Touro Law Center. Over the past two decades, Michael has taught at CUNY Queens College, LIU Brooklyn, St. John's, and has guest lectured at NYU and UCLA. Michael has also been a producer on a number of feature films, including his award-winning theatrically-released comedy "Returning Mickey Stern," starring Joseph Bologna, Tom Bosley, and Connie Stevens, and he has advised and served as panelist for a number of film festivals.

As an undergraduate at Northwestern University, Michael was one of twelve students selected for the two-year intensive Creative Writing for the Media Program, alongside some of today's most renowned Hollywood writers and producers. He is also a graduate of UCLA's yearlong professional film and television writing program.

Michael is counsel to the Long Island Film and Television Foundation, and continues to serve New York City and Long Island small business owners, filmmakers, performers, recording artists, writers, and innovators.

THOMAS CALANDRILLO, *Professor*
Assistant Dean of Institutional Productions and Technology
B.P.S., M.A., Five Towns College
L.M.H.C., C.A.S.A.C., Adelphi University

Thomas Calandrillo began his work in the Television and Film industry in 1995 producing and editing industrial videos and local commercials for various` clients throughout Long Island. In 1998, Tom and a colleague founded a production company, American Media Productions Inc. Under Tom's leadership, American Media Productions obtained contracts for the 1998 – 2001 Jones Beach Concert series season. In that time, American Media Productions provided the technical engineering support and video directing for over 450 shows.

Calandrillo has traveled across the country and many parts of the Caribbean coordinating various projects and performances. From aerial photography in the Bahamas for a LeAnn Rymes Concert to the logistical coordination of satellite transmission for a live internet broadcast for Andrea Bocelli to New York City's Birdland for Dave Brubeck, Tom has toured with some of the top bands as their IMAG/vision mixer video director.

In 2001, Tom sold his partnership share of American Media Productions and began working on next business, Empire Production Support (EPS, Inc). As President of EPS, Tom coordinated camera support equipment rentals and crewing support for broadcast and feature films. He is an active member of IATSE 600 (International Cinematographers Guild), where he worked on many major blockbuster films as a special effects /stunt camera--crane operator/technician.

ROBERT DIGIACOMO, *Associate Professor*
B.F.A., Cornell University

Robert DiGiacomo has spent over thirty years working professionally in both photography and cinematography. He has worked on a diverse range of projects with world renowned Directors, Directors of Photography and Photographers. Feature film credits include: Shine A Light (featuring The Rolling Stones) directed by Martin Scorsese, and filmed by three-time Academy Award winner Robert Richardson, ASC; Big Fish filmed by Oscar winner, Phillipe Rousselot, and Directed by Tim Burton. Additionally, he has worked on over 600 television commercial productions, documentaries, and a variety of music videos with: Diddy, Bon Jovi, Jay-Z and Beyoncé, Carole King, U2, and Britney Spears (featuring Madonna). Robert is an active member of the International Cinematographers Guild, on the Industry Roster, and CSATF Safety Passport certified.

JING WANG, *Assistant Professor*
A.A., LaGuardia Community College
B.A., M.F.A., Hunter College

Jing Wang is a Chinese female independent filmmaker and teacher based in New York City. Jing has found her identity as an immigrant

artist and an activist throughout the course of making non-fiction films. Jing's film has been shown at the Museum of the City of New York, the Rooftop Film Festival, and WNYC – The Greene Space. Her works were reviewed by the New York Times, Gothamist, World Journal, and China Press.

Jing graduated from Hunter College with a Master of Fine Arts degree in Integrated Media Art (MFA/IMA). Jing had served as a full-time lecturer at the State University of New York and a guest lecturer at Brooklyn College, College of Staten Island, and Queen's College. Her teaching goal is to inspire young artists to find their own voices through creating media works.

Adjunct Film and Television Faculty

JUSTIN ANDREWS, *Assistant Professor*
B.A., Framingham State College
M.F.A., Savannah College of Art and Design

After earning his Bachelors In 2010, Andrews left Massachusetts to earn an MFA in Film/Television in Savannah, GA. It was here that he honed his skills in directing and found joy in collaborating with actors. His MFA thesis film, DIRT, went on to earn the Filmmaker Magazine Award at the 2013 Savannah Film Festival.

Andrews has been a teaching artist since 2013 when he taught a young filmmakers workshop at the Savannah College of Art and Design and became hooked. He combined his new joy for teaching with the art of filmmaking and has mentored and taught new filmmakers ever since.

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, Moviecam, 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.

JOSHUA GREENBERG, *Instructor*
B.F.A., Tisch School of the Arts at NYC
M.F.A., Columbia University
J.D., Cardozo School of Law

Joshua Greenberg is a writer and teacher of film who brings a devotional ardor to his love of cinema. A consummate scholar, he bookended his law degree at Carodozo with a film school at NYU and Columbia University, where he developed a broad understanding and deep appreciation of both the business and aesthetics of filmmaking. Greenberg has won multiple awards for his short film productions, along with recognition for his screenwriting, and he is a participating member of the BMI Musical Theatre Librettists Workshop. In addition to the joy he finds teaching students about the craft of storytelling and the unique cultural power of cinema, he is currently at work with a writing partner on an episodic adaptation of a historical novel set during the era of the Roman Empire.

BARRY HARTGLASS, *Assistant Professor*
B.M., University of Miami
M.A., CUNY Hunter College

ERIKA HOULE, *Assistant Professor*
B.F.A., M.A., New York University

Erika Houle is a cinematographer, director, and documentary filmmaker based in New York. She has worked around the world on feature films, documentaries, commercials, and episodic television shows. Her early work as a documentary cinematographer took her across the country and internationally to India and Haiti. Most recently, she shot for Equal Means Equal, the feature documentary film cornerstone of the movement to pass the Equal Rights Amendment. Houle lived in Morocco while working on cable network Spike's 2015 mini-series Tut and continues working in the camera department on for NBC's Saturday Night Live. In 2016 she received her master's in Art, Education, & Community Practice from Steinhardt, NYU. She remains creatively connected in experimental work, most recently directing a music video for Joan Baez's 2019 Grammy nominated album Whistle Down the Wind.

MAHNOOR KHAN, *Instructor*
B.S., Iqra University
M.F.A., LIU Post

Originally from Karachi, Pakistan Mahnoor believes in capturing the essence of the moment and her photographs act as a medium of communication for those unheard, metaphors of reality and expression to emotions that are well kept hidden. She looks to create artwork that resonates with people to embody the soul and message. She has exhibited her work in solo and groups exhibitions internationally including New York and Spain.

CHRISTOPHER LIANG, *Instructor*
B.M., Berklee College of Music

Christopher Liang established the Audio Dojo LLC in 2010 in Queens, NYC. He has extensive experience in both film and television. He was part of the team which mixed and sound designed promos for HBO's hit show *Sopranos* and he has mixed thousands of spots and shows for Syfy, USA, TBS, Nickelodeon, Spike, A&E, CNN, Tru, Vh1, Discovery and Netflix.

He is a re-recording mixer and sound fx designer for independent feature films and documentaries. His collaborations include *What She Said*, *Fire In Water*, *Dead Pigs*, *Hold The Dark*, *93Queen*, I*n Case of Emergency*, *Over Oceans*, *Myanmar: Bridges to Change*, *Suicide*

Killers, The Wall, *Kiss Me Again*, *Outlands*, and *Behind The Shadows*. Such works were featured at Sundance, Tribeca, Bushwick, Telluride, BANFF and Queens World Film Festivals. Christopher also freelances as a music composer and sound designer for Viacom, in New York City. As a production sound recordist, his portfolio includes recordings for Sprint, Reebok, Shiseido, Empire Market, Busby Family Eye Care and Aubin Pictures.

JOHN MAREAN, *Assistant Professor*
B.A., SUNY Binghamton
M.F.A., Yale School of Drama

John Marean, co-owner of Intention Films and Media, graduated with his MFA in Technical Design and Production from the Yale School of Drama.

He started his career as the Technical Director of the Hudson Guild Theater, then became Production Manager of Playwrights' Horizons/Scenic Central and built sets for Nickelodeon, as well as many other Broadway, off-Broadway, television and feature film productions.

John joined the taught at Thomas Edison High School, Hillcrest High School was named Technical Director at the LaGuardia High School (The "Fame" school) of Music & Art and Performing Arts in NYC. He continues to teach Entertainment Technology subjects at the NYC College of Technology in Brooklyn.

In 2006, John became the Technical Director of the Long Island/TV Foundation. John works as a Director of Photography, Assistant Camera, Grip, Gaffer, Sound Recordist, Production Manager, Assistant Director and as a Covid-19 Compliance Officer.

DAVID MARINO, *Instructor*
A.A., Nassau Community College
B.F.A., Long Island University

RAMFIS MYRTHIL, *Instructor*
B.A., Queens College

HAROLD NAIDEAU, *Assistant Professor*
B.A., Antioch College
B.A., Brooks Institute of Photography
M.B.A., Long Island University: CW Post College

ASHISH PANT, *Assistant Professor*
B.A., University of Delhi
M.F.A., Columbia University
M.B.A., Harvard Business School

BRUCE PENN, *Instructor*
B.A., SUNY College at Oswego
M.A., SUNY Old Westbury

With over 25 years of entertainment and teaching experience, Bruce Penn is no stranger to the rigors and rewards of professional and education productions.

As a theatre and communications graduate, he has a wide range of writer, director and producer credits. At age 18, he published his first book of inspirational poetry called, "Life-Reach It". He later wrote and produced several stage and teleplays including; "What's Going On", "The Shut-In", and "The Challenge". His artistry also includes a series of award winning acrylic on canvas paintings called, "The Heritage Collection".

He later went on to direct several music videos and short films. His more recent work includes a documentary on the civil rights movement. His film received high marks for a first-hand account of Dr. Martin Luther King's acceptance of the 1964 Nobel Peace Prize. The film, "The Journey to Oslo", was a moving and inspiration interview with Rev. Dr. Richard Dixon's eyewitness account of the events surrounding the uprising and assassination of his best friend and comrade Dr. King.

Now as writer and director of his latest project, "The Last Alumni", his artistic vision has come full circle. He, along with WMHS alumni, students, staff, and community have come together to produce and inspiring independent student film. For the past 16 years, he has taught film and sound production to up and coming filmmakers in Wyandanch High School.

CHRISTOPHER ROBERSON, *Assistant Professor*
B.F.A., New York University

Chris Chan Roberson is a 15-year veteran editor, producer, videographer, digital content strategist, and college professor. He has been teaching cinematography and editing at Tisch School of the Arts since 1999 and served as NYU's Executive Director of Post Production for over two years.

Chris is a contributing writer for Comic Book Resources. He also edits professionally and has worked with such talents as Sting, Billy Eichner, Nick Kroll, and Christian McBride. He has done editing for the YouTube channels Screen Rant and CBR and has produced content for Kung Fu Tea and the New-York Historical Society. In 2006, Chris won a Telly Award for his editing work with Robert Small Entertainment, where he edited for Comedy Central, Nick at Nite and The Biography Channel.

From 2012 through July 2014, Chris worked as the Studio Manager of YouTube Space NY. He helped emerging partners devise channel strategy, increase production value, and develop their brand. On a regular basis Chris has worked with such YouTube channels as The Key of Awesome and VSauce3. In 2014, Chris conducted a TEDx Talk, titled "Modern Mavericks."

DANIEL WINERMAN, *Assistant Professor*
B.F.A., New York University
M.F.A., Boston University

Dan Winerman is an actor and director of theater and film. Based in New York City, Dan has directed and developed new plays for several venues and festivals such as Primary Stages, Ensemble Studio Theatre, Geva Theatre Center, Lark Theatre, Flea Theater, HERE Arts Center, the Boston Playwrights Theatre, the Young Playwrights Festival, the Samuel French Short Play Festival, the Summer Shorts Festival @ 59E59 Theater, NYU's Department of Dramatic Writing, and NYU's Department of Musical Theatre Writing. For the Berkshire Playwrights Lab, Dan directed staged readings of new plays by Anna Ziegler (Variations on a Theme), Sam Marks (The Old Masters),

Jonathan Caren (The Recommendation), and John Cariani (Love/Sick). Recently, he directed two short plays by Cary Gitter at The Tank and is adapting them to film. He was selected as a finalist by the Drama League Fellowship and National Directors Fellowships. He has been the Guest Director at many productions, such as "Middletown" at Pace University, Mac Rogers' "Blast Radius" at American Academy of Dramatic Arts (AMDA, and at F0ordham University, the Lee Strasberg Theatre Institute, and the Stella Adler Studio of Acting.

Interactive Media Arts Faculty

SHARON RYBA-PERTZ, *Assistant Professor*
Interim Interactive Media Arts Chair
B.S., College of Staten Island

Video and Film Editor with 25 years' experience working in news and documentary for television broadcast and entertainment industries. Still and Motion Graphics Designer with 20 years' experience in private, public, government, and educational sectors. Editor and designer on various projects ranging from producing content and shows for 3D stereoscopic domed and immersive environments to designing and developing corporate branding and UX/UI design.

JULIE HARING, *Assistant Professor*
B.F.A., Cooper Union School
M.A., New York Institute of Technology
M.S., Long Island University

Julie Haring, a successful professional in the field of Motion Graphics, holds a MA in Communication Arts from NYIT and an MS Ed from Long Island University.

During her many years in digital design and animation, Professor Haring has worked in small creative teams on a broad range of projects for local broadcast, medical simulation, virtual reality, and corporate events. She has designed and animated branded and original assets for clients such as Cablevision, SmileTrain, Canon USA, Inc., Weight Watchers, and ABC.

She has also brought her expertise and creative skills to educational projects to include online course design for corporate training at Canon USA, Inc. and virtual exhibit components for the Heckscher Museum and Huntington Long Island School District.

KAREN PELLECHIA, *Professor*
Dean of Online Education Division
B.A., Queens College
M.F.A., Brooklyn College

Karen Pellecchia has been serving as both educator and administrator in Higher Education for over 30 years. She has served as mentor and senior faculty member at several institutions specializing in studio art and application of design principles. Earning an MFA in Painting and Drawing from Brooklyn College, Pellecchia received the Charles G. Shaw graduate award for distinction in the painting medium, and was the recipient of a Full Fellowship at the Vermont Studio awarded by renowned artist Wolf Kahn. Her work is part of international and corporate collections and has been featured in several interior design publications. Throughout her career, Pellecchia has expanded her art to fashion, interior and landscape design. Her fashion designs have been sold at Bergdorf Goodman, NYC; Mitsukoshi and Lane Crawford, Japan; and have been featured in Women's Wear Daily, Elements, and W Magazine.

Adjunct Interactive Media Arts Faculty

MICKEY ALOSIO, *Instructor*
B.F.A., Fashion Institute of Technology

PAUL BIEDERMANN, *Instructor*
B.F.A., Washington University in St. Louis (School of Design & Visual Arts)

KRISTY CARATZOLA, *Instructor*
B.F.A., LIU Southampton
M.F.A., LIU Post

BRAD DARROHN, *Instructor*
A.A., Suffolk County Community College
B.S., Full Sail University

ROBERT FIELD, *Assistant Professor*
B.A., LIU Post
M.A., Syracuse University

ALLISON RUFRANO, *Assistant Professor*
A.A., Nassau Community College
B.A., Adelphi University
M.F.A., M.S.Ed., Long Island University: CW Post

DENISE RUGGIO, *Assistant Professor*
B.F.A., M.A., New York Institute of Technology

NICK SELVAGGIO, *Instructor*
B.S., New York Institute of Technology

CHRISTINE SQUITIERI, *Assistant Professor*
Interim Interactive Media Arts Chair
B.F.A., New York Institute of Technology

Christine Squitieri's passion of 3D design has brought her to FTC from an incredibly diverse spectrum of disciplines. After receiving her BFA in Computer Graphics from NYIT in 1998, she worked for a leading video game developer creating 3D models and animation. Later in her career, she found herself being trained in blacksmithing and sculptural metal working. Just prior to joining the FTC faculty, she specialized in the concept and development of unique sculptural forms and custom design solutions for events, stage sets, exhibits, retail environments and new product prototypes for various fabrication companies. Christine brings an imaginative and forward-thinking mindset while maintaining a realistic approach to production and fabrication. As a fearless Designer, she deeply values the power of imagination within constraints and enjoy opportunities to "create something from nothing."

ADAM TATZ, *Instructor*
B.F.A., University of Delaware

Liberal Arts/General Education Faculty

JENNIFER DARDZINSKI, *Professor*
Liberal Arts and Sciences Division Chair
Assistant Dean of Instruction
A.A., Nassau Community College
B.A., Hofstra University
M.S., Ph.D., St. John's University

Dr. Jennifer Dardzinski has been in education for over 20 years. She is currently the department chair of Liberal Arts and Sciences at Five Towns College. In addition to being the department chair she also teaches English and the literacy education courses. She recently coauthored a chapter for a literacy textbook. She earned a BA in Elementary Education from Hofstra University, and a MS and Ph. D in Literacy from St. John's University. She taught grades 1st, 2nd and 3rd at a Catholic school on Long Island for 8 years before moving on to higher education in 2010. Before becoming department chair at Five Towns, Jennifer was an adjunct professor at several colleges and universities on Long Island and NYC teaching English and Literacy courses.

JERRY COHEN, *Associate Professor, Science*
Director of Adult and Continuing Education
B.S., Ohio University
M.S., Hofstra University

ALISSA GAMBINO, *Assistant Professor*
B.A., LIU Southampton College
M.F.A., Stony Brook University

Alissa's undergraduate career most notably includes employment as writer, performer, and director with The Southampton Players, a touring, outreach activist performance troop. Also, her original play competed and was selected for production during Southampton College's One-Act Play Festival.

During her post-graduate years, she worked closely with and assisted several New York Times best-selling authors and workshop leaders; including Roger Rosenblatt, Meg Wolitzer, and David Rakoff; during five Southampton Arts summer conferences and two Writers Conferences in Florence, Italy. Additionally, her professional and personal writing experience includes freelancing as a film critic and fashion journalist; publishing poetry, fiction, creative non-fiction, and essays; and copyediting for several online media outlets and multiple issues of The Southampton Review, a literary and arts journal. Furthermore, her positions as a fashion blogger and experiences as an influencer stem from her roles as a stylist and social media director in New York City, Brooklyn, and on Long Island for multiple e-commerce platforms, retailer collaborations, and fashion blogs, including recognition from The Huffington Post for evocative, original content. However, her love of literature and composition motivated her transition to the world of academia; she has taught English at SUNY Suffolk County Community College and has a decade of tutoring experience for students of all backgrounds and writing proficiencies in any discipline at the Rose Tehan Memorial Writing Center. Alissa proudly joined the FTC's Liberal Arts faculty teaching English and Literature in 2017.

Most recently, Alissa serves as director for FTC's Writing Across the Curriculum committee and tutors all FTC students in The Writing Center.

DOMINICK QUARTUCCIO, *Assistant Professor*
A.A., Suffolk Community College
B.A., M.F.A., Stony Brook University

Dominick Quartuccio is a writer with an MFA in Creative Writing and Literature from Stony Brook Southampton and a BA in English from Stony Brook. He has been a part of the Liberal Arts Department of Five Towns College since 2016 and teaches English Composition. He has also taught literature courses at FTC and teaches creative writing workshops at local libraries on occasion. Dominick has recently published a book of poetry called Like Fiery Fingers and an autobiographical book of poems and stories, titled Dealing with Dad: Getting Along with and without My Old Man, which are both available on Amazon.

Adjunct Liberal Arts/General Education Faculty

LEANN BORNEMAN, *Instructor*
B.A., M.S.W., Stony Brook University

MICHAEL CAMPANELLA, *Assistant Professor*
B.A., M.S.Ed., Queens College

DANIELLE COSTANZA, *Assistant Professor*
B.S.W., Marist College
M.S.W., Fordham University

Danielle Costanza is a Licensed Mastered Social Worker (LMSW) that has been practicing in the field since 2004. She received her Bachelor of Science degree form Marist College and her master's degree in Social Work from Fordham University. Danielle has worked in many areas of social work and her specialties include at risk youth, underserved communities, child welfare, and mental health. Danielle has been teaching in higher education since 2015 and currently teaches in the School of Social work at Adelphi University and the Human Services program at Suffolk Community College. She enjoys her fight for social justice and helping others!

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

THERESE HOWELL, *Instructor*
B.S.Ed., Five Towns College
M.A., University of the Rockies

Therese Howell is an alumnus of Five Towns College who wears many hats in the professional field. Mrs. Howell is a licensed real estate

agent, a therapist, an entrepreneur and has helped many people in her community. In her career, she has counseled suicidal individuals and others who are dealing with drug addiction. She was recruited to co-produce a real estate production for television. Teaching at Five Towns College allows Mrs. Howell the opportunity to guide and develop students. She is proud to return to the College.

MAUREEN GREEN, *Assistant Professor*
B.A., Charleston Southern University
M.S., Towson University

Maureen has taught social sciences and writing since 2008. Developed writing across curriculum and academic integrity policies and trainings. Experience in the criminal justice field, working with a SAMHSA pilot program for dually diagnosed offenders. Six years as print and web editor of national trade publication. Currently working on an Instructional Design & Technology M.Ed. through the University of North Carolina, Charlotte. As a writer-editor, clients include SaaS producers, educational and trade publishers, authors, artists, musicians, and nonprofit organizations.

CARL KIRSCHNER, *Professor Emeritus*
B.A., Queens College
M.A., Ph.D., New York University

Dr. Kirschner received his PhD degree in Industrial/Organizational psychology from New York University. He began his academic career at Baruch College where he was Director of Student Support Services. He continued on to become College Dean at Suffolk Community College and University Dean for Student Affairs at CUNY where he was responsible for over 4000,000 students.

Dr. Kirschner has experience in public, private and for profit schools. He has created and taught courses on the undergraduate and graduate levels ranging from introductory psychology to emotional intelligence. In addition to educational settings, Dr. Kirschner has collaborated with the American Management Association and other consulting firms to improve work life satisfaction and productivity. He is the recipient of several awards for his work in education. At present he serves on the Five Towns College Board of Trustees and continues his consulting projects.

ANGELINA LIBARDI, *Associate Professor*
B.S., M.S., Adelphi University

Angelina Libardi has been in education for 20 years as well as 10 years working for pharmaceutical companies and Department of Health. She is currently an adjunct professor at Five Towns College and at SUNY Farmingdale College. She teaches environmental science and human biology courses at the undergraduate level as well as bioscience majors courses in biology. She earned a BS in chemistry and a MS in biochemistry from Adelphi University. She has completed course work at the McCrone Research Institute at Cornell University. Her thesis on Bovine Vitreous studies of Lens Crystallins was published in 1990 and an article in Exp Eye Res was published in 1991. She has also been a Mentor at Empire College and prior to Higher Education, she has experience as a QC/QA department supervisor, Auditor and assistant director.

SANDRA MARDENFELD, *Assistant Professor*
B.A., SUNY at Buffalo
M.A., New York University
Ph.D., Rutgers University

Sandra Mardenfeld is a freelance writer, editor, social media strategist, marketing consultant and educator based in Long Island, New York. She has worked as the managing editor for several national magazines, as the Broadway editor of Playbill and as an editor/writer on many websites. Her travel book, New York Day Trips, was published in June 2020. She obtained her PhD in Communication and Information and Library Science, specializing in media studies, at Rutgers University. Her dissertation looked at reporter's privilege through the perspective of the public and the practitioner using focus groups, interviews and published editorials. She received her masters in magazine journalism at New York University and her bachelors in journalism at The State University College of Buffalo.

She has worked as an assistant professor for LIU Post, St. Thomas Aquinas College and Mercy College prior to coming to Five Towns College.

MERRICK MONCK-ROWLEY, *Assistant Professor*
B.A., Trinity College
M.S., Queens College
M.S., New York Institute of Technology

Merritt Monck-Rowley has been in education for twenty years at the junior high, high school and collegial level. She is currently a tenured teacher at Cold Spring Harbor where she teaches Spanish III and IV. Prior to Cold Spring Harbor Merritt was a tenured Spanish Teacher at West Islip Public Schools. In addition to teaching Spanish Merritt is a co-advisor for the International Club, Class of 2023 Student Government and ARC, Animal Rescue Club at CSH. Ms. Monck-Rowley earned a B.A. Degree in History at Trinity College, (Attended Tufts and Skidmore in Madrid, junior year of college), M.A. in Spanish/Education from Queens College and an M.A. in Instructional Technology from NYIT. During the summer Merritt has been an early childhood teacher at the Portledge School in Locust Valley, NY.

RASHEEN NORTHINGTON, *Instructor*
B.A., Hunter College
M.A., SUNY Potsdam

Rasheem earned a B.A. in Biochemistry and an M.A. in Adolescent Education in Chemistry from Hunter College. He is the Author of a medical book that has been recently published in October 2020 about the Thoracic Diaphragm. Rasheem has taught grades 9-12 for four years at a Public School in Brooklyn. Additionally, Northington has educated many students at several colleges in subjects including, Biochemistry, Chemistry, Physics and Mathematics.

SIMONE ROBERTS, *Instructor*
A.A.S., Nassau Community College
B.S.Ed., St. John's University
M.S.Ed., Queens College

ELIZABETH SALGADO, *Assistant Professor*
B.S., Southern Connecticut State University
M.S., Walden University

Elizabeth Salgado has been in education for 20 years. She is currently an adjunct instructor of mathematics for Five Towns College. Elizabeth is also an adjunct instructor of mathematics and mathematics education courses and is a university supervisor for student teachers in mathematics and elementary education in the state of Connecticut. She earned her BS in Elementary Education and her BA in Psychology with a Specialization in Mental Health from Southern Connecticut State University, a Master's Degree in Mathematics from Walden University, and is currently completing her Ed.D in Curriculum, Instruction, Assessment, Grades K-12 from Walden University. Before higher education, she taught grades 2nd, 4th, and 6th grade in Connecticut.

TONY SCHELLENBERGER, *Assistant Professor*
B.A., Indiana University
M.S., Psy.D., Nova Southeastern University

Tony began my interest in psychology by attending Indiana University, where he earned a Bachelor of Science degree in psychology. While at Indiana University, Tony had the opportunity to work with a Neuropsychology professor and was able to assist him in several research students and be published several times. He then furthered his education at Nova Southeastern University, located in Fort Lauderdale, Florida. While attending this university, he earned both a master's degree and Doctor of Psychology (Psy.D) degree in clinical psychology. After completing doctoral work, Tony spent professional time working in the field of disability support and therapy for approximately three years before finding his passion for teaching. Since 2010 he has been teaching at a variety of colleges and universities through both face-to-face and online instruction. He very much enjoys working with college students and feels privileged to be able to assist people of all ages in pursuing their dreams of higher education.

RONALD STANIEC, *Instructor*
B.A., George Mason University
M.A., Hofstra University

Professor Ron Staniec has been teaching Communication since 2011. Ron began his scholastic journey at George Mason University in Virginia. On scholarship, he was a member of Mason's Speech & Debate team, otherwise known as the American Forensics Association. In Ron's four years of competition, he collected a total number 121 awards – both at State and National levels. He graduated with a B.A. in Communication. Ron returned to Long Island to help coach the Speech & Debate team at Suffolk County Community College. It was during Ron's tenure as coach at Suffolk where he discovered his ambition to teach Communication. Ron pursued his enthusiasm and went on to graduate with a M.A. in Speech Communication & Rhetorical Studies at Hofstra University.

Mass Communication Faculty

HOLLI HAERR, *Assistant Professor*
Mass Communication Division Chair
B.A., Indiana University
M.S., Quinnipiac University

Holli Haerr has been teaching Mass Communication courses at Five Towns College since the Spring of 2016. She has previously worked for News 12 Long Island, FiOS1 News and 1010WINS radio as well as radio and TV stations in Washington D.C. Holli brings her experience into the classroom and helped develop a hands-on Mass Comm lab and other courses.

BRIDGETTE BOYLE, *Assistant Professor*
B.A., Fairfield University
M.B.A., Fordham University

Brigette Boyle is currently an Adjunct Professor at Five Towns College, where she teaches media, writing, and branding classes. Prior to working in higher education, Boyle spent 18 years in media and human resources and was most recently Senior Vice President, Recruitment & Development at Fox News Network in New York City, where she built and was responsible for the company's hiring initiatives across all divisions, including the launches of Fox Business Network, Fox News Headlines 24/7 and Fox News Latino. In addition to teaching at FTC, Boyle is Co-Owner and Director of Admissions & Career Services at Campus Boss, where she specializes in guiding students and professionals of all levels through resume writing, interview preparation, and essay collaboration.

SHARON RYBA-PERTZ, *Assistant Professor*
Interim Interactive Media Arts Chair
B.S., College of Staten Island

Video and Film Editor with 25 years' experience working in news and documentary for television broadcast and entertainment industries. Still and Motion Graphics Designer with 20 years' experience in private, public, government, and educational sectors. Editor and designer on various projects ranging from producing content and shows for 3D stereoscopic domed and immersive environments to designing and developing corporate branding and UX/UI design.

THOMAS CALANDRILLO, *Professor*
Assistant Dean of Institutional Productions and Technology
B.P.S., Five Towns College
L.M.H.C., C.A.S.A.C., Adelphi University

Adjunct Mass Communication Faculty

LAURA ALBERTS, *Instructor*
B.A., SUN Empire State College

For nearly 15 years Laura Alberts has worked numerous areas of sight and sound. Working with lighting, sound, and video, with a focus in lighting design and its operations, Laura has had the opportunity to work numerous events from corporate to weddings, and concerts to

theatre. She has experience with advancing upcoming shows, staging upcoming shows to be trucked, and training lighting board operators, and technicians.

Laura has done lighting design for national acts, bringing the opportunity to travel numerous states. She has the opportunity to work with Kansas, Eddie Money, The Gin Blossoms, and Buckcherry. She has also worked at Nokia Theatre, Irving Plaza, Mohegan Sun, Gramercy Theatre, and the Javits Center.

Laura's bachelor's degree in Photography and Creative Art Therapy adds to her creative eye when designing and assists in her teaching abilities.

MICKEY ALOSIO, *Instructor*
B.F.A., Fashion Institute of Technology

RICH BARRABI, *Instructor*
B.A., University of Scranton

Rich Barrabi is the Managing Anchor for News 12 Long Island. He has spent more than a decade covering news as anchor, reporter and photographer throughout the tristate area.

DAVID DODDS, *Instructor*
B.F.A., City College of New York

Capturing reality in compelling and bold ways is just another day at the office for Dave Dodds. Dave, an Emmy winning cameraman, has contributed on exciting content for Discovery, Animal Planet, NatGeo, PBS, and more – from sensitive human-interest series work, to exciting action sports films, and so much in between. After twenty years in television, including a decade producing award-winning content for News 12 Networks, Dave recently stepped over to the Marketing and Communications world, creating a new role overseeing video production for the Tri-State healthcare organization, Optum.

As a technician, Dave has always been precise and efficient. He operates the camera intuitively and lights with inspiration from the art of life, always staying open to the surprises of the moment. As a creative producer and director, Dave is careful and collected but also has a fond appreciation for improvisation. He is story and character-focused and never backs down from a creative challenge if there's something worth fighting for. In addition to directing and producing engaging and branded content for Cisco Systems, Kraft Foods, Scuderia Cameron Glickenhaus and more, Dave recently helmed and produced the award-winning feature documentary, "Cherry's In Season", about a legendary Fire Island bar with deep ties to the roots of gay rights movement.

MICHAEL GRAHAM, *Instructor*
B.S., University of Tennessee

Over 35 years as a radio and television news and sports reporter and anchor. Worked for major market television station WPIX TV in New York and ABC Network Radio, WABC radio, Wor radio and Bloomberg radio in New York City as well as numerous Long Island radio and cable tv stations. Was Play by Play announcer for the Atlantic League's Long Island Ducks and for many other minor league and college sports teams.

ROBERT HOELL, *Assistant Professor*
B.F.A., M.A., New York Institute of Technology

Rob Hoell is an award-winning journalist and senior multimedia producer on Northwell Health's Marketing and Communications team. He is also the host of health system's podcast 20 Minute Health Talk. He had been an adjunct professor at Hofstra University for over a decade, where he taught Broadcast Writing and Reporting. Previously, Rob served as Long Island Bureau reporter for WPIX channel 11, as well as reporting for News 12 Networks. He has covered some of the biggest stories in the nation, the "September 11th Terror Attacks", the crashes of "TWA flight 800", "SwissAir flight 111", and the :Miracle on the Hudson". He also covered the "1994 Stanley Cup Finals", and reported from the "2000 Subway World Series".

REBECCA KLEIN, *Instructor*
B.A., Brandeis University
M.S., Columbia University

Rebecca Klein is a senior reporter at The Huffington Post, where she covers education, politics and policy. Before that, she served as the education section's editor. She has worked as a producer at WNYC, New York City's public radio station, and her work has been recognized by groups like the Online News Association and the Education Writers Association.

SANDRA MARDENFELD, *Assistant Professor*
B.A., SUNY at Buffalo
M.A., New York University
Ph.D., Rutgers University

Sandra Mardenfeld is a freelance writer, editor, social media strategist, marketing consultant and educator based in Long Island, New York. She has worked as the managing editor for several national magazines, as the Broadway editor of Playbill and as an editor/writer on many websites. Her travel book, New York Day Trips, was published in June 2020. She obtained her PhD in Communication and Information and Library Science, specializing in media studies, at Rutgers University. Her dissertation looked at reporter's privilege through the perspective of the public and the practitioner using focus groups, interviews and published editorials. She received her masters in magazine journalism at New York University and her bachelors in journalism at The State University College of Buffalo.

She has worked as an assistant professor for LIU Post, St. Thomas Aquinas College and Mercy College prior to coming to Five Towns College.

HAROLD NAIDEAU, *Assistant Professor*
B.A., Antioch College
B.A., Brooks Institute of Photography
M.F.A., Long Island University: C.W. Post College

TIMOTHY NEEDLES, *Instructor*
B.F.A., School of Visual Arts
M.A., Stony Brook University

Tim Needles is an artist, educator, performer, and author of STEAM Power: Infusing Art Into Your STEM Curriculum. He is a TEDx Talk speaker, a technology integration specialist, and art educator at Smithtown School District, and his work has been featured on NPR, in the New York Times, Columbus Museum of Art, Normal Rockwell Museum, Alexandria Museum of Art, Katonah Museum of Art, and Cape Code Museum of Art. He's the recipient of ISTE's Technology in Action Award and Creativity Award, NAEA's Eastern Region Art Educator Award & ArtEdTech Outstanding Teaching Award, and The Rauschenberg Power of Art Award. He's also a National Geographic Certified Teacher, PBS Digital Innovator, a NASA Solar System Ambassador, an ISTE Community leader, NAEA ArtEdTech interest group leader, and Adobe Creative Eductor.

MICHAEL PRYWES, *Professor*
Film and Television Division Chair
B.S., Northwestern University
J.D., Hofstra University

Michael Prywes is a writer, producer, teacher, and attorney for artists and entrepreneurs. His bestselling business book "The Gasp: How to Seize that A-Ha! Moment and Turn It Into a Winning Business" teaches creatives how to launch and grow a creative enterprise.

At Five Towns College, Michael teaches media law, writing, and producing. Michael is also an adjunct professor of entertainment law at the Touro Law Center. Over the past two decades, Michael has taught at CUNY Queens College, LIU Brooklyn, St. John's, and has guest lectured at NYU and UCLA. Michael has also been a producer on a number of feature films, including his award-winning theatrically-released comedy "Returning Mickey Stern," starring Joseph Bologna, Tom Bosley, and Connie Stevens, and he has advised and served as panelist for a number of film festivals.

MICHAEL QUICK*, Instructor*
B.A., Sacred Heart University

ANDREW SINGH, *Instructor*
B.F.A., M.A., New York Institute of Technology

DAVID WEISS, *Instructor*
B.A., Curry College

WILL WRIGHT, *Instructor*
B.A., Fordham University

Will J. Wright is an award-winning Manager, Diversity Leader and Creative Development Broadcast Executive. In his 52 years of service in the mass communication industry, he has worked for NBC News, MSNBC, CBS News, Cablevision, KRIV in Houston and was part of the original startup staff at CNN. Wright was Vice President and News Director of WWOR-TV in the New York Market. He was a member of the team that established NBC BLK and NBC OUT, website verticals of NBC News.com with the specific mission to market to and develop an outreach to new potential audiences.

He has won three Emmy awards, a national Edward R. Murrow Award, and more.

Music Faculty

JOHN KELLY, *Associate Professor, Guitar**
Undergraduate Music Division Chair
Mus.B., Mus.M., Five Towns College

Professional guitarist and mandolin player. Currently working as musical director and staffing coordinator for one of New York metropolitan area's premier entertainment companies. Featured soloist of The Concert Pops. Performances with The Platters, The Coasters, Charo, Robert Klein, and Fred Travalena. Numerous radio and television appearances, including the show Fox and Friends. Recipient of the Tony Mottola Award.

SCOTT BALLIN, *Associate 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.

Adjunct Music Faculty

EDWARD ADAMS, *Assistant Professor*
B.M., West Chester University of Pennsylvania
M.M., University of Nevada – Las Vegas Stony Brook

KRISTI ADAMS, *Assistant Professor*
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, *Instructor, 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 Juilliard 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), a music education publishing company, and has written articles for several music education journals and websites.

STEVE BRIODY, *Professor, Guitar, Composition/Arranging*
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.

BRYAN CARROTT, *Assistant Professor, Percussion **
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 Centra*l, on the film soundtrack, 3 A.M. with Branford Marsalis, and as a mallet/multi-percussionist 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.

GLENN CHIARELLO, *Instructor*
B.M., LIU Post
M.M., Five Towns College

MELISSA COYLE, *Instructor*
B.M., Westminster College of the Arts (Rider University)
M.S., Long Island University

An alum of both Westminster Choir College in Princeton and LIU Post, Melissa has been the resident music director at the Smithtown Center for the Performing Arts for the past 6 years. She also music directs, plays keyboards, and vocal directs many shows in the area. Melissa has performed alongside the New York Philharmonic at Carnegie Hall and Lincoln Center with Westminster's Symphonic Choir. As a private vocal coach, Coyle's students perform often at NYC cabarets and around Long Island, and many have gone on to pursue professional careers in music and theater. A professional musician and educator, Melissa has been working in the Long Island area for the past ten years. Melissa is happy to help her students to grow in their musical skills and gain a better appreciation of the arts.

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.

FRANK DOYLE, *Assistant Professor*
B.A., Queens College
M.M., New England Conservatory of Music
D.M.A., Five Towns College

Frank completed a D.M.A in Music History and Literature with a dissertation titled,"Horace Silver: Transcription and Analysis of Ten Blues Compositions including the Piano Improvisations 1954-1969." He has additionally studied computer music synthesis with Barry Vercoe and taken additional courses with futurist, Issac Asimov at MIT. Professor Doyle was inducted into The LI Music Hall of Fame as the "Educator of Note 2016" for his pedagogical career in music theory, composition and musicology. Frank's numerous literary contributions include the editing of Barron's Review Book in AP Music Theory and co-writing of the 2014 National Standards in Secondary Music Theory and Composition. He is currently an editor for The Journal of Music Pedagogy Online and serves as program evaluator and workshop leader for NYSSMA, NAfME and the AP College Board where he presents lectures and training sessions on creative applications of popular music and music technology in the music theory curriculum. Frank has performed and recorded as keyboardist with Meatloaf, as musical director/composer with Weird Al Yankovic on his, "MTV's Big Al Show," and has scored original music for television, commercials and films. He plays piano with his quintet, "Lush Life" in jazz clubs throughout Long Island and NYC.

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.

STEPHEN GLEASON, *Associate Professor*
Mus.B, M.M., Five Towns College

Professional musician, vocalist, and choral conductor. Extensive experience with a cappella vocal groups. Worked in New York's premiere top 40 band *The Touch* as a singer/guitar player and a session player for selected artists' recordings at Jellybean and Arista records.

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.

THOMAS GUARNA, *Assistant Professor*
B.F.A., The New School
M.M., Julliard

SOO JIN HAN, *Instructor*
B.M., New England Conservatory of Music
M.M., New York University

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.

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.

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.

JAMES MCCRANN, *Assistant Professor*
B.S., Hofstra University
M.A., Hofstra University
D.M.A., Rutgers University

Recently appointed Wind Ensemble Conductor at Five Towns College, Dr. James P. McCrann has experience at the higher education level for other institutions. This experience includes directing a Symphonic Band and teaching graduate courses in conducting and music education. Since 1994, he has been High School Director of Bands in Garden City, having also served as a District Arts Coordinator and orchestra conductor. During his tenure, Garden City music programs expanded by over four-fold, earning national recognitions from the Grammy Foundation and the National Association of Music Merchants (NAMM).

McCrann holds a D.M.A. in Music Education and Wind Conducting from Rutgers University, a B.S. and M.A. from Hofstra University, a P.D. in Administration, and membership in National Association for Music Educators (NAfME), New York State School Music Association (NYSSMA), College Band Directors National Association (CBDNA), World Association for Symphonic Bands and Ensembles (WASBE), National Band Association (NBA), New York State Band Directors Association (NYSBDA), Suffolk County Music Educators Association (SCMEA), and Nassau Music Educators Association (NMEA). He was recognized by Grammy in the Schools, Pi Kappa Lambda, Tri-M, and School Band & Orchestra (SBO) magazine as one of “50 Directors Who Make a Difference.”

McCrann is Band/Wind Ensemble Editor for NYSSMA, with research appearing in national and international publications and regional conferences. His collaboration with renowned composers, including Pulitzer Prize winner Paul Moravec, Stephen Melillo, and Brian Balmages, culminated in new works for band, chorus, and orchestra. Active as a clinician and guest conductor, McCrann has worked with various ensembles from across the country.

JILL MILLER-THORN, *Professor*
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.

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.

SEIN OH, *Instructor*
B.M., University of North Texas
M.M., University of North Texas

Sein Oh is a creative, energetic, yet sentimental pianist as well as a composer and arranger. Sein has released her album "It's Okay" in August, 2014. She was awarded 3rd place in the West Virginia University intersection of classical and jazz festival 2014 college jazz piano competition. She has toured with The Dave Alexander Orchestra, The Cold Front with billboard chart topping artist Kayla Waters and has performed in the Bruce Johnstone quartet. She has performed with many other great jazz musicians in the United States, Canada and South Korea.

In 2018 she started her position at Washing D.C's preeminent music school, Levine School of Music where she taught jazz improvisation, music theory, jazz piano lessons, jazz combo, and group jazz piano classes. In the Fall of 2019 she has joined the faculty members at the Five Towns College in Dix Hills, NY.

In 2008, She was accepted to the University of North Texas jazz studies program as a jazz piano performance major. While in college, she performed in various UNT ensembles and studied with Michael Palma, Stefan Karlsson, and world renowned educator Dan Hearle. She graduated with her Bachelor of Music degree in Jazz studies in 2012 and continued on to receive her Master of Music in jazz studies in 2014.

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 Versaille, 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.

ANDREW PEREA, *Associate Professor, Strings**
B.Mus., Aaron Copland School of Music, Queens College
M.M., University of South Florida
D.M.A., University of Texas, at Austin

FELIPE RONDON, *Instructor*
Mus.B., M.M., Five Towns College

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.

ANTHONY M. ROMEO II, *Assistant Professor*
B.S.Ed., Hofstra
M.A., Hofstra
D.M.A., Five Towns College

JEFFREY SULTANOF, *Assistant Professor*
B.A., Queens College, City University of New York
M.A., Seton Hall University

Jeffrey Sultanof has had an eclectic career as a composer, arranger, conductor, historian, editor, author and teacher. He holds a B.A. degree from Queens College (CUNY) and an M.A. from Seton Hall University.

Sultanof worked at Warner Bros. Publications from 1977-1994 as an educational music editor, editor/arranger for ensembles large and small, and historian, preparing corrected editions of Gershwin, Porter and other legendary American composers. He worked with Burt Bachrach, Neal Hefti, Gordon Lightfoot and John Williams, arranging his “Liberty Fanfare” for Brass Quintet

From 1994-2002, Sultanof was an editor and consultant with the Hal Leonard Corporation, where he worked as an editor and producer of recordings with Sonny Rollins, Ahmad Jamal, Andy Laverne and Gerry Mulligan, producing the last recordings of Mulligan as a baritone saxophonist. From 2002-2004, he was assistant professor of music at Five Towns College, arranging for and coaching singers, conducting the jazz ensemble, and teaching courses on the music business, music history, and film music on the Bachelor's and Master's degree levels. From 2013-2017, he was an instructor and administrative coordinator of the MEMP (Music and Entertainment Management and Production) program at the Institute of Audio Research in New York City.

MARK VERDINO, *Assistant Professor, Electric, 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* 1st National Tour, *Jersey Boys* 2nd National Tour, *Aladdin* 1st National Tour and the *Spring Awakening* 1st 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, *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.

MELANIE MALUSA WINK, *Instructor*
B.M., University of Delaware
M.M., FiveTowns College

ANTHONY VETERE, *Instructor*
Mus.B., M.M., Five Towns College

Anthony Vetere has been an accompanist for Gateway’s Children’s Theatre since 2015. Anthony has assisted with auditions for main stage productions at Gateway, including *A Gentleman’s Guide to Love and Murder* and *Newsies,* and has served as music director for their Children’s Theatre production of *Beauty and the Beast Jr.* Vetere as worked as a substitute keyboardist for the Gateway productions of

Beauty and the Beast and *Newsies.* He has a Mus.B. and a M.M. in Music Performance from Five Towns College, where he has worked as an accompanist for the musical theatre department. He has accompanied his students at Five Towns College for their final exam performances at venues including Don't tell Mama and Ripley-Grier Studios in New York City, and as the rehearsal pianist for the Five Towns College Production or *Hair.* He has also worked as a keyboardist for the Theatre Three production of *The Adams Family.*

In addition to his musical theatre work, Anthony also works as a vocal accompanist at local church, where he plays hymns and classical music. He has served as keyboardist for New York's Most Dangerous Big Bands, where he also arranged for the 20-pieces big band ensemble. As a member of the ensemble, he participated at the Night on the Town benefit for the Leukemia and Lymphoma Society – Long Island Chapter. Anthony has also been members of jazz quintet, where performed jazz standards monthly at Treme. In addition, he has been a member of the Yeah, Whatever jazz sextet. This jazz group performed at Groove in New York City and also recorded a holiday album.

** Private Instruction Music Faculty*

Music Private Instruction Faculty

Bass

David Lobenstein

Mark Verdino

Brass

Michael Blutman

Katie Duke

Ryan Hayward

Eric Miller

David Pennise

Composition

Stephen Briody

Masatora Goya

Soo Han

Tony Romano

Guitar

Steve Briody

William Farrish

Tom Guarna

John Kelly

Tony Romano

Percussion

Frank Bellucci

Bryan Carrott

Chris Tibaldi

Piano

Scott Ballin

Andrea Lodge

Jeb Patton

Sein Oh

Strings

Andrew Perea

Dzhuneyt Mustafa

Rebecca Perea

Woodwind

Joseph Romano

Voice

Kristi Adams

Kenneth Friese

Kelly Horsted

Audra Moricca

Deanna Verone

Music Education Faculty

JAMES DRAGOVICH, *Associate Professor*
Coordinator of Music Education
B.A., M.S.Ed., Long Island University

Professor James Dragovich was a band director for the Hewlett-Woodmere Public Schools for thirty-three years, twenty-nine spent as Director of Bands at George W. Hewlett High School. Under his direction the Hewlett bands received numerous awards and recognitions. Both the Hewlett High School Wind Ensemble and Concert Band received Gold ratings at NYSSMA Festivals, the Hewlett Marching Band received a first-place award in the NYC Columbus Day Parade and the Hewlett Jazz Orchestra performed at many jazz festivals and conferences including the 2014 NYSSMA Winter Conference. All of his high school ensembles toured on a regular basis and performance destinations included Walt Disney World, Montreal and Quebec Canada, Pennsylvania, Virginia, Carnegie Hall, and Puerto Rico.

Mr. Dragovich received his bachelor's degree in Music Education with a concentration in Percussion from Long Island University, C.W. Post Campus. Upon graduation, Dragovich was offered a graduate assistantship to continue his studies at LIU where he graduated with a master's degree in Music Education. He went on to serve on the music faculty of LIU Post teaching Percussion Methods for thirteen years. Jim also studied at Hofstra University where he received a master's degree in Wind Conducting. While attending Hofstra he served as the graduate conducting associate to both the Hofstra Wind Ensemble and Symphonic Band. Upon his graduation Mr. Dragovich joined the Hofstra faculty and taught both brass and percussion methods on the graduate and under graduate level for nine years.

As a conductor Mr. Dragovich has commissioned and conducted the world premieres of numerous works written for both symphonic band and jazz ensemble. Guest soloist with his ensembles include Stanley Drucker, Joseph Alessi, Mike Davis, Cecil Bridgewater, John Riley, Jack Schatz, Dave Pietro, Pete McGuinness, Jim Snidero, and Mike Carubia, to name a few. As a performer Mr. Dragovich has always maintained an active schedule and has worked with Billy Ekstine, Jerry Vale, the Four Freshman, Clem DeRosa's Mighty Swing Machine, Ray Alexander and the Four Aces in addition to various bands, orchestra and theater productions in the metropolitan region, including his own 17 piece jazz orchestra.

At present Mr. Dragovich is the Coordinator of Music Education at Five Towns College and also directs the Nassau Suffolk Jazz Band. Mr. Dragovich is an adjudicator for Music in the Parks, Festivals of Music and the Long Island Music Festival while serving as a guest clinician for Education Tours, Inc. He is a member of the board of Directors for Best Bands and Choirs International and the American Chamber Ensemble. Mr. Dragovich works as a BOCSE Artist in Residence and continues to be in demand as guest conductor, clinician and performer while maintaining his own teaching studio specializing in concert percussion, drum set, tenor and bass trombone.

JENNIFER DARDZINSKI, *Professor*
Assistant Dean of Instructors
Liberal Arts & Science Division Chair
A.A., Nassau Community College
B.A., Hofstra University
M.S., Ph.D., St. John's University

WILLIAM FORTGANG, *Professor Emeritus*
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).

Adjunct Music Education Faculty

MICHAEL CANIPE, *Instructor*
B.S., East Carolina University
M.M., Cleveland Institute of Music

DEBRA DEGENHARDT, *Instructor*
B.M., SUNY Fredonia
M.M., Manhattan School of Music

ANGELINA LIBARDI, *Associate Professor, Science*
B.S., M.S., Adelphi University

KIM LOWEBORG-COYNE, *Professor*
B.A., Molloy College
M.A., Long Island University
Ph.D., New York University

JAMES MCCRANN, *Assistant Professor*
B.S., Hofstra University
M.A., Hofstra University
D.M.A., Rutgers University

Recently appointed Wind Ensemble Conductor at Five Towns College, Dr. James P. McCrann has experience at the higher education level for other institutions. This experience includes directing a Symphonic Band and teaching graduate courses in conducting and music education. Since 1994, he has been High School Director of Bands in Garden City, having also served as a District Arts Coordinator and orchestra conductor. During his tenure, Garden City music programs expanded by over four-fold, earning national recognitions from the Grammy Foundation and the National Association of Music Merchants (NAMM).

McCrann holds a D.M.A. in Music Education and Wind Conducting from Rutgers University, a B.S. and M.A. from Hofstra University, a P.D. in Administration, and membership in National Association for Music Educators (NAfME), New York State School Music Association (NYSSMA), College Band Directors National Association (CBDNA), World Association for Symphonic Bands and Ensembles (WASBE), National Band Association (NBA), New York State Band Directors Association (NYSBDA), Suffolk County Music Educators Association (SCMEA), and Nassau Music Educators Association (NMEA). He was recognized by Grammy in the Schools, Pi Kappa Lambda, Tri-M, and School Band & Orchestra (SBO) magazine as one of "50 Directors Who Make a Difference."

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ANDREW PEREA, *Associate Professor, Strings**
B.Mus., Aaron Copland School of Music, Queens College
M.M., University of South Florida
D.M.A., University of Texas, at Austin

MICHAEL RODGERS, *Assistant Professor*
B.S., Molloy College
M.A., Hofstra University

Mike Rodgers began his career in education in Valley Stream District #13 at Howell Road Elementary School as the Music and Chorus teacher, and later on serving as the District Coordinator for Music and Fine Art. Since 2016, Mike has been the Director of Music and Performing Arts in the Plainview-Old Bethpage Central School District. Prof. Rodgers is an outspoken for Diversity, Equity, and Inclusion initiatives in schools both for music and all areas, committed to changes to have fair representation from the African American, Asian-American, Latin American/Spanish, and LGBTQ+ communities in music education. He has done collaborative presentations for several organizations and conferences and chaired the Equity Series recently sponsored by NYSCAME. Additionally, he has maintained a philosophy of Global Education having traveled extensively in Europe, Australia, Japan, and North America to learn of cultures traditions. He served as a member of the Nassau Music Educators Association executive board from 2015-2022 as the Web Editor/Social Media Coordinator, is a member NYSSMA where he has served on different committees and is a certified vocal adjudicator and is a member of the National Association for Teachers of Singing, Suffolk County Music Educators Association, and National Association for Music Education. He is elated to serve as the President-Elect for the state executive council of the New York State Council of Administators of Music Education. In his spare time, he maintains a performance schedule with local musical groups.

MARGARET THIELE, *Professor*
Graduate Music Studies Coordinator
B.M.Ed., Ohio State University
M.A., Eastern Michigan University
D.M.A., Boston University

Dr. Margaret Thiele recently joined the faculty at Five Towns College as the Music Education Department Chair. Dr. Thiele holds degrees from The Ohio State University (BME), Eastern Michigan University (MA), and Boston University (DMA). She previously taught at Heidelberg University and Eastern Michigan University. Dr. Thiele's specialty is Elementary General music having taught elementary general music and choir in the Dexter Community Schools in Dexter, MI for many years.

Dr. Thiele has presented research in Utah, Virginia, Nebraska, Florida, Wisconsin, and Michigan. Published articles have appeared in TI:ME, the FMEA Research Perspectives in Music Education, and the OMEA Triad. Her research interests include music development and cognition, and the impact of public policy on music education. Professional affiliations include the American Orff-Schulwerk Association and NAfME. A mother of four and grandmother of six she enjoys biking, hiking and traveling with her family.

KATHRYN VETTER, *Assistant Professor*
B.M., Michigan State University
M.M., University of Oklahoma
D.M.A., Stony Brook University

CHRISTOPHER WINK, *Instructor*
B.S.Ed., Hofstra University
M.M., Five Towns College

MELANIE MELUSA WINK, *Instructor*
B.M., University of Delaware
M.M., Five Towns College

Melanie Malusa Wink is a graduate of the University of Delaware and Five Towns College. She is currently the high school band director at Mattituck High School where she teaches band, music theory, jazz band, pep band, pit orchestra, and marching band. Primarily a horn player, Melanie has worked with marching bands and pit orchestras across Long Island.

ROBERT WOTTAWA, *Associate Professor*
B.A., Franklin Pierce College
M.S.Ed., D.Ed., Long Island University: CW Post

Rob Wottawa is currently the Director of Art, ENL, Music, And World Languages in the East Islip School District. He previously was the Department Chair of Art, Family & Consumer Sciences, and Music, as well as the 9/10 Choral Director in the Longwood School District. He earned his Doctorate of Education at Long Island University, Post Campus, and defended his dissertation: *Expert Advice From Mentor Teachers to Improve First-Year Teachers' Teaching and First-Year Experience* in December of 2015.

Since completion of his doctorate he has presented in New Mexico, Salt Lake City, and Long Island on various occasions. He completed a study with a math professor from Stony Brook University on Parents' Perceptions of Math and Math Education. The work is being published soon. Rob has presented countless times to doctoral candidates in preparation for the dissertation process, has been a committee member on several dissertation committees as the methods advisor, and has chaired committees at Long Island University.

Online Education Faculty

KAREN PELLECCHIA, *Professor*
Dean of Online Education Division
B.A., Queens College
M.F.A., Brooklyn College

Karen Pellecchia has been serving as both educator and administrator in Higher Education for over 30 years. She has served as mentor and senior faculty member at several institutions specializing in studio art and application of design principles. Earning an MFA in Painting and Drawing from Brooklyn College, Pellecchia received the Charles G. Shaw graduate award for distinction in the painting medium, and was the recipient of a Full Fellowship at the Vermont Studio awarded by renowned artist Wolf Kahn. Her work is part of international and corporate collections and has been featured in several interior design publications. Throughout her career, Pellecchia has expanded her art to fashion, interior and landscape design. Her fashion designs have been sold at Bergdorf Goodman, NYC; Mitsukoshi and Lane Crawford, Japan; and have been featured in Women's Wear Daily, Elements, and W Magazine.

ROBERT FIELD, *Assistant Professor*
B.A., LIU Post
M.A., Syracuse University

STEPHEN GLEASON, *Associate Professor*
Mus.B., M.M., Five Towns College

Professional musician, vocalist, and choral conductor. Extensive experience with a cappella vocal groups. Worked in New York's premiere top 40 band The Touch as a singer/guitar player and a session player for selected artists' recordings at Jellybean and Arista records.

MAUREEN GREEN, *Assistant Professor*
B.A., Charleston Southern University
M.A., Syracuse University
M.S., Towson University

Maureen has taught social sciences and writing since 2008. Developed writing across curriculum and academic integrity policies and trainings. Experience in the criminal justice field, working with a SAMHSA pilot program for dually diagnosed offenders. Six years as print and web editor of national trade publication. Currently working on an Instructional Design & Technology M.Ed. through the University of North Carolina, Charlotte. As a writer-editor, clients include SaaS producers, educational and trade publishers, authors, artists, musicians, and nonprofit organizations.

CHRISTINE LANGSTON, *Instructor*
B.S., University of Phoenix
M.S., Post University

ELIZABETH SALGADO, *Assistant Professor*
B.S., Southern Connecticut State University
M.S., Walden University

Elizabeth Salgado has been in education for 20 years. She is currently an adjunct instructor of mathematics for Five Towns College. Elizabeth is also an adjunct instructor of mathematics and mathematics education courses and is a university supervisor for student teachers in mathematics and elementary education in the state of Connecticut. She earned her BS in Elementary Education and her BA in Psychology with a Specialization in Mental Health from Southern Connecticut State University, a Master's Degree in Mathematics from Walden University, and is currently completing her Ed.D in Curriculum, Instruction, Assessment, Grades K-12 from Walden University. Before higher education, she taught grades 2nd, 4th, and 6th grade in Connecticut.

TONY SCHELLENBERGER, *Assistant Professor*
B.A., Indiana University
M.S., Psy.D., Nova Southeastern University

Tony began my interest in psychology by attending Indiana University, where he earned a Bachelor of Science degree in psychology. While at Indiana University, Tony had the opportunity to work with a Neuropsychology professor and was able to assist him in several research students and be published several times. He then furthered his education at Nova Southeastern University, located in Fort Lauderdale, Florida. While attending this university, he earned both a master's degree and Doctor of Psychology (Psy.D) degree in clinical psychology. After completing doctoral work, Tony spent professional time working in the field of disability support and therapy for approximately three years before finding his passion for teaching. Since 2010 he has been teaching at a variety of colleges and universities through both face-to-face and online instruction. He very much enjoys working with college students and feels privileged to be able to assist people of all ages in pursuing their dreams of higher education.

GEOFFREY VANDERPAL, *Assistant Professor*
B.S., Columbia College
M.B.A., Webster University
D.B.A., Nova Southeastern University

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.

HALI BEKOFSKY, *Assistant Professor*
B.F.A., The University of the Arts
M.A., Stony Brook University

MICHAEL KAUFFMAN, *Assistant Professor*
Theatre Technology Director
B.A., Bard College

Michael Kauffman is a designer, technician, and production manager who has worked countless productions at a myriad of New York venues. After initially training at Bard College, Michael went on to work professionally at The Fisher Center for The Performing Arts, The Tilles Center, Adelphi University Performing Arts Center, The Landmark on Main Street, The John W. Engeman Theatre, and others. Michael has also spent several years in the live event technologies industry, working with local specialists such as Bestek Lighting and Staging, Shadowbox Design Management, and Luminous Designs. Michael most recently has served as the Technical Director and Production manager of the nearby Argyle Theatre, where he has worked since its inception, and is delighted to now be a part of the stellar Theatre Arts faculty at Five Towns College.

MITCHELL WALKER, *Assistant Professor*
A.A.S., Florida School of the Arts
B.F.A., University of Cincinnati

Mitchell Walker is a New York City based Director/Record Producer. He co-founded No Reverse Records, LLC and the Artistic & Creative Director for The Rusty Anchor Acting Company (RAAC), LLC. As a Record Producer he has worked with music legend Greg Calbi, four-time Grammy Award winner Alex Venguer and Grammy-nominated engineer Daniel Alba. Recent Projects include *Frankiel The Musical* (Top 10 Billboard cast album), *So Good,* Alexa Green (Wicked) "Broadway World Solo Album of the Decade."

Favorite Director credits include *Night of the Living Dead: The Musical* at Theatre Row (Off-Broadway), *The Last Five Years* at Columbia University, Gemini: Diana DeGarmo at Sony Hall, and DNA: Diana DeGarmo & Ace Young at Birdland. Solo Shows: Blaine Alden Krauss (Hamilton) Janine DiVita (Anything Goes) Michelle Dowdy (Hairspray) Victoria Cook (Into the Woods) and Amy Toporek (Marvelous Wonderettes) at Feinstein's/54 Below, Joe's Pub, Don't Tell Mama, The Laurie Beechamn Theatre, Haswell Greens, & The Metropolitan Room. University of Cincinnati, CCM BFA in Musical Theatre and proud member of AEA. www.noreverserecords.com www.RAAC.com

Adjunct Theatre Arts Faculty

MICHAEL BISHOP, *Instructor*
B.F.A., Belhaven University

KEVIN BURNS, *Instructor*
B.A., Queens College
M.F.A., Pace University
M.S., , Long Island University: CW Post University

Kevin Burns is a Long Island based director, choreographer, and performer. Most recently, he directed "Disney's The Little Mermaid" at CMPAC, the first main stage production to return to Long Island Theatre after the COVID-19 pandemic. Other favorite credits include "Disney's Beauty And The Beast", "The Rocky Horror Show", and "A Christmas Story". He has worked with companies across the island as an actor, dancer, and educator. He is the choreographer of the annual spring musical at St. John the Baptist DHS. Part of Kevin's theatrical mission is to help shape the talents of young artists, and to assist in creating a kinder, more inclusive world for all people through the arts.

KAELEM CAMPER, *Instructor*
B.F.A., Temple University
M.F.A., Long Island University: CW Post University

Kaelem Von Camper, or KC, is an actor and director from Philadelphia, PA. KC received his MFA in acting from Long Island University in 2021, as well as his Bachelor's degree from Temple University in 2017 with a theatre major and a creative writing minor. A few of his past performances include William Beatty in Fahrenheit 451, Antonio/Trinculo in The Tempest, CB in Dog Sees God, Walter/The Kid in The Colored Museum, and Rich in Lockhardt.

NIKKI CHAWLA, *Assistant Professor*
B.A., Queens College
M.F.A., Pace University
M.S., , Long Island University: CW Post University

Nikki Chawla (SAG, EQUITY) is an actor, acting teacher, standup comedian, and model. She began her acting career studying with Gene Lasko and Elizabeth Kemp. She has trained with well renowned teachers of RADA, Malcolm McKay and Cecily Berry of The Royal Shakespeare Company. Her TV & Film credits include: *Hiraeth*, the series (Amazonprime), *Fresh Blood* (Amazonprime, Nominated for the Best Supporting Actress), Saturday Night Live skits, Brown Nation, *Redrum* (Investigation Discovery ID), *I Don't Like You With Me* (NYU), *Unfreedom* (Portland film festival & Chelsea Film Festival), *The Distance Between Us* (Greater Washington Immigration film festival), and *Refugee* (Big Apple film festival). Theatre credits include: *A View from Versova, For Our Own* (Planet Connections Festival), *The Graduate* (Actors Studio Drama School), *Where Children Play* (Berkshire Fringe Festival), *Vagina Monologues* (V-day Union City), *Long Day's Journey into Night*, *The Color of Vengeance* and *Romeo & Juliet*. She also has performed in the Shakespeare play, *The Tragedy of Richard the Third* at Stratford upon Avon & Bosworth, England as well as NY. Her first short film that she directed and produced called "Baby" was selected for the Sikh International Film Festival and premiered at The Paley Center of Media in NYC.

GENE CONNOR, Assistant Professor
Dual Enrollment Instructor at Syosset High School
A.A., McClennan Community College
B.A., Southern Methodist University
M.A., Pace University

MELISSA COYLE, *Assistant Professor*
B.M., Westminster Choir College
M.S.Ed., Long Island University: CW Post

An alum of both Westminster Choir College in Princeton and LIU Post, Melissa has been the resident music director at the Smithtown Center for the Performing Arts for the past six years. She also music directs, plays keyboards, and vocal directs many shows in the area. Melissa has performed alongside the New York Philharmonic at Carnegie Hall and Lincoln Center with Westminster's Symphonic Choir. As a private vocal coach, Coyle's students perform often at NYC cabarets and around Long Island, and many have gone on to pursue professional careers in music and theater. A professional musician and educator, Melissa has been working in the Long Island area for the past ten years. Melissa is happy to help her students to grow their musical skills and gain a better appreciation of the arts.

FRANCESCA FERRARA, *Instructor*
B.A., Catholic University of America

PETER FOGEL, *Assistant Professor*
B.F.A., Hofstra University
M.F.A., Rutgers

JAMIE GANNON, *Instructor*
B.A., Pennsylvania State University

JESS GERSZ, *Instructor*
B.A., University of Albany
M.F.A., University of Illinois

As a Freelance Designer and Associate: Jess has had the opportunity to work on a wide range of projects. From strip shows to theme parks, Jess is always looking for new adventures in costuming. You can see projects of his Off-Broadway, on Tour, and in various Theatres around NYC. Jess is a proud member of USA-829.

TIMOTHY GOLEBIEWSKI, *Assistant Professor*
B.A., M.A., University of Pittsburgh
M.F.A., University of Connecticut

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

ETHAN NEWMAN, *Assistant Professor*
B.A., Simpson College
M.F.A, University of Missouri

JONAH PIALI, *Voice Instructor*
B.M., M.M., SUNY Potsdam

SUSAN TURNER RADIN, Assistant Professor
Dual Enrollment Instructor at Walt Whitman High School
B.A., Boston College
M.A., Teachers College at Columbia University

DANIEL RENKIN, *Instructor*
B.A., Indiana University

LISA STRUM, *Assistant Professor*
B.A., Albright College
M.F.A., University of Washington

Lisa an educator, actress, playwright, producer, casting director, director, and singer. She has performed in regional theatres all across the country. She directed *For Colored Girls at Five Towns College* in Long Island, *FALL* for the Marathon 2019 One Act Play Festival with Ensemble Studio Theatre and starred as Rose in *FENCES* with the REP at The University of Delaware. Lisa also starred in the Michigan Premiere of Dominique Morisseu's *PIPELINE* at the Detroit Public Theatre, and *SWEAT* at People's Light. Her solo play, *She Gon' Learn*

premiered at the Emerging Artist Theatre Festival at TADA!, followed by sold out performances at the United Solo Festival on Theatre Row in NYC where the play received one of the festival's Best Solo Show Awards. Other *She Gon' Learn* performances include: The Obie Award Winning Fire This Time Festival; The National Black Theatre; The New Black Fest at The Lark Play Development Center; The Roselle Center for the Arts at University of Delaware, a workshop production at The Jersey City Theatre Center in New Jersey, and the headlining show for the inaugural Alumni Theatre Event at Albright College.

As an actor, Lisa has worked at Lincoln Center Theatre with the Tony Award winning director of *Hamilton*, Thomas Kail, appeared at Summer Stage, Signature Theatre, New Federal Theatre, Intiman Theatre, The Obie Award Winning 48 Hours in Harlem, ACT and The Fifth Avenue Theatre in Seattle. Lisa has also had a recurring role on Law & Order: SVU and co-stared in the television pilot Citizen Baines with James Cromwell from *Babe* and *LA Confidential*. As an educational consultant, she has conducted numerous artist and professional development workshops in public schools, colleges and universities all over the country. Lisa is a staff facilitator at Columbia University for The Literacy Unbound Summer Institute and was the Theatre Specialist for the Abrons Arts Center, Barbara L. Tate Summer Arts Program at the historic Henry Street Settlement for nine seasons. Lisa was a Finalist for the Doric Wilson Independent Playwright Award, was the recipient of the Playwrights Initiative Fellowship at the Djerassi Resident Artists Program, was nominated for a New York Innovative Theatre Award for Best Outstanding Actress in a Play, and received a Broadway World Award for Best actress in the Regional production of FENCES.

KRISTEN WALLACE, Assistant Professor
Dual Enrollment Instructor at Deer Park High School
B.A., M.A., Stony Brook University
M.S., The College of Saint Rose

JOSHUA WARNER, *Instructor*
B.F.A., Emerson College
M.F.A., Brooklyn College

Joshua and his team have designed over 100 projects for teacher, film, television, and beyond. Designs for theater have included; “The Bachelor Musical Parody”, “Love Actually? The Musical Parody”, “FRIENDS! The Musical Parody”, “The Boys from Syracuse”, “The Dark Star of Harlem”, and more. Joshua has worked as an associate/assistant at the various theaters including; Ford’s Theater, Signature Theater, Arizona Broadway Theater, Bay Street Theater, and HERE Arts Center.

Warner is passionate about educating the next generation of artists and has had the opportunity to do so at several institutions of higher education.

DANIEL WINERMAN, *Assistant Professor*
B.F.A., New York University
M.F.A., Boston University

Dan Winerman is an actor and director of theater and film. Based in New York City, Dan has directed and developed new plays for several venues and festivals such as Primary Stages, Ensemble Studio Theatre, Geva Theatre Center, Lark Theatre, Flea Theater, HERE Arts Center, the Boston Playwrights Theatre, the Young Playwrights Festival, the Samuel French Short Play Festival, the Summer Shorts Festival @ 59E59 Theater, NYU’s Department of Dramatic Writing, and NYU’s Department of Musical Theatre Writing. For the Berkshire Playwrights Lab, Dan directed staged readings of new plays by Anna Ziegler (Variations on a Theme), Sam Marks (The Old Masters), Jonathan Caren (The Recommendation), and John Cariani (Love/Sick). Recently, he directed two short plays by Cary Gitter at The Tank and is adapting them to film. He was selected as a finalist by the Drama League Fellowship and National Directors Fellowships. He has been the Guest Director at many productions, such as “Middletown” at Pace University, Mac Rogers’ “Blast Radius” at American Academy of Dramatic Arts (AMDA, and at Fordham University, the Lee Strasberg Theatre Institute, and the Stella Adler Studio of Acting.

Theatre Private Instruction Faculty

Voice
Kristi Adams
Jennifer Barsamian
Andrea Martin
Audra Moricca
Jonah Piali

Faculty by Division/Department			
Division/Department	**Full Time**	**Adjunct**	**Total**
Audio Recording Technology	3	3	6
Business	6	19	25
Film and Television	3	14	17
Interactive Media Arts	3	8	11
Liberal Arts and Science	4	13	17
Mass Communication	3	13	16
Music	2	31	33
Music Education	2	11	13
Theatre Arts	4	16	20
Totals	**30**	**128**	**158**

Program Advisory Committees

Audio Recording Technology

Mike Alvarez, *Lead Audio Engineer/Project Leader and Associate Audio Services Manager*

Matt Cooper, *Audio Production Teacher*

Nick D'Alessandro, *Producer and Mixing Engineer*

Mike Donohower, *President*

Alex Fulton, *Executive Music Producer*

Karl Groeger, *President*

Andrew Krivonos, *Owner/Engineer*

Bill Sperl, *Audio Engineering Teacher*

Jared Tuttle, *Mixer/Sound Designer/Composer*

Grant Valentine, *Staff Engineer*

Charles Wang, *Music Performance and Production*

Business

Brittney Holloway, *Manager*

Craig Levy, *Vice President, Managing Director*

Meaghan Lyons, *VP A&R*

Jason Melzer, *Studio Manager*

Erin Nourijanian, *Director of Marketing*

Michele Rizzo, *Center Director*

James Sajeva, *Director of Music Technology Brands*

Film and Television

Gordon Arkenberg, *Cinematographer/Researcher*
IATSE Local 600
New York University
Saturday Night Live, NBC

Daniel Brooks, *Sound Mixer/Audio Recordist*
IATSE Local 52
CBS

Zachary Gobetz, *Colorist/Editor/Producer*
Another Late Night Productions, Owner
Technicolor

John Marean, *Cinematographer/Sound Recordist/ Education Technical Director*
Intention Films and Media
Long Island High School for the Arts

Ramfis Myrthil, *Producer/Consultant*
Beast of the East Productions (BOTEP), Co-Founder and President

Marcel Morschhauser, *Editor/Filmmaker*

Freelance editor and producer for commercial photography and branded content for clients such as T&G Films Berlin, Capricci Films, WDR TV, Odigifilm, Experience One, Ogilvy & Mather, FCB New York, Mercedes Benz, SAP, Bosch, Postbank, Sal y Limon.

Anthony Savini, *Filmmaker/Cinematographer*
IATSE Local 60

Award winning filmmaker and cinematographer for fiction, documentaries and branded content and can be found on NBC, Food Network, Bravo, MTV, PBS, History Channel, Discovery, Discovery ID, BBC and many others. His corporate clients have included Verizon, Nike, Oath, Nokia, AARP, Princeton University, Human Rights Watch, and the Department of Defense. Anthony has worked with such noted documentarians as Ken Burns, Ric Burns and Academy Award winner, Bill Guttentag.

Ben Wolf, *Cinematographer, Producer*
Topiary Productions, Inc., Owner

Clients and collaborators include Citibank, Gary Hustwit, NYC Transit Authority, Whitney Museum, NYC Well PSAs, Stefan Sagmeister, Lily Baldwin, Sotheby's, Knoll, and Yale Center for British Art.

Interactive Media Arts

Jared Bloom, *Assistant Superintendent of Schools, Franklin Square Union Free School District*

Joanne Bloomfield, *President, Boutique Advertising*

Norm Levy, Design Consultant

Tracy Morris, *Producer, CBS Sports*

Micha Riss, *President, Flying Machine*

Philip Rugile, *Human Capital Strategist*

Anna Yoon Shin, *Art Director, Netflix*

Paul Biedermann, *Owner/Designer, re:Design*

Linda Klahr, *Owner/Designer, Content2Engage*

Nick Sevaggio, *CEO, Sego Solutions Web design*

Ben D'Amprisi, *Sales*, *Unity 3D*

Scott Kraft *Web designer*

Peter Stein Sales, *Didit Advertising*

Rob Urban *Head of Marketing, Henry Shine*

Dayna Quinn *Community Development Specialist, Microsoft*

Michael Krasowitz *Owner, Kraz Design*

Liberal Arts

Dr. Douglas Howard, *Chair of English*

Dr. Elizabeth McCormick, *Head of the Writing Center*

Music

Jeff Allegue, *Artistic Director, Bass Player*

Lisa Gary, *Jazz/Pop Vocalist*

Bill Heller, *Keyboard*

Jeffrey Lange, *Saxophone, Woodwind Player*

Music Education

Celeste Cruz, *Music Teacher*
B.F.A., C.W. Post
M.M., Five Towns College

Assistant Chairperson Uniondale Excellence through Equity in Education
Choir Director Uniondale Schools

David Gomez, *Faculty Member*

B.A., M.A., Queens College
D.M.A., University of Oklahoma

Director of Choral Activities at Five Towns College.

Rhonda Hurdle-Taylor, *Acting Superintendent*

M.S., Brooklyn College

Uniondale Union Free School District Acting Superintendent

Kelvin Jenkins, *Director of Music*
B. A., CUNY Brooklyn College
M.Ed., Cambridge College

Director of Fine Arts, Uniondale UFSD

Joseph Marro, *Director of Music/Teacher*
B.S., Hofstra University
M.Ed., Florida Gulf Coast University

Bradley Murphy, *Director of Music*
B.M.E., Hofstra University
M.A., Five Towns College

Fine Arts Director, Deer Park Schools
Hampton Music Educator Association Middle School Band Chairperson

Anthony Romeo, *Music Teacher*
B.S., Hofstra University
M.A., Hofstra University
D.M.A., Five Towns College

Chairperson of Music, Seaford Public Schools
Director of Bands, Seaford High School
Day of Percussion Chairman, NMEA
NYSSMA All-State Judge

Theatre

Benny Sato Ambush, *Director*
M.F.A. Brown University

Freelance Professional Stage Director, former Artistic Director of Virginian Stage Company and Emerson College Stage. Currently teaching at Brooklyn College BFA and MFA Program in Theatre.

Harriett Bass, *Casting Director*

Professional Casting Director for Broadway, off-Broadway, and Reginal Theatres.

Joshua Brody, *Director*
M.F.A. University of California, San Diego

Freelance Professional Director Off-Broadway and Regional Theatre, recently directed at the Actors Theatre in Louisville

Dale Brown, *Casting Director*

Professional Casting Director for Broadway, off-Broadway, and Reginal Theatres.

Ingrid Sonnichsen, *Emeritus*

Head of Acting, Carnegie Mellon University, Emeritus, currently acting and directing at the Pittsburgh Public Playhouse.

FIVE TOWNS COLLEGE

03/07/2023

2023-24 ACADEMIC CALENDAR

FALL 2023	
Labor Day - College Closed	September 4th
Residence Halls Open for New Students	September 4th
New Student Orientation	September 5th
Residence Halls Open for Continuing Students	September 5th
Fall 2023 Classes Begin	September 6th
Last Day to Add a Class	September 12th
Last Day to Drop All Courses at 100%	September 12th
Last Day to Withdraw from All Courses at 60%	September 19th
Last Day to Withdraw from All Courses at 40%	September 26th
Last Day to Withdraw from All Courses at 20%	October 3rd
Fall Graduation Applications Due ($25 late fee applied after 10/1)	October 4th
Midterm Exam Week	October 16th – 20th
J-Term and Spring 2024 Registration Dates All students must be registered by November 28th or risk losing tuition lock!	
Graduate and Doctoral	October 30th
90 or more Earned Credits (Seniors)	October 30th
60-89 Earned Credits (Juniors)	November 2nd
30-59 Earned Credits (Sophomores)	November 6th
Less than 30 Earned Credits (Freshmen)	November 9th
LATE FEE BEGINS	November 29th
Residence Halls Close	November 21st
Thanksgiving - *College Closed*	November 22nd – 25th
Residence Halls Reopen	November 26th
Last Day to Withdraw	December 15th
Fall 2023 Classes End	December 15th
Final Exam Week	December 18th – 22nd
Residence Halls Close	December 22nd
Fall Degrees Conferred	January 3rd
Holiday Recess – *College Closed*	December 23rd – January 1st

Dates subject to change.

J-TERM 2024	
15 Classes	January 4th – 25th
Martin Luther King Day – *College Closed*	January 15th

SPRING 2024	
Residence Halls Open	January 28th
Spring 2023 Classes Begin	January 29th
New Student Orientation	January 30th
Last Day to Add a Class	February 2nd
Last Day to Drop All Courses at 100%	February 2nd
Last Day to Withdraw from All Courses at 60%	February 9th
Last Day to Withdraw from All Courses at 40%	February 16th
President's Day – *College Closed*	February 19th
Last Day to Withdraw from All Courses at 20%	February 23rd
Spring Graduation Applications Due ($25 late fee applied after 3/8)	March 5th
Summer and Fall 2024 Registration Dates All students must be registered by April 8th or risk losing tuition lock!	
Graduate and Doctoral	March 4th
90 or more Earned Credits (Seniors)	March 4th
60-89 Earned Credits (Juniors)	March 6th
30-59 Earned Credits (Sophomores)	March 11th
Less than 30 Earned Credits (Freshmen)	March 13th
LATE FEE BEGINS	April 9th
Midterm Exam Week	March 11th – March 16th
Residence Halls Close	March 22nd
Spring Break – No Classes	March 25th – March 29th
Residence Halls Reopen	March 31st
Last Day to Withdraw	May 13th
Spring 2024 Classes End	May 13th
Final Exam Week	May 14th – 20th
Residence Halls Close for Non-graduating students	May 20th
Spring Degrees Conferred	May 22nd
Class of 2024 Commencement Exercises	May 23rd
Residence Halls Close for Graduating students	May 23rd

SUMMER SESSIONS 2024	
Memorial Day – *College Closed*	May 27th
Session One (Monday to Thursday)	May 29th – June 27th
Summer Graduation Applications Due ($25 late fee applied after 6/16)	June 14th
College Closed in Observance of Juneteenth	June 17th
Session One Degrees Conferred	July 3rd
Independence Day – *College Closed*	July 4th and July 5th
Session Two (Monday to Thursday)	July 8th – August 8th
Session Two Degrees Conferred	August 12th

Dates subject to change.

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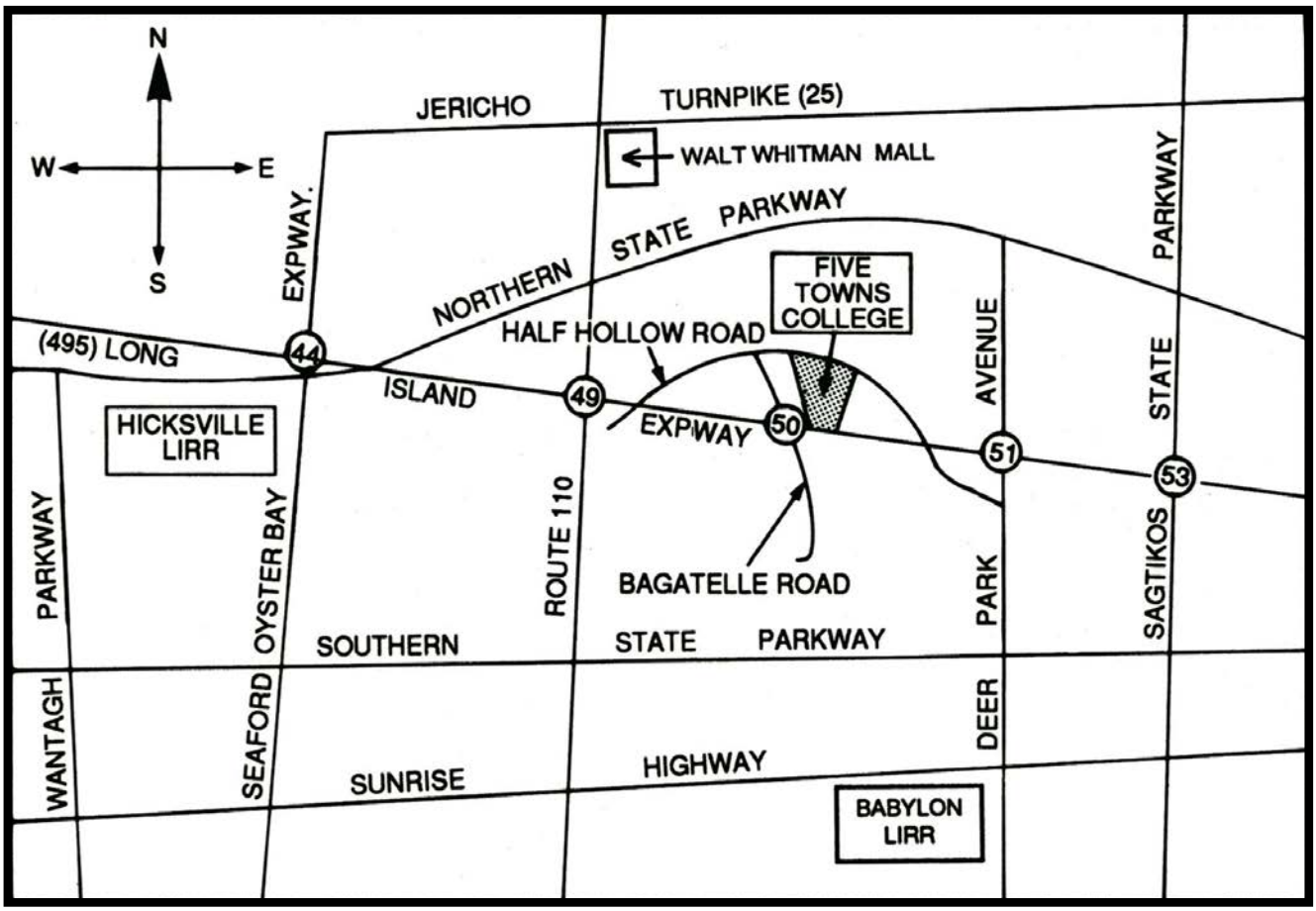

LOCATION OF THE COLLEGE

The College is located in Dix Hills, Long Island, on the North Service Road of the Long Island Expressway (Route 495) between Exits 50 Bagatelle Road and 51 Deer Park Avenue.

DIRECTIONS TO THE COLLEGE

AUTOMOBILE

From the East
Long Island Expressway (Rte. 495) to Exit 51 Deer Park Avenue (Rte. 231). Continue west on the North Service Road for 1.5 miles to Burr's Lane. Turn right and proceed to College entrance on right.

From the West
Long Island Expressway (Rt. 495) to Exit 50 Bagatelle Road. Turn left onto Bagatelle Road and right at Half Hollow Road. Proceed to College entrance on right.

PUBLIC TRANSPORTATION

Long Island Railroad to the Babylon Station. Suffolk County Bus S-23 from the Babylon Station or Walt Whitman Mall on Route 110 to the College. The following buses connect with the S-23 Bus:

Walt Whitman Mall	Babylon L.I.R.R.
S-1, S-54, N79, H-4, H-9	S-20, 25, 27, 29, 40, 42, N19, N72

For public bus information, call the Suffolk County Transit Information Service at (631) 852-5200. For Nassau County bus information, call the Metropolitan Suburban Bus Authority at (516) 766-6722.

FIVE TOWNS COLLEGE

305 North Service Road • Dix Hills • NY • 11746

Office of the President

Catalog Addendum 2023 -24

The following new programs are addended to the Five Towns College Catalog

Page 56 is addended to add the following:

Associate Degrees

Court Reporting – A.O.S. *HEGIS Code: 5005.00*

Certificate Programs

Court Reporting *HEGIS CODE: 5005.00*

The following is addended to the last page of the Catalog:

Court Reporting Program: A.O.S. and Certificate
HEGIS Code: 5005.00
Inventory of Registered Programs Code: 43265/ 43264

Five Towns College offers two degree programs in Court Reporting leading to the A.O.S. degree.

The first is a degree program requiring the completion of 65 credits. This track is only open to former students of the Long Island Business Institute who transferred to Five Towns College no later than the Fall 2024 semester pursuant to a Teach-Out Agreement approved by the New York State Education Department when that institution closed. The College will not accept any students into the 65-credit track after the Fall 2024 semester. Students currently enrolled in that program will be permitted to complete it. Students who interrupt their studies without obtaining an approved Leave of Absence from the College will not be readmitted to this track, but may be readmitted to the 73-credit track discussed below.

The second is a degree program requiring the completion of 73 credits. This track replaces the 65-credit program described above, and must be completed by all LIBI students who transfer into the College after the Fall 2024, and all other new students who enter the program after that time as freshman or as transfer students with advance standing.

The College also offers a program in Court Reporting leading to the Certificate as well. This Certificate program requires the completion of 54 credits. This track is only open to students who have earned a first associate or bachelor's degree which included the equivalent general education courses contained in the program in Court Reporting leading to the A.O.S. degree. Transfer students who have earned the equivalent general education courses at another institution, but who have not earned a first degree may receive transfer credit for prior work but will still be required to enter into the associate degree program track.

The College's programs in Court Reporting are intended for those students who wish to enter the field of Court Reporting directly after completion of their studies at the College.

Court Reporters are responsible for accurately recording the spoken testimony during courtroom proceedings, pretrial depositions, as well as for proceedings at Federal agencies and for State and local governments. Court reporting is an evolving field where the job opportunities are strong.

Court Reporters are the "Guardians of the Record," and they will continue to capture, protect, and preserve the Court's record for all time. As a Court Reporter, graduates play an integral role in maintaining the integrity of all legal proceedings.

The job of the Court Reporter actually consists of two jobs. The first part of the job is the Court Reporter taking down or "reporting" everything that is said during a trial in a courtroom or at a pretrial deposition on a steno machine. The second part of the Court Reporter's job consists of producing an accurate transcript of the proceedings. Behind the scenes, the Court Reporter uses industry-standard software, and translates what has been written on the steno machine, edits the proceeding, conducts research, proofreads and corrects any errors, and certifies that the transcript is complete, true, and accurate. This is a very important position.

To graduate from either the associate or certificate program, students must complete all degree or certificate requirements, which require that students demonstrate the ability to type on a stenography machine at a speed of 225 words per minute.

Program Course Requirements: 65 Credit Track leading to the A.O.S. degree – Closed to New Students after the Fall 2024

Course Code	*Title*	*Credits*
Semester I		
CRT 100	Court Reporting Theory	6
ENG 106	College English I	3
PSY 104	Intro to Psychology	3
	Term Total	12
Semester II		
CRT 101	Court Reporting I	6
ENG 207	College English II	3
LPT 102	Legal Procedures & Tech.	3
	Term Total	12
Semester III		
CRT 102	Court Reporting II	6
MET 100	Medical Terminology	3
RTW 117	Realtime Writing	2
ILR 101	Information Literacy	1
	Term Total	12

Course Code	*Title*	*Credits*
Semester IV		
CRT 203	Court Reporting III	6
BUS 191	Intro to Business	1
TRP 102	Transcript Production	3
CRT 106	Speedbuilding Lab	1
	Term Total	11
Semester V		
CRT 204	Court Reporting IV	6
CRT 107	CR Speedbuilding Lab	1
	Term Total	7
Semester VI		
CRT 205	Court Reporting V	6
INT 203	Internship	3
CAT 116	Computer Assisted Transcription	2
	Term Total	11
	Total	65

Program Course Requirements: 73 Credit Track leading to the A.O.S. degree

Course Code	*Title*	*Credits*
Semester I		
CRT 100	Court Reporting Machine Shorthand Theory	6
PSY or SOC 101	Social Science Elective	3
TRP 102	Realtime Reporting English & Grammar	3
	Term Total	12
Semester II		
CRT 101	Court Reporting 1/ Machine Shorthand Theory & Speedbuilding	6
ENG 101	College English I	3
CRT 106	Court Reporting 1/ Machine Shorthand Speedbuilding Laboratory	1
RTW 117	Realtime Writing	2
	Term Total	12
Semester III		
CRT 102	Court Reporting II/ Machine Shorthand Theory and Speedbuilding	6
ENG 102	College English II	3
LPT 102	Judicial Reporting Procedures	3
	Term Total	12

Course Code	*Title*	*Credits*
Semester IV		
BUS 151	Business Communication	3
CRT 107	Court Reporting II/ Machine Shorthand Speedbuilding Laboratory	1
CRT 203	Court Reporting III/ Machine Shorthand Theory & Speedbuilding	6
LPT 202	Law & Legal Terminology	3
	Term Total	13
Semester V		
CRT 204	Court Reporting IV/ Machine Shorthand Theory & Speedbuilding	6
MET 100	Medical Terminology	3
TRP 202	Realtime Reporting English/Editing Transcripts	3
	Term Total	12
Semester VI		
CRT 205	Court Reporting V/Machine Shorthand Theory & Speedbuilding Computer Assisted	6
CAT 116	Transcription/Judicial Technology	3
CCP 203	Internship	3
	Term Total	12
	Total	73

Program Course Requirements: 54 Credit track leading to the Certificate

Course Code	*Title*	*Credits*
Semester I		
CRT 100	Court Reporting Machine Shorthand Theory	6
TRP 102	Realtime Reporting English & Grammar	3
	Term Total	9
Semester II		
CRT 101	Court Reporting 1/ Machine Shorthand Theory & Speedbuilding	6
LPT 102	Judicial Reporting Procedures	3
	Term Total	9
Semester III		
CRT 102	Court Reporting II/ Machine Shorthand Theory and Speedbuilding	6
LTP 202	Law & Legal Terminology	3
	Term Total	9

Course Code	*Title*	*Credits*
Semester IV		
CRT 107	Court Reporting III/ Machine Shorthand Speedbuilding	6
MET 100	Medical Terminology	3
	Term Total	9
Semester V		
CAT 116	Computer Assisted Transcription/Judicial Technology	3
CRT 204	Court Reporting IV/Machine Shorthand Theory & Speedbuilding	6
	Term Total	9
Semester VI		
CRT 205	Court Reporting V/Machine Shorthand Theory & Speedbuilding	6
CCP 203	Internship	3
	Term Total	9
	Total	54