Five Towns College

Business, Communications, Technology and the Arts.



2026-27 CATALOG



FIVE TOWNS COLLEGE
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Regulations in this Catalog and other official statements of the College are binding on all students. Students who enroll at the College are deemed to have read, understood and agreed to be bound by all of the provisions contained in this Catalog. Failure to read this publication does not excuse students from the requirements set forth herein. The College reserves the right at any time, without prior notice, whenever it deems it advisable to change or modify its schedule of tuition and fees, and to withdraw, cancel, reschedule or modify any program of study, requirement or regulations affecting any of the foregoing.

Affirmative Action Policy

Five Towns College is committed to the Federal Government's 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. The College also 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.

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The College

A Brief History of Five Towns College

In the 1960's America was awash in transformation. The baby-boom generation that followed the end of World-War II was coming of age, and by the middle of the decade a cultural revolution was in full-swing. The Civil Rights movement shepherded in President Lyndon B. Johnson's Great Society, and with it came the Higher Education Act of 1965, which for the first time committed the Federal government to expanding access to higher education for all Americans.

1969 saw the NASA Apollo Space Mission land astronauts on the moon and return them safely again. The Woodstock Music Festival was held that summer in Bethel, NY, as the Vietnam War came to dominate the public consciousness. In New York, the *Amazing* Met's won the World Series Championship and that fall the New York Jets won Super Bowl III. In media, Album Oriented Rock n' Roll (AOR) in FM stereo all but replaced AM mono as the dominant broadcasting format. At the same time, both the State University of New York (SUNY) and the community college movements were in their infancy, leaving a great shortage of seats at colleges and universities to serve the surging population of high school graduates.

In the musical realm a lot had clearly changed as well. Multitrack recording, pioneered by Jazz guitar legend Les Paul and others in the 1950s and 60s, had finally come of age and was the dominant technology for studio recording. So, it is no surprise that in the waning days of the 1960s, vinyl record mastering expert Al Grundy opened the Institute of Audio Research in New York City's Greenwich Village. IAR was the first school in the world dedicated solely to the recording arts and sciences.



In those days, students seeking to study contemporary music at the post-secondary level, had to leave New York State – since every collegiate music program at the time was purely classical in nature.

Against this backdrop, Stanley G. Cohen and Lorraine Kleinman-Cohen – two CUNY professors, were convinced that the time was ripe for a new type of college. One steeped in contemporary music, committed to small classes and hand-on instruction, and student-centered instruction. They were also influenced by Dr. Martin Luther King, and firmly believed in the overarching goals of the Higher Education Act of 1965 – that if our society is to advance, it must address the inequalities that were evident on American college and university campuses. As such, a founding principle of Five Towns College is to assure equity and access to higher education for underrepresented students.

Beginning in 1969, they formed the Five Towns Education Center in North Woodmere, NY, with the goal of petitioning the New York State Board of Regents for a charter to open a new college in the southwestern corner of Nassau County – a region known unofficially as the "Five Towns." It took more than three years, but on February 24, 1972, Five Towns College was founded when the Regents granted a Provisional Charter.

When the petition for the College was first filed, the founders envisioned that the institution would open in Lawrence, NY, but by 1972 the original site on Lawrence Avenue was no longer available. After a series of fits and starts, first in Lynbrook and then in Baldwin, Long Island, Five Towns College finally opened its first campus in Merrick, NY for the Fall 1973 semester in the Episcopal Day School that it rented at the Church of the Redeemer on Merrick Avenue.



For nearly a decade, the Merrick campus served the students, faculty and administration. As its popularity spread, the College added classroom space across the street, renting additional instructional space from Temple Beth Am Religious School and then

expanding to The Parish Family of Curé of Ars Catholic School. Then the College had the distinction of being the only institution of higher education based in Methodist and Catholic Churches as well as a Jewish Synagogue all at the same time. This configuration worked at first, but with the student body continuing to expand, at the end of the Spring 1982 semester the College packed up and moved a few miles east to Seaford, NY, and to its second campus in the former Seaford Avenue School, located on Seaford Avenue. Whereas the Merrick campus consisted of just 9,000 square feet, the Seaford campus was expansive by comparison – consisting of more than 34,000 square feet.



While the Merrick years are often referred to as a "Golden Age," the Seaford years saw the College truly come of age. It was in Seaford that the College earned regional accreditation from the Middle States Association of Colleges and Schools, and where the College earned baccalaureate status from the Board of Regents. The College constructed its first on-campus multi-track recording studio on the second floor of that campus, and later built its first video production studio and closed-circuit radio station there as well.

By 1992 it was clear that the Seaford campus was no longer sufficient for the institution, and at the conclusion of the Spring 1992 semester, a fleet of tractor trailers pulled onto campus, and the school packed up and moved again – this time to its permanent campus in Suffolk County at Dix Hills, NY. While the Seaford campus occupied a four-acre site, the Dix Hills campus consisted of more than 130,000 square feet of program space on nearly 40 acres. Over the years, four new buildings were added to the campus, so that today the campus includes nearly 250,000 square feet of program and residential living space.

Across the decades it has often been asked, "Why is the school still named Five Towns College?" Successive Boards of Trustees have wrestled with this question, and more than once considered changing the name. Each time the Board decided that the final name would be considered after the College acquired a permanent home. But by 1992, Five Towns College had earned a regional reputation, and so the name stuck.

Founded as a two-year junior college offering only associate degrees and certificate programs, over the intervening decades Five Towns College has matured into a private, coeducational, non-sectarian senior institution of higher education with a significant residential component. Indeed, today approximately 30% of its students reside on-campus. Along the way, the College earned institutional accreditation from the Middle States Commission on Higher Education, and programmatic accreditation from the National Association of Schools of Music (NASM) and the National Association of Schools of Theatre (NAST). Today, the College has been authorized by the New York State Board of Regents to offer programs of study leading to associate's, bachelor's, master's and doctoral degrees.

While the institution was originally conceived as a registered business school, today it is a comprehensive college of the arts, offering nearly 30 different programs of study through three distinct academic divisions at the undergraduate and graduate levels: Performing Arts, Communication, and Business.

Notably, in 2018 the College's focus on music, media and technology came full circle, when it acquired the Institute of Audio Research founded by Al Grundy in 1969, thereby becoming the oldest independent post-secondary institution dedicated to the recording arts and sciences in the world in continuous operation. In 2022 the College burnished its reputation as a leader in the recording arts and sciences, when it became the first institution of higher education in America to offer a graduate program in Sound Recording Technology, leading to the Master of Professional Studies (M.P.S.) degree.

Today Five Towns College is a community of artists, athletes and scholars which seeks to enrich the world with creativity and serious academic inquiry. The thousands of graduates who constitute its alumni, contribute to the improvement of society, by modeling the values of the institution and the vision of the dedicated men and women who have worked to advance its mission and goals for more than half-a-century.

As the institution moves beyond its own semi-centennial, it continues to evolve and respond to the changing needs of a changing America – advancing its position as a positive change agent in the Long Island/New York City Metropolitan Region. Its strategic plan envisions fully online and low-residency degree programs, an expansion of graduate level offerings to better serve adult learners, a wider array of business programs to serve the growing regional finance and healthcare industries, enhanced athletic facilities and offerings, and the incorporation of new and emerging technologies – such as AI – into the curricula. In so doing, the College seeks to enhance its unique student-centered approach to student learning that focuses on each student as an individual.

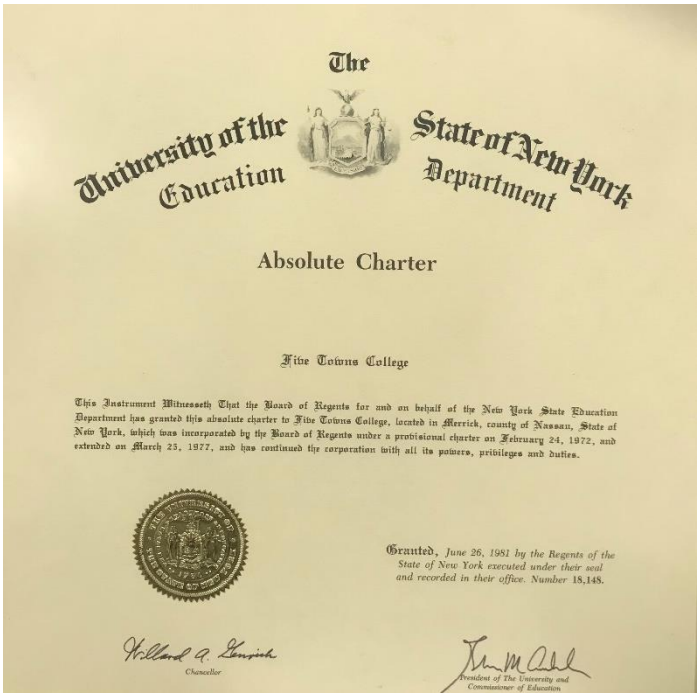
The New York Board of Regents and USNY: The Five Towns College Absolute Charter

Five Towns College is a proud member of the University of the State of New York (USNY) of which the New York State Commissioner of Education serves as President. While USNY consists of a variety of component parts, including public libraries, secondary schools, museums and registered non-degree granting career schools, the higher education component of USNY consists of four unique sectors. These include the State University of New York (SUNY), City University of New York (CUNY), independent institutions (CICU), and the degree granting proprietary colleges and universities (APC).

Of these four sectors, the longest existing is CICU, the oldest member of which is Columbia University (NYC) (formerly Kings College) which was granted its Absolute Charter directly by the King of England in 1754. The second longest existing sector is APC, the oldest member of which is Bryant & Stratton College (Buffalo) which was formed in 1854 – just before the American Civil War, making it the third oldest college in New York State.

Degree granting proprietary colleges and universities have a long and proud history in New York State, pre-dating the formation of both SUNY and CUNY by nearly a century, with those publicly supported university systems being formed in 1948 and 1961 respectively. While it is also the smallest sector, the 13 member APC degree granting institutions proudly serve approximately 35,000 students across New York State.

The Provisional Charter of Five Towns College was granted by the New York State Board of Regents on February 24, 1972. Such Provisional Charter authorized the College to confer the Associate in Arts (A.A.), Associate in Applied Science (A.A.S.), Associate in Occupational Science (A.O.S.), and Associate in Science (A.S.) degrees. The Provisional Charter was extended by Regent's action on March 25, 1977 and made Absolute by Regents action on June 26, 1981.



The
University of the State of New York
Education Department

Absolute Charter

Five Towns College

This Instrument Witnesseth That the Board of Regents for and on behalf of the New York State Education Department has granted this absolute charter to Five Towns College, located in Merrick, county of Nassau, State of New York, which was incorporated by the Board of Regents under a provisional charter on February 24, 1972, and extended on March 25, 1977, and has continued the corporation with all its powers, privileges and duties.

Granted, June 26, 1981 by the Regents of the State of New York executed under their seal and recorded in their office. Number 18,148.

Willard A. Genrich
Chancellor

President of The University and Commissioner of Education

The Absolute Charter was amended 11 times by Regent's action. This includes on May 25, 1990 to add authority to confer the Bachelor of Music (Mus.B.) degree, on May 22, 1992 to grant authority to relocate to the Town of Huntington, Suffolk County, NY, on July 23, 1993 to add authority to confer the Bachelor of Professional Studies (B.P.S.) degree, on September 19, 1997 to add authority to confer the Master of Music (M.M.) degree, on April 27, 1999 to add authority to confer the Bachelor of Fine Arts (B.F.A.) degree, on April 3, 2000 to add authority to confer the Bachelor of Science (B.S.) degree, on December 20, 2001 to add authority to confer the Master of Science in Education (M.S.Ed.) degree, on September 12, 2003 to add authority to confer the Doctor of Musical Arts (D.M.A.) degree, on November 6, 2018 to add authority to confer the Bachelor of Business Administration (B.B.A.) degree, on December 14, 2021 to add authority to confer the Master of Professional Studies (M.P.S.) degree, and most recently on April 18, 2023 to add authority to confer the Master of Arts in Teaching (M.A.T.) degree.

Mission Statement

Five Towns College is a higher education community where scholars, creatives, athletes, and professionals develop in students the knowledge, skills, and competencies needed to pursue careers in business and professional studies; the performing arts and teacher education; and communication, media, and technology. Through academic 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 ethical values. In so doing, the College helps each student to expand their unique talents to the fullest, so that they may 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 foster a welcoming community where scholarly pursuits, cultural events, and athletic competitions provide an educational foundation upon which human knowledge and understanding, leadership skills, and respect for community values are developed
- To engage in activities that nurture a culture dedicated to continuous improvement and student achievement

Accreditation

Five Towns College is institutionally 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.

Degree programs in Music and Music Education (K-12) are programmatically 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. Learn more about NASM. Visit them online at www.nasm.arts-accredit.org

Degree programs in Theatre are accredited by the National Association of Schools of Theatre (NAST), 11250 Roger Bacon Dr., Suite 21, Reston, Virginia 20190-5248 (tele. # 703-437-0700). Learn more about NAST. Visit them online at www.nast.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 approved by the United States Department of Education to offer post-secondary education degree programs that are eligible for Title IV Student Financial Aid Assistance. Learn more about the U.S. Department of Education at www.ed.gov

The programs in Court Reporting leading to either the A.O.S degree or to the Certificate are fully approved by the National Court Reporters Association (NCRA). The granting of approval by this industry association for court reporters and captioners is recognition that the program at Five Towns College meets the standards of excellence established by industry professionals. Learn more about NCRA. Visit them online at www.ncra.org

Five Towns College is authorized to offer online degree programs across the United States as an approved participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA). SARA is an agreement among member states, districts and territories that establishes comparable national standards for the approval of interstate postsecondary distance education courses and programs. Learn more about NC-SARA. Visit them online https://nc-sara.org.

Personal and Practical

Five Towns College offers a learning environment where every student counts, and that is personalized and practical. The College community is large enough to offer all of the advantages of a comprehensive institution of higher education, yet small enough to provide students with an opportunity to express themselves as individuals in a welcoming and supportive environment. Students receive personalized attention, hands-on training, and a practical well-rounded education that allows them to grow and develop as young adults.

Long Island/New York City Metropolitan Region

Five Towns College is fortunate to be located in one of the most vibrant regions in the world. Situated 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 and Grand Central Terminal in Manhattan. Both of New York City's major airports, John F. Kennedy International and LaGuardia, are located on Long Island. Long island's own Islip-MacArthur Airport is just a short drive from campus.

The region runs the gamut from small agricultural and maritime based communities to the largest urban city in the United States. Indeed, the "downstate" 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 nation. 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.

Of course, creative students can study in many other places; but, none can provide the wide range of educational and creative experiences that are unique to this part of New York.

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 the most dynamic urban metropolis right nearby. The 40-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 designed by the award winning architect Daniel D. Perry who gained prominence as the designer of the Sterling and Francine Clark Art Institute (Williamstown, MA). Old Main consists of 12 interconnected buildings. These include the Five Towns College Performing Arts Center; Sound Athletics Arena; Television Studio 400; Upbeat Dining Commons; Student Success Center; and Library/Learning Resource Center; along with classrooms, computer, piano, and sound recording 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, B and C, Film Stage D, Interactive Media Arts Lab, IT Help Desk, and Sound Stream iFTC broadcast studios. The JLC audio recording and film studios were designed and built by the world-class architectural and acoustic design firm: 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.

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. In addition, the Theatre Arts Workshop (THAW) is located on the lower-level of Harmony Hall, and includes more than 5,000 sq. ft of space dedicated to dance and play rehearsal, costume design, and props. Learn more about the College's highly specialized campus at Facilities and Equipment.

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.

Organization of the College

Five Towns College is organized into three schools and one institute: The School of the Performing Arts and Teacher Education; The School of Communication, Media, and Technology; The School of Business and Professional Studies, and the Institute of Audio Research. Liberal Arts and Sciences/General Education courses are offered across the College by the Office of Academic Affairs.

The School of the Performing Arts and Teacher Education is home to the Music, Music Education, Theatre, and Graduate Music Studies Departments.

The School of Communication, Media and Technology is home to the Film and Television, Interactive Media Arts, and Mass Communication Departments. The Film and Television Department administers the Production Design program. The School of Communication, Media, and Technology also administers the Institute of Audio Research.

The School of Business and Professional Studies is home to the Business and the Court Reporting Departments.

Liberal Arts and Sciences/General Education offers a program Liberal Arts leading to the A.A. degree through the Office of Academic Affairs directly. It also offers and administers the common core curricula in Liberal Arts that is embedded into every undergraduate degree program, assuring that the College's institutional level learning goals are developed in every degree program offered by the College for every undergraduate degree candidate.

The Institute of Audio Research

Administered by the School of Media and Communication Technology, the Institute of Audio Research at Five Towns College is the academic unit that offers and supervises degree programs, major areas of concentration, and minors in Audio and Sound Recording Technology. Majors in Audio Recording Technology are offered in combination with other academic departments, providing students with unique flexibility to design degree programs that best fit their academic and career goals. The graduate degree program in Sound Recording Technology leading to the Master's in Professional Studies Degree (M.P.S.) is offered directly by the Institute faculty.



The Institute of Audio Research was founded on June 2, 1969 by Albert B. Grundy, a Columbia University educated electrical engineer and vinyl mastering expert. In 2017 IAR began a collaboration with the Five Towns College faculty, with a goal of elevating the study of audio recording technology to graduate level learning, in order to provide a capstone experience to the existing audio recording technology curriculum offered by Five Towns. Working together, the newly combined faculty developed a new graduate level program in Sound Recording Technology leading to the Master of Professional Studies (M.P.S.) degree. After a years-long effort, the proposed new degree was authorized by the New York State Board of Regents and subsequently registered by the New York State Education Department. Learn more at the history of IAR at Five Towns College at http://www.ftc.edu/mps

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. As of the Fall 2025 semester there are 164 full-time and adjunct faculty members with a student to faculty ratio of 3.5:1. The full-time undergraduate to full-time faculty ratio is 14:1. The average class size is 11. For a complete listing of faculty, sorted by academic unit, see, Faculty located at the end of this Catalog.



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 2025 semester, 30% identified as female and 67% identified as male. 3% did not identify.



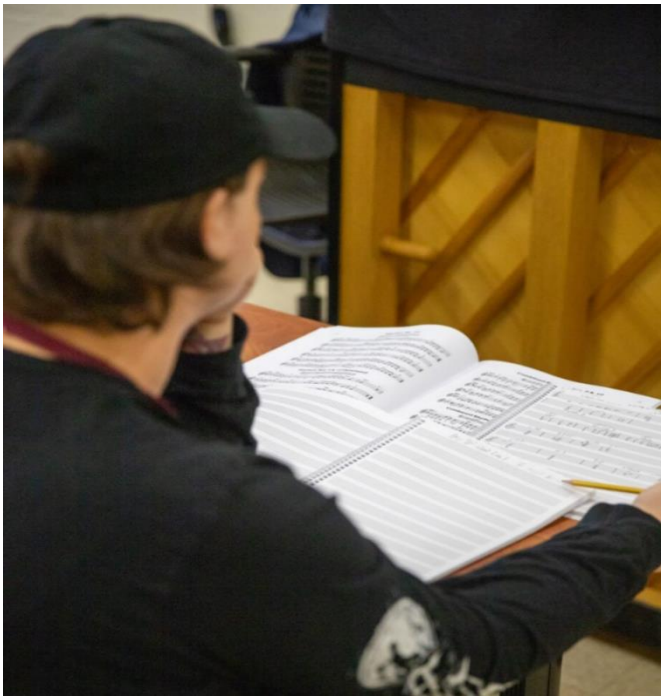
Ethnically, 38% of the FTF identified as White/Non-Hispanic, 36% as Hispanic/Latino, 18% as Black/African-American, 2% as Asian, 1% as American Indian/Alaska Native, 4% as belonging to two or more ethnic groups, and 2% did not disclose their race or ethnicity. These characteristics have been relatively constant for the three-year period 2022 – 2025.

Of the new FTF who entered for the Fall 2025 semester, approximately 28% enrolled in a program of study offered by the Business Department, 19% by the Interactive Media Arts Department, 18% by the Mass Communication Department, 14% by the Music Department, 13% by the Film and Television Department, and 8% by the Theatre Arts Department. Of these students, the most popular majors include Audio Recording Technology, Interactive Media Arts, Film and Television, Business Marketing, Broadcasting, and Musical Theatre. Music Entertainment Industry Studies is also 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 2025 FTF the mean high school grade point average was 83, with 19% presenting a G.P.A. of 90 – 99, 19% 85 – 89, 28% 80 – 84, 26% 75 – 79, and 6% 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 in the New York City/Long Island Metropolitan 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. 94% of new students who matriculate are under the age of 20 at the time they begin their studies here, while just 6% are 20 and over when they enter. Similarly, the overwhelming majority of undergraduate students, 91%, pursue their studies on a full-time basis, while only about 9% attend on a part-time basis. For graduate students, many of whom are adult learners pursuing a masters or doctoral degree, only 23% attend on a full-time basis while 78% 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.

Five Towns College 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.

While Old Main was designed by legendary architect Daniel D. Perry, the firm of Bolt, Beranek & Newman (BBN) served as the consulting engineers on the acoustic design of the PAC. BBN gained prominence as the acoustic engineers for the United Nations General Assembly, and for their work analyzing the 18-minute gap in the Watergate tapes and the John F. Kennedy assassination tapes to determine the exact number of shots fired. BBN was also the consulting acoustic engineers for NASA on both the Mercury and Apollo space missions. Consulting on the PAC's stage design was also six-time nominated and four-time Tony Award winning scenic designer Peter Larkin. Larkin worked on 47 different Broadway shows including Dial "M" for Murder, Peter Pan, and Inherit the Wind. Larkin's film and television credits include Tootsie, Three Men and a Baby, The First Wives Club, and Miss Congeniality.

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 and dressing rooms 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. The Main Stage has raked seating for more than 500 attendees and a rated capacity of 658.

Nearby, the Theatre Arts Workshop (THAW) is located on the lower-level of Harmony Hall. The THAW includes more than 5,000 sq. ft of costume design and rehearsal space for Acting, Musical Theatre and Production Design students. 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 PE1C 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 ADAM Audio Series A 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.



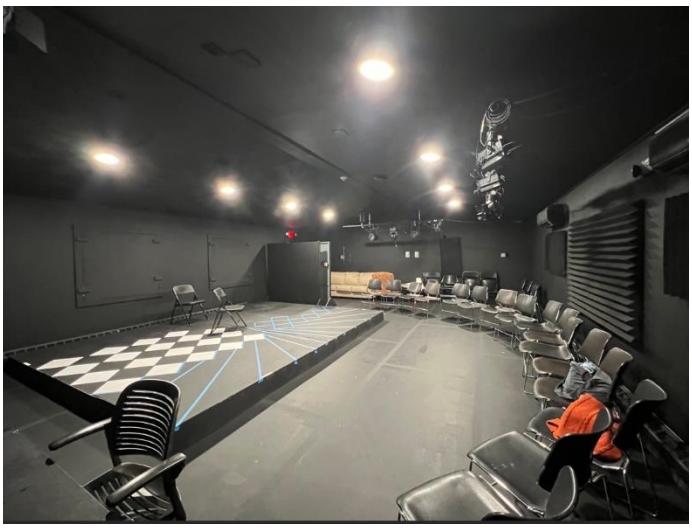
Studio Theatre

Studio Theatre 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



Theatre Arts Workshop (THAW)

The THAW is a 5,000 square foot space located on the lower level of Harmony Hall. It is utilized by the Theatre Department to prepare and rehearse productions for the PAC's Main Stage. The expanse of space allows students enrolled in the Acting and Musical Theatre degree programs to fully prepare in a rehearsal space that mimics the PAC Main Stage, and includes a Marley floor. The THAW also houses a costume shop, prop storage, and other theatrical support areas utilized by actors, dancers, singers, directors, costume and production designers enrolled in the Production Design program.

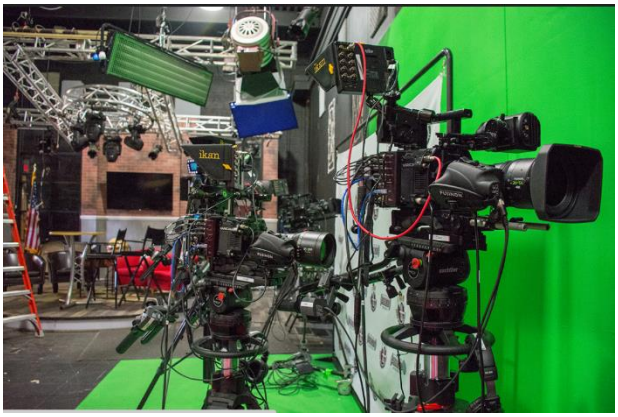


Microphones and Audio Recording Gear



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.

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

Television/Multimedia Broadcast Control





The Television/Multimedia Broadcast Control (TMBC) facility is located adjacent to Studio 400. TMBC is equipped with industry-standard technology for live and pre-recorded multi-camera 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.



Negrin Memorial Film/Television Center



Located in The John Lennon Center for Music and Technology and named for legendary cinematographer and charter faculty member Dr. Sol Negrin, the Negrin Memorial Film/Television Center is a multi-formatted suite consisting of a sizeable soundstage, fully equipped for both scripted television or narrative 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 3300N, 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.



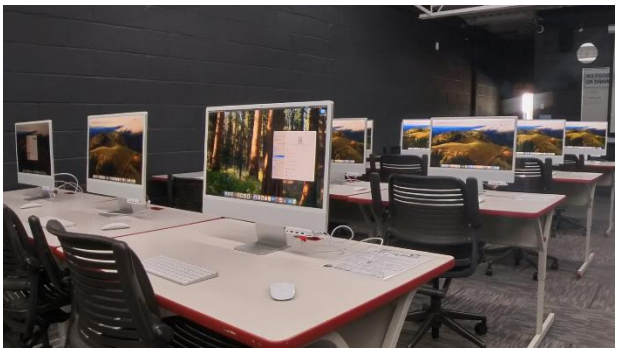
As the industry shifts toward Virtual Production, the College has infused VP in both elective and required curricula. Gaming PCs boasting exceptional CPU and GPU processing power are loaded with the latest versions of Unreal Engine, as is the Legion PC on the Virtual Production/DIT cart. The cart also 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.

Center for Applied Music (CAM)



The CAM is the center for private music instruction and student practice space for music, music education, and musical theatre students. It is equipped with 11 practice rooms with varying configurations and equipment. This includes acoustic and digital pianos, drum kits, and other auxiliary percussion equipment. It also has one large ensemble practice spaces that accommodates ensembles.

Mac Lab 319



Mac Lab 319 is comprised of 24 individual workstations. Students use this facility to develop their knowledge, skills and abilities to operate software for composing, sampling, nonlinear audio recording/editing, video nonlinear editing, animation, photography editing, video FX creation, and musical notation. The computers in each workstation are compatible with the same software utilized by the College's larger studios such as audio recording Studios A, B,C, Film Studio D, and Mass Communication Broadcast Studio Control Room. The close alignment and coordination between labs and studios provide students with the ability to work on their individual projects and assignments outside of the main studios and class. Workstations are equipped with current versions of ProTools, the Adobe Suite including Premier Pro, After Effects, and Photoshop, Abelton Live, Native Instruments Komplete Ultimate, Reason, Logic Pro, Superior Drummer, Sibelius, Final Cut Pro, and Reaper. These software platforms utilize additional software plugins from Waves, Celemony, Sonnox, Slate Digital, Izotope, Toontracks, Syncro Arts, and Avid among others. Additionally, there are Korg Kronos piano keyboard workstations available for each station to be operated as controllers and sound modules for sequencing.

Acoustic Pianos

The College is equipped with a wide range of concert grand, 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.

Dance Studio 313



The Dance Studio is characterized by its Marley dance floor, mirrored walls, and dance bars. The facility is used for rehearsing choreography, senior showcase classes, acting classes, and rehearsals.



PC Lab 219

PC Lab 219 is equipped with 24 high-performance media workstations, designed to support content creation across multiple disciplines. Students from the Audio, Film & TV, Interactive Media Arts, Mass Communication, and Music departments utilize the lab for projects ranging from video editing and audio production to graphic design and animation. This collaborative environment allows students to develop their skills using the latest industry-standard software, including the complete Adobe Creative Suite (Premiere, Photoshop, After Effects, Illustrator, Lightroom, InDesign, XD), Autodesk 3DS Max, Maya, AutoCAD, Mudbox, Revit, Fusion360, Inventor, Unreal Engine, Blender, DaVinci Resolve, Maxon Cinema 4D, Sibelius, and ENPS Rundown from Associated Press.

Interactive Media Arts Lab 307



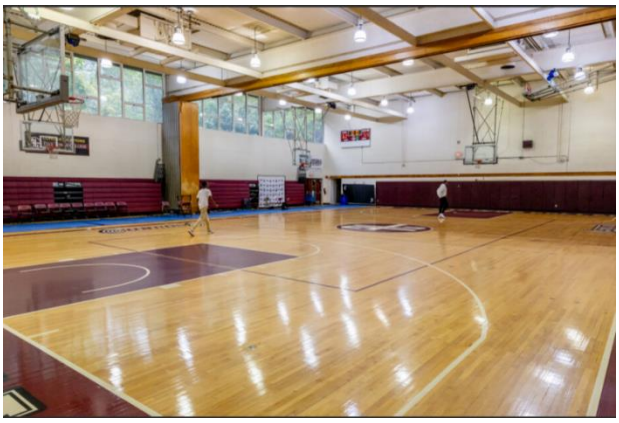
Interactive Media Arts Lab 307 is a computer graphics lab designed to function as a multipurpose creative laboratory that fits within the goals of the Interactive Media Arts program. The lab helps develop in students the fundamental skills for creative professionals through the use of increasingly complex computer graphic applications. To achieve this goal, the Lab features digital tools for students to develop creative artistic skills while providing access to computer graphic workstations for digital content creation.

These computer graphic workstations take advantage of CPU and Graphic Display Cards capable of handling computationally intensive applications such as 3D animation and Virtual Reality for real-time feedback and near real-time rendering capabilities. Each computer graphics workstation has a dedicated SSD, (Solid State Drive) to function as a cache for both the Adobe suite and Autodesk's 3D software.



Each computer graphic workstation runs a multitude of industry standard computer graphics software. The entire suite from Adobe is on each computer which includes Photoshop, After Effects, Illustrator, InDesign, Premiere Pro, 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 software programs available on the IMA Lab computers are Blender, DaVinci Resolve, Maxon Cinema 4D, Unreal Engine, Figma, and Amateras Dome Player. Along with the Arnold renderer, our workstations also leverage Epic Games' UnReal Rendering Engine as part of the rendering pipeline. As new and emerging applications become available, they are tested and invested in for the computer lab.

Sound Athletics Arena



Home to the Sound Athletic Department, the Sound Athletics Arena accommodates a regulation size basketball court, volleyball court, locker rooms, bleacher seating, and offices for athletic coaches. The Arena is the home of the Sound Men's and Women's Basketball and Volleyball teams, which compete in the North American Conference for Intercollegiate Athletics (NACIA) and 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 team.

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 offers snacks, lite meals, and a coffee bar. Located in the Student Center, the Downbeat Café is a favorite area for students to gather informally in the evening and on weekends.



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.

iFTC: The Sound Stream College Radio Station

The broadcast studio of the iFTC: The Sound Stream is located in the John Lennon Center and provides Five Towns College students with hands-on broadcasting experience. The Sound Stream can be heard online around 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, DJing 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.

The Record: Online





THE RECORD online
FIVE TOWNS COLLEGE MASS COMMUNICATION

The Record: Online is a publication of the Mass Communication Department students and faculty. It regularly publishes news, features, and commentary on topics and subjects of interest to the College community. Learn more at https://ftcrecord.com

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 Library/LRC is a learning resource for students and faculty. 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 Library/LRC includes a variety of outstanding online subscription research databases, including *Academic Search Complete*, *Business Source Elite*, *Business Insights*, *Entrepreneurship*, *Encyclopedia Britannica Online*, *Fine Arts*, *Issues and Controversies*, *Music Index*, *Vocations and Careers Collection*, and many others.

The Library/LRC also provides access to a digital collection of more than 278,000 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 Canvas 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 has a partnership with the Half Hollow Hills Community Library, which allows all students and faculty to utilize their collection and services. Students are also eligible to obtain New York Public Library cards to access their vast collection of academic and informational resources. Additionally, the L/LRC can arrange for interlibrary loans from libraries across the country. Acquisitions requests from both faculty and students are also welcomed.



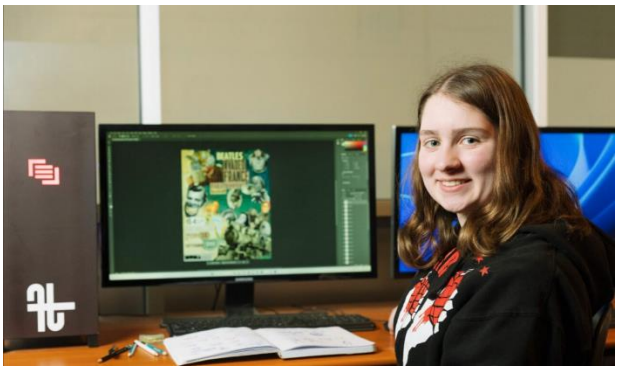
Staffed by professional librarians, the L/LRC is a major resource for curriculum and instruction at the College. To help students become more aware of the holdings and to become more comfortable in utilizing its resources, orientation sessions may be scheduled by faculty members for classes requiring 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 Writing Center, where students can get assistance with writing assignments in any of their courses. Appointments can be set up through Canvas. The L/LRC also works with students who need additional academic assistance by arranging for tutoring.

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.

Student Computer Requirements



Students should expect that college-level learning requires that they have regular access to 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 wherever 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 of study they are pursuing 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 for Specific Programs and Concentrations

Audio Recording Technology

- Apple Mac (PCs are not recommended)
- 16GB Ram (32GB or higher is recommended)
- The most current OS X that is compatible with audio software
- 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)
- Latest versions of ProTools, 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 acceptable
- AVID Media Composer
- Adobe Premiere Pro and After Effects(Creative Cloud)
- 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, AutoDesk 3DSMax, Figma, Maya, Unreal Engine
- 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

Music and Music Education

- Tablet: Apple iPad 5th generation (2017) or newer, iPad pro 12.9" recommended.
- Forscore App for viewing sheet music in a live performance.

Production Design

- Apple Mac computer preferred. Windows PCs are not recommended
- 16 GB RAM minimum; 32 GB or higher recommended
- 1 TB internal SSD storage
- 1 TB external SSD
- Current version of macOS compatible with the required software
- Adobe Creative Cloud
- Vectorworks with lighting instrument libraries
- Autodesk AutoCAD
- ETC Eos Family Lighting Control Software

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 learning 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, may be required 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. Delays in providing college transcripts could impact admission decisions and/or the awarding of transfer credit. *See,* Transfer Credit Policy, for more information.

All admitted students are accepted subject to the condition that the College be supplied with official final transcripts from their high school and/or prior college documenting graduation from high school with grades that are at least consistent with the academic record that was reviewed by the Admissions Committee at the time of acceptance. The College reserves the right to withdraw its acceptance of any student who does not furnish such proof by August 1 prior to the start of the fall semester, January 1 for the spring semester, and May 1 for the summer semester. In such cases, the College may defer further action on such candidates until the next semester. In the rare case when an admitted student is unable to secure final official transcripts, Five Towns College may attempt to 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.

Applicants for admission who have attended more than one high school or secondary school are required to assure that the academic record submitted for review by the College is complete. This includes situations when a student has attended more than one high school or college consecutively, such as in situations when they have changed high schools due to a change of their primary residence, or when they have been enrolled in more than one high school concurrently, such as in the case of students enrolled in a BOCES secondary school program. The College reserves the right to withdraw or revoke an offer of admission in situations where a student has failed to disclose and document their complete academic record.

Except in cases where a student has disclosed in writing that they will not be receiving a New York State Regents Diploma or its equivalent at the time of application, it is the expectation of the College that applicants for admission will present final official transcripts which document completion of a New York State Regents Diploma or its equivalent. The College reserves the right to withdraw and revoke an offer of admission in cases where a student has failed to earn this credential.



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 significant performing arts applied skills components, 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 undergraduate students who have attained the equivalent of a high school average of 84% or higher, 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. Applicants seeking admission through the Honor's Program typically present a high school average of 90% or higher.

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.

HEOP Admission Pathway

FIVE TOWNS COLLEGE
NYS Arthur O. Eve Higher Education Opportunity Program

The Higher Education Opportunity Program admits students using alternative pathway from those utilized by the Office of Undergraduate Admissions. The following summarizes the admissions eligibility criteria utilized by HEOP, as approved by the New York State Education Department:

- SAT/ACT: Test Optional/Not Required – When submitted: Combined SAT score below 1067 or ACT below 25.3; or
- High School GPA: Less than 84% or less than 88% for Music Education applicants; or
- Rank in Class: Bottom 50%; or
- Diploma Type: Non-Regents Diploma or GED/TASC; or
- Pre-Testing: Scores on Reading Comprehensive, Mathematics, and Writing Assessments that indicate the need for remediation; or
- High Needs High School Attendance: Attendance in CSI, TSI or ATSI Schools; or
- Programmatic Criteria:
    - Music, Music Education and Theatre: Unsatisfactory Rating on Required Audition
    - Music, Music Education: Unsatisfactory Rating on Music Theory Examination
    - Film and Television, and Interactive Media Arts: Unsatisfactory Rating on Optional Portfolio or Reel Review
    - Court Reporting: ELA Regents Examination Score of Less than 85%

International Student Admission



Five Towns College welcomes international students and is authorized by the U.S. Department of Homeland Security to enroll non-immigrant students from other countries through the Student and Exchange Visitor Program.

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.

Adult and Continuing Education (ACE) Admission 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;
- a high school graduate;
- enrolled in one of the following four programs:
    - Liberal Arts (A.A.)
    - Business Administration (A.S.)
    - Business Administration (B.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 with a course grade was less than "C";
- College subsidized tuition;
- 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.

ADDITIONAL AUDITION/INTERVIEW/PORTFOLIO REQUIREMENTS BY DEGREE PROGRAM						
Program, *Degree*	**Department Interview**	**Portfolio Review (Recommended)**	**Acting/ Speaking**	**Dancing**	**Vocal/ Instrument Audition**	**Placement**
Acting, *B.F.A.*	X		X			
Court Reporting, *Cert and A.O.S*	X					
Film and Television, *B.F.A.*		X				
Interactive Media Arts, *B.F.A., A.A.S.*		X				
Music/Performance, *Mus.B.*					X	
Music Education, *Mus.B.*	X				X	X
Musical Theatre, *B.F.A.*	X		X	X	X	
Production Design, *B.F.A.*	X					
All Graduate Degree Programs, *M.A.T., M.M., M.P.S., M.S.Ed., D.M.A.*	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. Applicants who do not meet these criteria may still be considered for admission for good cause shown.

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. For New Yorkers, 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 in New York State. 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 (For student aid purposes only - 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 until after they have received their high school diploma.

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 then 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 as of the date of this Catalog 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 degree program. Prospective students seeking to enter Five Towns College through this pathway are responsible for confirming the NYSED regulatory requirements prior to accepting an offer of admission to Five Towns College. For assistance, students should contact the Five Towns College Registrar.

Rolling Admission Policy

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 May 1. Spring semester applicants should file by January 2. 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 Admission

Offers of admission are conveyed in writing and signed by the Director of Admissions. Unless the student has already graduated from high school and applied with a final official transcript, all offers of admission are deemed conditioned upon receipt of a final official transcript documenting that the applicant has continued on to complete their high school degree at an academic level that is at least consistent with the level of work they were doing when the offer of admission was made. Thus, senior grades do count.

A place will be held for admitted students for a period of 30 days or less, depending upon the time of year. Applicants are required to accept the offer of admission within the period of time specified in the offer letter by submitting the required enrollment deposit. Applicants seeking to accept an offer after that date may be considered on a space available basis, and may also be required to reestablish their eligibility for admission based on new or changed conditions at the College.

The College reserves the right to withdraw an offer of admission to any applicant who does not provide proof of high school graduation consistent with this policy prior to the start of classes for the semester that they were accepted for. *See also*, Admissions for additional discussion.

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 Policy

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. Returning students who are eligible for this accelerated process may still be required to provide additional documentation, as may be required by the College in its sole discretion.

Students who were not in good academic standing or who resigned or were dismissed for any reason, or those who seek to return after a period of more than one year are processed through the Admissions Office. These applicants may be required to 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 may be required to support an 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.

Learning Modalities

Canvas By Instructure

Classes at Five Towns College are offered with multiple learning modalities. As such, classes are offered in a traditional on-ground format, in a fully online, or in a 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. By enrolling at Five Towns College, students acknowledge that 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. In some cases, such as for adult learners entering the College through the ACE pathway, this requirement may be waived or modified. Students seeking to reduce the residency requirement should consult with the College Registrar prior to enrolling or matriculating.

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 Full-Time First-Time Freshman (FTF) who entered a bachelor's degree program offered by the College for the Summer and Fall 2024 semester, 72% returned for the Fall 2025 semester. That retention rate, disaggregated by academic department, is approximately as follows: Business Department 72%, Film and Television Department 68%, Interactive Media Arts Department 71%, Mass Communication Department 75%, Music Department 86%, Music Education Department 75%, and Theatre Department 70%. While the College's overall on-time Graduation Rate for FTF who entered during the Summer and Fall 2021 semester is 42%, the 150% rate tracked by the United States Department of Education for the FTF Summer and Fall 2019 Semester is 51%. 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, texts through the Collee's SIS to administer 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 2019 semester and graduated by December 2024. Of those graduates, 57% (N=40) responded. Of those who responded, 92% (N=37) indicated that they were employed, with the survey data further revealing that 73% (N=29) 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. For the most recent closed academic year, 2023-24, of those graduates, 52 % (N=70) responded. Of those who responded, nearly 90% (N=63) indicated that they were employed, with the survey data further revealing that 71% (N=50) 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/sitesearch/teacher%20supply%20demand . Additional workforce and industry data are available online from the New York State Department of Labor and from the U.S. Department of Labor, Bureau of Labor Statistics.

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 reserves the right to make any adjustments to this policy in response to any declared public health emergency or requirement issued by a governmental entity having jurisdiction over the College campus.

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 medical 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.

Mandatory 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 or any other infection that creates a public health risk as determined by a governmental entity with jurisdiction. **As of the date of publication, there are no testing requirements in effect at the College.**

Social Distancing Requirements

The College fully adheres to the public health guidelines when issued by the Center for Disease Control (CDC) and/or the New York State Department of Health and/or the Suffolk County Department of Health. Periodically the College may issue rules and regulations in furtherance of CDC guidelines or those promulgated by the New York State and/or Suffolk County Department of Health. In such instances, students are required to abide by such regulations for the duration of any identified public health emergency. As of the date of publication, there are no social distancing requirements in effect at the College.

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.



Tuition Rate Lock/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:

1. Complete at least 30 credits in each academic year; and
2. Maintain a cumulative G.P.A. of 2.0 or higher; and
3. Reregister by the published deadline for on-time regular registration (see academic calendar for dates); and
4. Be current on their tuition account including any approved payment plan; and
5. File a complete FASFA for the next academic year prior to registration, if utilizing SFA to cover any portion of their tuition and fees.

Students who do not meet these requirements and responsibilities will forfeit their Tuition Lock and be subject to the tuition rate applicable to the most recent entering class of students. Thereafter, their tuition rate will not be locked and will be adjusted annually in accordance with the published rates of the College for each academic year thereafter. 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.

Application Fee

A non-refundable fee of $50 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 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..... $15,250.

Full-Time Court Reporting Program, per semester..... $ 4,800.

Full-Time Masters Tuition per semester

12-15 Credits ..... $15,250.

Full-Time/Part-Time Doctoral Tuition per credit ..... $1,400.

Universal College Fee Per Semester

12+ Credits.....$950.
7 – 11 Credits.....$700.
1 – 6 Credits..... $400.

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.**

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

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 ..... $1,400.
Tuition per credit, Court Reporting Program ..... $ 575.

Special Fees

Special fees are only applicable to specific courses or activities:

Applied, Elective, or Theatre Music Lessons (AML, EML, TML). .$1,350.
Degree Audit Fee.....$75.
Official Transcript.....$10.
Credit by Assessment Examination ..... $100.
Credit by Assessment.....1/3 Regular Tuition Charge
Piano Qualifying Exam.....$75.
Independent Study Fee (per course + Tuition)..... $700.
Returned Check Fee..... $35.
ID Card Replacement..... $25.
Pro Tools Certification – User Level ..... $175.
Pro Tools Certification – Operators ..... $450.
Continuous Registration (Doctoral Students)..... $2,025.
Doctoral Advisement..... $650.
Intersession/Holiday Housing Per Night (if approved).....$65.
Court Reporting Program Technology Fee.....$200.

Residential Life, Room, and Board Charges

Single Room (per semester)..... $5,900.
Double Room (per semester)..... $4.700.
Mandatory Resident Life Meal Plan..... $3,000.
Refundable Dorm Damage..... $300.
Late Housing Application Fee..... $50.
Extended Stay/Early Arrival Fee per night..... $65.
Residential Life Association Fee..... $50.

Tuition Deposit

After an acceptance letter from the Office of Admissions is received, applicants should submit the required enrollment deposit by the deadline noted in the acceptance letter. The required deposit is $200 and is refundable until May 1 for the Fall semester, until January 1 for the Spring semester, and until April 1 for the Summer semester. The tuition deposit is applied towards the tuition balance. After these published dates, the deposit is nonrefundable.

Monthly Payment Plan

The Nelnet Payment Plan is courtesy that 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. There is a $50 enrollment fee per semester. Payment plans must be renewed each semester and can be processed by automatic bank payments (ACH) or credit/debit cards. The College does not offer or accept payment plans that extend beyond the date of graduation. All tuition accounts must be settled prior to graduation. Because the Monthly Payment Plan is a courtesy extended to students that allows them to pay their tuition beyond the normal due date, students that do not adhere to the agreed upon plan, such as by bouncing checks or defaulting on the plan, will have this courtesy removed and will be required to pay their tuition without the benefit of a monthly plan. Similarly, students who are in default on a monthly payment plan are subject to the loss of a Tuition Rate Lock/Guarantee.

Learn more at https://mycollegepaymentplan.com/ftc/

Schedule of Payments

Fall tuition balances are due on or before June 1st. Spring tuition payments are due on or before December 1st. Summer tuition payments are due on or before April 15th. 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 as described in this Catalog. Students who do not adhere to the schedule of payments, unless they are on an approved NetlNet plan, may forfeit any Tuition Lock that is in place.

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 financial responsibility as described above. Students are also advised that dropping from full-time to less than full-time status may impact their current loan eligibility. Students receiving financial aid or participating in a federal student loan program should consult with the Financial Aid Office prior to dropping classes and changing to less than full-time status.

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 or from graduating and receiving a diploma. The College does not place holds on, or withhold, student transcripts in any case.

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 them 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 them 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 service fee equal to 3% of each credit card transaction, to defray the charges imposed by credit card companies. For this reason students are encouraged to utilize alternative payment methods which do not have a bank or credit card service fee. These include payments by personal check, money order, ACH/wire transfer, and cash.

Returned Check Fee

Students whose checks are returned by their bank will be subject to $50.00 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 student athletes and resident students are required to provide proof of medical insurance coverage prior to the start of any sport season or prior to moving into a residence hall as the case may be.

Student athletes or residence students may be prohibited from participation in any athletic activity or from moving onto campus as the case may be, until acceptable proof of medical insurance is provided. Domestic students from outside New York State and International students are advised to consult with their Medical Insurance provider prior to arriving at the College, to determine whether or not their insurance plan will be acceptable in the local Long Island/New York City Metropolitan Region medical marketplace and to the College.

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. To receive the 1098-T electronically, students must provide consent by following the instructions provided by Five Towns College. Once consent is provided, students will have access to their current and previous year 1098-T forms via ECSI. Students can visit https://heartland.ecsi.net/ to obtain these records. Students who do not provide consent to receive their 1098-T electronically will receive a hardcopy 1098-T via U.S. Mail. 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, 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 if one is in effect 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 expressly 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 that 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 sequential 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

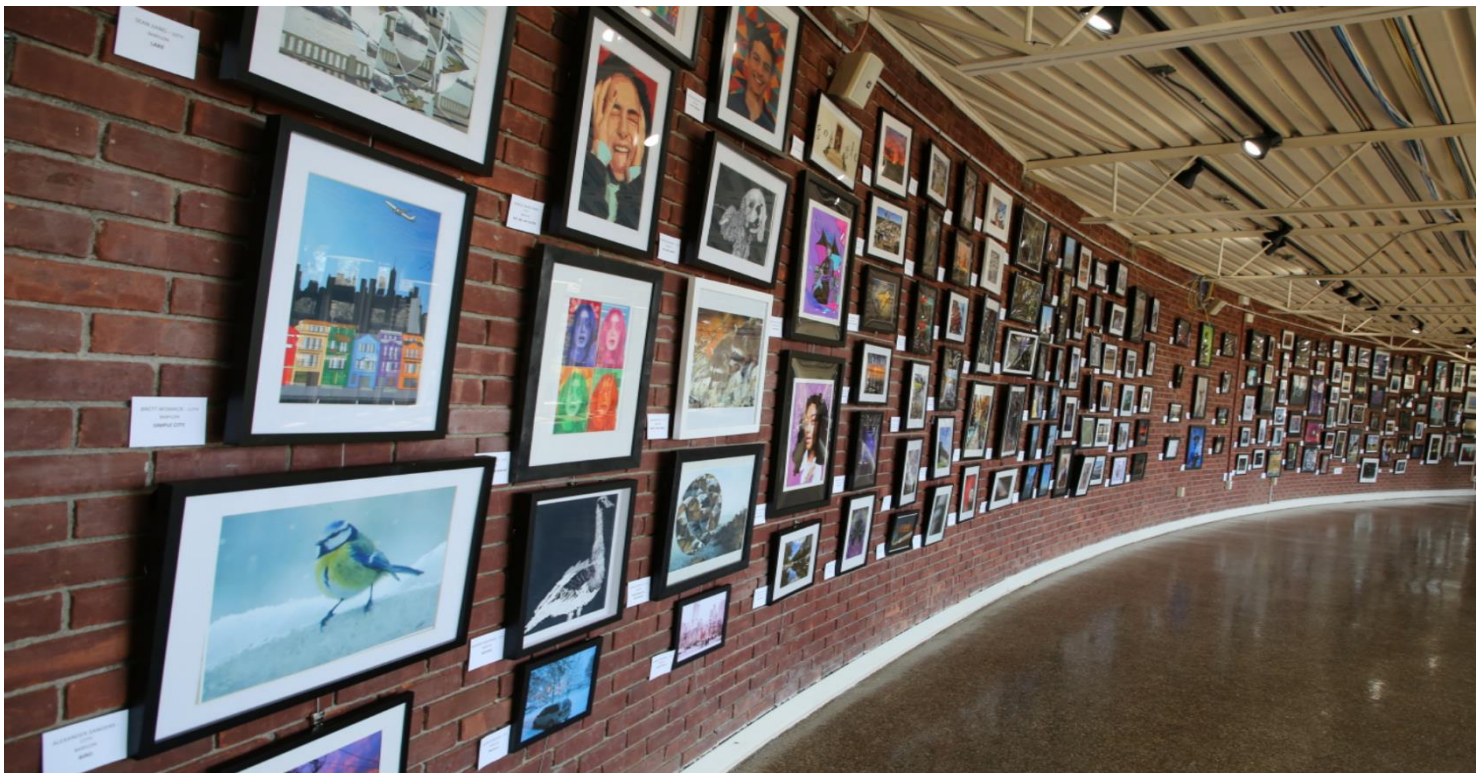
Meal Plan fees are established based on the actual number of days students are scheduled for occupancy. Any unused portion of a meal plan shall be adjusted accordingly in the event of an early shut-down of the Residence Halls, and applied as a credit to the student's Meal Plan account for the next semester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

iv. No Other Fees Adjusted

No other fees shall be adjusted as result of an early shut-down and transition to online/remote learning due to a declared National, Statewide, or Local 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. Estimated awards of federal and state funds 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 all students is October 1st for the following fall semester. All new students are urged to apply as early as possible.

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.



Student Aid Index (SAI) (*Formerly 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 SAI is reported to your FAFSA Submission Summary.

Financial Aid Payments

Funds from federal and state entitlement programs such as Federal Pell, Federal SEOG, NYS TAP 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 2026 - 27 academic year is June 30, 2027. The TAP applicant can be completed a https://hesc.ny.gov.

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 specified 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 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 2026-27 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 Enhanced Recognition Incentive & Tribute (MERIT)
- 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. 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) and not be in default or refund status for any federal Title IV aid at any institution,

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: 2025 - 27 awards range from $0 to $7,395. The amount of the award will be affected by estimated Student Aid Index (SAI), 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 2026 - 27 full academic year range from $100 to $500. 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 Student Aid Index (SAI) 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
- Tiered Standard Repayment Plan
- Extended Repayment Plan
- Graduated Repayment Plan
- Income-Based Repayment Plan (IBR)
- Saving on Valuable Education Plan (SAVE)
- Repayment Assistance Plan

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 www.studentaid.gov.

Federal Direct Parent Student Loans
Federal Direct Plus Loan

Parents with good recent credit history may borrow a PLUS loan on behalf of their dependent students 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 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 the 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. Undergraduate 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. Graduate students attempting 0 – 12 credits must earn 67% and a 2.5, and those attempting more than 12 credits must earn 67% and a 3.0.

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 eight and 20 hours of community service per semester. Students who do not complete their required community service hours, including written documentation of completion may forfeit their community service grant. Additional information is available from the Financial Aid Office and Career Services Office

College Scholarships and Grants

Eligibility Requirements

Five Towns College offers institutional financial assistance to students on the basis of academic merit, talent, and/or financial need. During the 2023-24 Academic Year, Five Towns College awarded approximately $6.9million 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 2026- 27 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 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 of any institutional scholarship or grant 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 – except for academic programs (such as Court Reporting) that are based on three semesters per academic year.

Responsible Student Loan Borrower Policy

Pursuant to the Five Towns College Responsible Student Loan Borrower Policy, College financial 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, unless a waiver is granted by the College. Students who borrow from other sources, such as though the private Sallie Mae and other private loan programs, may be deemed 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.

Students who receive institutional financial assistance are expected to remain current on any institutional payment plan. Students who do not honor their financial obligations to the College have no expectation that an institutional financial award will be maintained, continued, or renewed by the College.

To receive an institutional financial award, U.S. citizens and eligible non-citizens are expected to receive at least $100 from at least one Title IV program in any semester in which an institutional award is made.

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.

Community Service Requirement



All undergraduate recipients are required to perform not less than eight (8) hours of Community Service and up to 20 hours 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.

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 grant 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 the Five Towns College Estimated Financial Aid Award Letter provided to the student. In addition, unless otherwise specified, scholarships are not applicable towards Winter/J-Term and summer sessions study, when tuition is typically reduced for all students – except for Court Reporting students who are required to attend three semesters each academic year.

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.

Finish-in-4 Policy

Pursuant to the College's Finish-in-4 Policy, undergraduate scholarship recipients and students on a Tuition Rate Lock/Guarantee 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 2.0., and to earn at least 30 credits each academic year. Recipients who do not achieve these outcomes will be placed on Scholarship Warning. Failure to meet this academic achievement requirement may result in a prospective loss of the scholarship and of the Tuition Rate Lock/Guarantee. Students who do not earn at least 15 credits in any academic term are advised to make-up the deficiency during the next J-Term or summer term to assure they earn at least 30 credits in the academic year.

Unless otherwise specified, undergraduate scholarships and grants, and the Tuition Rate Lock/Guarantee, 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 Lock/Guarantee as described in other parts of this Catalog. Students who register late without permission are deemed to forfeit their scholarship or grant eligibility and Tuition Rate Lock/Guarantee. See, Tuition Rate Lock for additional information and requirements. 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, scholarships of up to $20,000 per year to First-time Full-Time students with an unweighted high school average of 95% or higher, and/or who demonstrate strong technical skills and abilities on a musical instrument designated as "high need" by the Music Division when the student is either a Music degree candidate or declares a Music minor. Alterman awards granted on the basis of musical talent and require that the recipient register for an ensemble designated by the Music Division Chair each semester for regular or audit credit.

President's Scholarship

Scholarships of up to $15,000 per year to First-Time Full-Time students with an unweighted high school average between 90 to 94.9%. 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.

Ida and Benjamin Cohen Memorial Scholarship

Established to celebrate the founding of Five Towns College in 1972, scholarships of up to $10,000 per year to First-Time Full-Time students with an unweighted high school average of 85 to 89.9%, 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.

Provost's Scholarship

Scholarships of up to $7,500 per year to First-time Full-Time students with an unweighted high school average between 80 and 84.9% 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.

FTC Grant

Grants of up to $5,000 per year to First-time Full-Time students with an unweighted high school average between 75 and 79.9% 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 semesters of bachelor degree study. No separate application required.

Challenge Grant

Challenge Grants are awarded in two tiers: Tier One – up to $2,500 and Tier Two – up to $5,000 per year to First-time Full-Time students who demonstrate academic potential, talent, and/or financial need. This renewable for up to four consecutive semesters of full-time associate degree or eight consecutive semesters of bachelor degree study. No separate application required.

Transfer Student Scholarship

Scholarships between $2,500 and $7,500 to transfer students who enter the College with at least 15 credits from another post-secondary institution. Final awards are determined on the basis of each student's high school and college academic record combined. Students who enter the College with less than 15 credits are considered First-Time Full Time Freshman for Scholarship purposes.

Academic Program Scholarships

Five Towns College offers academic program scholarships to students enrolled in specific programs of study. Academic Program Scholarships are available for all degree programs. These awards range from $250 to $5,000 per semester. Awards require the recommendation from an academic program chair, and may be combined with other scholarship offers from the College. Academic Program Scholarship students should consult with the Financial Aid Office before changing majors or degree programs.

Sound Athletic Department Scholarships

Five Towns College is a member of the North American Conference for Intercollegiate Athletics (NACIA) and participates at the D1 level within the United States Collegiate Athletic Association (USCAA). Athletic Scholarships are awarded in all sports sanctioned by the NACIA and the USCAA. Awards range from full and partial scholarships to eligible student-athletes. Award recipients are required to be eligible student-athletes maintained on a team roster. Students who lose their eligibility for academic or other reasons may forfeit their athletic scholarship eligibility. Prospective Student-Athletes who are eligible for both academic and athletic scholarships will be awarded the higher of the two. Athletic scholarships may not be combined with other awards, unless expressly packaged as multiple awards on the Estimated Financial Aid Award Letter.



College Housing Assistance Grants

A limited number of grants in an amount of up to $4,500 per semester to resident students to defray the cost of on-campus housing, selected on the basis of financial need and/or academic merit. This is renewable up to eight semesters. May be combined with other grants and scholarships.

Five Towns College Family Scholarship

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

Graduate Assistantship

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

Graduate Music Scholarship Incentive (GMSI)

Eligibility: M.M. and M.P.S.

A limited number of awards to full-time and part-time graduate students up to 50% of the published tuition rate who matriculate into a program of study leading to the Master of Music (M.M.) or Master of Professional Studies Degree (M.P.S.). GMSI is only available for the first two semesters of study. GMSI M.M. recipients are required to register for an ensemble designated by the Music Division Chair each semester for regular or audit credit. Awards are designed to encourage full-time, on-time graduation from the program in one academic year. Students who elect to complete their program in two semesters must carry 15 credits in each term. Part-time students will only be eligible for GMSI in their first two semester and will be required to complete any remaining credits thereafter without the benefit of GMSI.

Eligibility: M.A.T.

Alumni of Five Towns College who are admitted to the Master of Arts in Teaching (M.A.T.) program are eligible for the GMSI under the same terms and conditions as stated above. Students who earned their baccalaureate degree at another college or university are not eligible for GMSI for the M.A.T. program. Awards for M.A.T. students are up to four semesters of study. Part-Time students will only be eligible for the GMSI for the first four semesters and will be required to complete all remaining credits needed over subsequent semesters without GMSI. The maximum GMSI for Part-Time study is 50% of the Part-Time tuition charge.

MUSIC FELLOWSHIP PRORGRAM (MFP) for DOCTORAL STUDENTS



The Music Fellowship Program is a doctoral level program designed to facilitate the improvement of music and music education instruction in secondary and post-secondary schools. The MFP restates and replaces the former Fellowship Performance Initiative. The MFP is only available for doctoral study. Graduate students seeking a master's degree may be eligible for the Graduate Music Studies Incentive (GMSI) grant program.

The MFP seeks to develop a core of music educators who hold professional certification or the equivalent in Music Education (K-12), teach in secondary and post-secondary schools, and who work for the advancement of Music Education as an essential component of a well-rounded secondary school curriculum, as well as to mentor prospective Music Education Candidates while they are in high school or college.

MFP Goals:

- To offer a scholarship program that facilitates doctoral-level study by certified music educators who are employed in the secondary and post-secondary schools;
- To develop the next generation of post-secondary educators for the music professorate;
- To develop, sustain, and advance a regional symphony orchestra and other professional-level ensembles of the highest caliber, where music educators come together with prospective and current music education candidates to learn, play and perform publicly;
- To assure linkages between doctoral candidates, the school districts and systems where they are employed, and the College. This includes the requirement that sponsoring school districts and systems enter into dual credit arrangements whereby high school juniors and seniors may receive college credit in Music Theory, which includes exposure to the Five Towns College Symphony Orchestra; the College's pre-collegiate division which supports high school summer scholars; and other aligned academic initiatives; and
- To offer Graduate Assistantships to appropriately qualified doctoral candidates.

Through the MFP special students and matriculated doctoral students receive one tuition award equal to one-credit hour to cover the cost of one required ensemble, and one tuition award equal to one 3-credit graduate course when taken together during the same semester. These awards may not be banked, transferred or otherwise applied to a future term.

Matriculated MFP Fellows who have completed all of their ensemble requirements for their degree program may still receive the 3-credit graduate course grant, provided that they continue in an assigned ensemble on an audit basis during the same term.

MFP Rules and Requirements

- **An Affordable Doctorate**
  The Music Fellowship and FPI programs are designed to make the cost of doctoral study affordable, not "free." All students seeking to earn a degree will need to supplement their degree pursuit by taking other coursework and meeting other requirements at their own expense without institutional financial support. Students are reminded that the maximum timeframe for program completion is 10 years, which will not be extended without permission for good cause shown.

- **Grants Cover Tuition**
  MFP and FPI grants cover tuition, not fees. Uncovered fees include, without limitation, Continuous Registration, Doctoral Advisement, Universal or other related fees, or Private Music Instruction. Grants, when earned, are only available to cover coursework up to the candidacy phase of the degree program. Once a student is accepted as a doctoral candidate, none of the remaining costs are covered by MFP or FPI. Students should consult with their doctoral advisor or the Graduate Music Studies Chair to determine their expected out of pockets costs of education to completion, prior to enrolling at the College.

- **Continuous Registration is Required**
  MFP and FPI Students are required to maintain continuous registration from the time of matriculation at the College. Students who cease to be enrolled during any standard term (fall and spring), without the advance permission of the College Provost, have no expectation that they will be readmitted into the Music Fellowship Program, even if they are readmitted to the institution. Fellows who need to interrupt their studies are advised to apply for a Leave of Absence in order to retain their Catalog privileges and fellowship grants.

- **Ensemble Assignments**

Students in the MFP are assigned to ensembles based on the needs of the College as determined by the faculty after considering the preferences of students. Possible ensemble assignments include, but are not limited to: Five Towns College Symphony Orchestra, Chamber Orchestra, Wind Ensemble, Jazz Orchestra, Theatre Orchestra, Choir, Chamber Singers, Vocal Jazz, or other ensemble that may be established by the faculty from time-to-time. Students who decline an ensemble assignment in any specific standard term will be ineligible for an MFP award.

- **Matriculation Requirement**
  Special students – non-matriculants – are reminded that they must be matriculated after earning 12 credits or they will be ineligible to continue in the FPI or the MFP. Special students who exceed the threshold without matriculation will be responsible for any tuition charges they incur over 12 credits.

- **Auditing Ensembles**
  Graduates of the doctoral program and other non-matriculated students may be invited to participate in ensemble work, by the Division Chair on an audit basis (no credit). Musicians who perform within an ensemble on an audit basis may not apply for credit for that ensemble after the end of the add-drop period of the semester or term.

- **Home School District Sponsor Requirement**
  Students entering the College through the MFP for the Spring 2024 semester or later must be sponsored by their home school, district, or system. A Doctoral Student Sponsorship Agreement must be on file for each candidate. The Sponsorship Agreement must be signed by the students' supervising Music Department Chair, School Principal, or Superintendent of Schools.

  The Sponsorship stipulates that the School will support the students' doctoral pursuits by allowing the student appropriate release time that does not interfere with their workday responsibilities, assuring that a dual-credit agreement is in place for Music Theory and such other college-level courses as both institutions shall agree upon, and assuring that dual-credit students have the opportunity to attend performances of the Five Towns College Symphony Orchestra, Wind Ensemble or Choir. MFP students are responsible for assuring that Sponsorship Agreement remains in place throughout the course of their degree program pursuit, and that the stipulations agreed to between the two schools are honored.

- **Identifying Highly Qualified Secondary School Musicians**
  There is an expectation that MFP Fellows shall help identify highly qualified secondary students who would benefit from participation in one of the performance ensembles at Five Towns College for college-credit.

- **Graduate Assistantships**
  MFP students are eligible to apply for Graduate Assistantships, whereby they may be appointed to serve as a member of the College's faculty in an appropriate undergraduate discipline to obtain college-level teaching experience. Limited on-campus housing opportunities may also be offered to Graduate Assistants.

- **Graduate Housing**
  MFP students are eligible to apply for graduate housing, when they attend the College on a full-time basis (9-credits per semester). Spouses of married MFP students may also reside on campus, provided that they meet the eligibility requirements established by the Residence Life Office and pay all related housing charges and fees.

- **Availability of Required Coursework**
  The College does not guarantee that part-time graduate students will have the necessary coursework they need each semester of enrollment. This is particularly so for part-time graduate students who elect to postpone any required courses when they are offered. Graduate students should plan their coursework carefully and in consultation with their graduate advisor to assure that all program requirements are completed within the 10-year maximum period for graduation.

Cooperating Teacher Graduate Credit Voucher

A voucher equal to three 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.

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, Animation, 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 certificate

Music Educator 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 Department Chair. May not be combined with a Doctoral Fellowship in Music.

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. The award may be combined with other scholarships, except for the Five Towns College Family Scholarship.

Tuition Exchange Scholarship

Five Towns College participates in the Tuition Exchange (TE) Program. TE is a reciprocal scholarship opportunity, whereby children of full-time employees of other participating colleges and universities may receive a Family Scholarship when they attend Five Towns. Awards are limited and recipients are selected by the College. For more information, visit www.tuitionexchange.org

Leo and Alice Kleinman Memorial Scholarship

Established to recognize the original benefactors of Five Towns College, a limited number of high tuition scholarships to students with a Title IV Student Aid Index 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. LAKMS scholarships do not cover the last $3,500 of tuition in any award year. This is renewable for up to four years of baccalaureate degree study. No separate application required.

New York State Superintendent's Scholarship

Each year Five Towns College invites the Superintendent of Schools from school districts across New York State to nominate up to three high school seniors to receive a New York State Superintendent's Scholarship. Recipients must enroll at Five Towns College in the fall semester immediately following their graduation from high school. Recipients must demonstrate academic merit and financial need by completing a FAFSA. An award of up to $12,500 is available for each district. If a Superintendent nominates more than one recipient, the award may be apportioned amongst the recipients from that district at the discretion of the College. This scholarship is renewable for up to eight semesters of full-time bachelor's degree study. If a nominee is eligible for a higher award through another program, only the higher award will be conferred unless otherwise stated on an Estimated Financial Aid Award Letter issued by the College.

BOCES High School Scholarship Program

Five Towns College supports students enrolled in select BOCES secondary school programs. Students enrolled in eligible programs that have entered into an Articulation Agreement with the College may receive college credit for their BOCES programs and institutional grants to attend Five Towns College between 15% and 33% of the published tuition rate, when they meet all other eligibility requirements. BOCES High School Scholarship Program recipients must complete either an eligible 450/500 or 900/1000 hour program prior to high school graduation.

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.

Stay on Long Island Initiative (SoLII) Scholarship

A limited number of full- and partial tuition scholarships to graduates of Suffolk and Nassau County Community Colleges each year to encourage associate degree recipients to continue their education on Long Island at Five Towns College. Typically, 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.

ACE (Adult and Continuing Education) Pathway Scholarship

A limited number of full and partial tuition scholarships to students admitted through the ACE pathway, as described in this Catalog.

SUNY Matching Grants

A limited number of tuition grants for transfer students from community colleges who have earned an associate degree, and who enter into the program in Business Administration leading to the B.S. degree immediately following graduation. The amount of the matching grant is designed to equalize the tuition at Five Towns College with the tuition charged for an equivalent full-time student at a senior SUNY institution. Open to New York State residents only.

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.

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 and being noted as a Repeated course. Students who fail to successfully complete a required course after two attempts may be dismissed from a program.

Auditing Courses

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. Separate fees for Independent Study Apply. See, Tuition and Fees for additional information.

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 sponsored by the College Board, 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

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.

Academic Dismissal

An academic 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*.

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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 Complaints for Distance Education Under the State Authorization Reciprocity Agreement (SARA)

- The institution's internal complaint procedures generally require that a current student should begin the student complaint process by completing and submitting a Five Towns College Student Complaint Form. This form is available online and can be submitted directly to the Dean of Students Office and/or their designee in person in Room 108B or can be emailed to dos@ftc.edu. The Student Complaint Form is located at https://www.ftc.edu/student-complaint-form/. The Student Complaint Form will be processed, and the student will be contacted. A College Administrator, the Dean of Students Office or other appropriate designee will respond fairly and within a reasonable time period. Students who require advice on how to pursue a complaint can contact their Academic Advisor, the Assistant Dean for Campus Life, or the Dean of Students Office.

- As a member of the State Authorization Reciprocity Agreement (SARA), the SARA impacts out-of-state students with respect to consumer protection complaints resulting specifically from distance education courses, activities, and operations provided by SARA-participating institutions to students in other SARA states. To the extent that instances arise that require institutions' home states, through their SARA State Portal Entities, to investigate and resolve allegations of dishonest or fraudulent activity by the state's SARA-participating institutions, including the provision of false or misleading information, students should submit to the SARA State Portal Entity in NYS which is responsible for conducting the investigation and resolution of complaints that are not resolved at the institutional level.

    - SARA policies do not cover complaints related to grades or student conduct violations.

    - Additionally, a student may appeal the institution's decision from its internal Student Complaint process to the SARA State Portal Entity in New York State within two years of the incident about which the complaint is made.

- Should an out-of-state student want to file a Student Complaint, they should begin the process by going to the NC-SARA complaint process available at https://nc-sara.org/sara-student-complaints-0/.

- The New York State Education Department's SARA complaint procedure is available at https://www.nysed.gov/college-university-evaluation/sara-student-complaint-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. Five Towns College does not withhold transcripts for students who are delinquent on their student account.

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

Diplomas are official documents, and will not be replaced unless accompanied by proof of loss. Typically, a police report, fire department report, or other type of insurance claim is required, unless the damaged diploma is returned to the College along with the request. If approved, a replacement fee of $100 will be assessed.

A replacement diploma is not the same as an original. A replacement diploma is printed with the original graduation date, but with current dean and president’s signatures and the current date of issuance.

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. Should such students seek to return in the future, they may be required to reapply and will be subject to the degree program requirements published in the most recent edition of the Catalog. Resident students are required to maintain full-time status, except in their last semester.

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 and Dual Enrollment Agreements

The College has several Articulation and Dual Enrollment Agreements with several secondary school districts. 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. The College also welcomes transfer students from non-degree granting clock-hour schools approved by NYSED BPSS. 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 34% of new students who entered the College for the Fall 2025 were transfer students. Of these students, the mean cumulative grade point average earned at prior schools was 2.0. 41% of transfer students presented a mean cumulative G.P.A. between 3.0 and 4.0. 45% 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 2024 semester, students transferred to Five Towns College from more than 30 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 2024 include Nassau and Suffolk County Community Colleges, Hofstra University, New York Institute of Technology, LIU – C.W. Post, Molloy University, St. John's University, SUNY Albany, Full Sail University, University of the Arts, and CUNY, among others.

Transfer of Credit Policy

Generally, the Registrar seeks to evaluate credit earned at other institutions at the time of admission so that prospective students may make informed decisions. When a transfer applicant applies to the College before April 1 for the following fall semester or by October 1 for the following spring semester, and provides their official career school, college or university transcripts at the time of application, a transfer evaluation will be provided with an offer of admission. When the transfer applicant applies after April 1 for the following fall semester or after October 1 for the following spring semester, or does not submit official transcripts as noted above, a transfer evaluation will be provided within 45 days of the date of acceptance or 45 days after receipt of those transcripts – whichever is later.

To be eligible to receive transfer credit, official transcripts from all post- secondary institutions previously attended must be received before the student officially matriculates at the College. 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 in general coursework and C or above have been earned in major area of concentration coursework. 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 institutions of higher education which are accredited by an agency recognized by the U.S. Secretary of Education for such purpose. The College will also accept credits earned at institutions which are not accredited on a case- by-case basis. The College will also award transfer credit for clock-hour courses completed at NYSED BPSS approved career schools, when such coursework is directly related to a course required by Five Towns College. 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 lower than 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 College Provost 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.

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. For part-time students and those who switch between full-time and part-time status, the College Registrar may establish a longer maximum timeframe using a prorated calculation. However, in no case shall the Maximum Timeframe exceed 10 years from the date of initial enrollment at the College.

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 or that an appropriate substitution will be provided. 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.

Students who are no longer eligible to continue at Five Towns College after reaching the Maximum Timeframe, may wish to consider degree program completion options offered by SUNY Empire State University.

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.

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 objective the College utilizes Canvas Learning Management System in its courses.

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.

Students who do not file a graduation application prior to entering into their last semester of study, are not assured that they will fulfill their degree program requirements that term.

Graduation Ceremony



The College holds commencement exercises once each year, typically in May or 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:

- Acting
- Audio Recording Technology
- Business
- Court Reporting
- Film and Television
- Interactive Media Arts
- Mass Communication
- Music
- Music Entertainment Industry Studies
- Music Education
- Musical Theatre
- Production Design

Graduation with Honors

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

- Summa Cum Laude: Cumulative G.P.A. of 3.9 or higher
- Magna Cum Laude: Cumulative G.P.A. of 3.7 – 3.89
- Cum Laude: Cumulative G.P.A. of 3.5 – 3.69

Dean William Nosofsky Phi Sigma Eta Honors Program and Society

Named in honor of the second Dean of Academic Affairs who led the College's initial accreditation initiatives, the Honors Program at Five Towns College is designed to provide enhanced challenges to students with the intellectual curiosity and ability to engage in more rigorous academic work. Students who are accepted into candidacy and who complete the academic challenges will be inducted into the Phi Sigma Eta Honor Society and will receive the designation "With Honors" on their diploma and final transcript. They also receive a Phi Sigma Eta medallion to adorn their academic garb at the annual commencement ceremony.

Participation in the Honors Program is by invitation only. New freshman and transfer students are notified of their eligibility to participate by the Admissions Office following a review of high school and college transcripts. Decisions are made by the Office of Academic Affairs. Continuing students who are not already in the Honor's Program, may apply for candidacy prior to their fifth semester of full-time study when they have achieved a cumulative GPA of 3.5 or higher. Challenge requirements for transfer and continuing students may be modified so as to align with their remaining degree program.

Honors program candidates are required to complete the following three criteria:

- **Cumulative Grade Point Average**
  Honors Program candidates are required to maintain a cumulative grade point average of 3.5 or higher. Program candidates who fall below the 3.5 threshold will receive an academic warning after their first semester below the threshold. If the GPA remains below 3.5 for two consecutive semesters they will be released from the Honors Program.

  Unless a waiver is granted by the College Provost, honors candidates must fulfill the College's Finish-in-Four requirements by graduating on-time. In rare cases, the cumulative Grade Point Average may be waived or altered when exceptional talent, skill, and/or commitment is documented and demonstrated.

- **Challenge Requirements**
  Honors Program candidates are required to complete at least one challenge requirement each academic year, although more than one challenge in any year is permitted. Challenge requirements vary from semester to semester, but include those listed below. Certain challenges may only be applied towards the Honor's Program once. These are designated "1".

  Honors First-Year Seminar (1) – during the first year of matriculation, candidates are invited to register for specific courses open only to honors program students. These courses vary from year-to-year. First-Year Seminar courses emphasize critical thinking within the context of exploration of diverse perspectives around a common subject, theme, or issue within a discipline. Seminar classes incorporate significant experiential learning opportunities as well. Class size is capped at 12 students, to ensure that candidates have the opportunity to work closely with faculty mentors, peers, and other students. Candidates must earn a course grade of B or higher for this attempt to qualify as a successful challenge.

  Special Academic Achievement – Candidates with an exemplary academic accomplishment may request that the achievement be approved as an Honors Challenge. The accomplishment must involve external review by a recognized organization. Examples include publishing a paper, article, or creative work; presenting at a national or regional conference; a featured performance at a legitimate venue; winning an academic or performance based award, and others.

  Traditional Challenge – Pursued within the context of a regular course offering, honors program candidates may enter into a traditional challenge agreement with the assigned faculty member to engage in additional work above and beyond the requirements listed in the course syllabus. Examples include extra research papers of approximately 10 pages in length, an additional special project, focused research, class presentation, or other student-centered work.

  Traditional challenges generally do not count towards the regular class requirements, but must be completed before the end of the term in which is it begun. Candidates must earn a course grade of B or higher for a Traditional Challenge to qualify.

  Research Challenge – Pursed independently with a faculty member from any division. Research Challenges are not connected to any particularly course and so are not time sensitives like Traditional Challenges. Challenges of this nature must include a research paper, but may center on specific research, a special project, community service, internship or other learning experience that does not earn college credit. Submitted materials represent the equivalent of a B or higher in terms of the overall assessment of student learning and competency.

  Creative Challenge – Similar to a Research Challenge, Creative Challenges are pursued independently with a faculty member from any division. Creative Challenges are not connected to any particular course and so are not time sensitive like Traditional Challenges. Creative Challenges typically center on a specific production, performance or other creative endeavor. Examples include a short story, musical composition, musical performance, one-person play, portfolio review, short film, and audio production. The Creative Challenge may not be credit bearing and so is not connected with any particular course, but the submitted work must represent the equivalent of B or higher in terms of the overall

assessment of student learning and competency.

Second Major – A candidate may elect to complete a second major area of concentration as a challenge. Candidates completing a second major may receive an extension of the finish-in-four requirement. Grade point average requirements, as set forth above apply. Candidates receiving financial assistance should consult with the Financial Aid Director before applying for admission to the second major area.

Semester Abroad – Candidates who complete a semester abroad in coordination with the Career Services/Experiential Learning Office receive this challenge, provided they complete a minimum of 12 credits and achieve a grade equivalent of B for this effort.

Themed Residence Hall (1) – Beginning in the Fall 2027 semester, candidates who reside in Melody House actively participate in at least one community service project each semester as a community. Melody House residents who seek to utilize one of these activities as a challenge must obtain the approval of the College Provost, and typically will be required to take a leadership role in the community service project and to complete a paper or other presentation to the College community related to the project. The effort and work submitted for review must represent the equivalent of B or higher in terms of overall assessment of student learning and competency.

- **Phi Sigma Eta Membership**
  Honors Program candidates who complete the required challenges and their degree program with a cumulative G.P.A. of 3.5 towards a baccalaureate degree will be considered for membership in the Dean William Nosofsky Phi Sigma Eta Honor Society. Membership invitations are made by a faculty committee chaired by the Provost. Candidates for membership are required to participate in an induction ceremony in their last semester prior to graduation. Students who complete the requirements for membership receive a Phi Sigma Eta Honor Society medallion to be worn at commencement and have their membership in the Dean William Nosofsky Phi Sigma Eta Honor Society "With Honors" noted on their official transcripts and diplomas.

Organization of the Academic Year

The Academic Year (AY) is now organized into three standard 15-week semesters. The first term occurs in the fall and runs approximately from September to December. The second term occurs in the spring and runs approximately from January to April. The third term occurs in the summer and runs approximately from May to August. Except for Court Reporting programs which closely adhere to the 15-week model in summer, the summer term is typically divided into two modules: Summer Term 1 and 2, each of which lasts from 4 to 7.5 weeks. Students are expected to know the actual Academic Year Calendar, as published annually by the College Registrar.

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 very limited range of classes during the J Term. Courses offered are typically designed to help students to resolve incomplete grades and resolve other academic issues. The maximum course load for students during the January Intersession is typically three (3) credits or one credit more than the number of weeks in the term. 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, except for Court Reporting students, when matriculated students are not required to register for classes in order to maintain their status as degree candidates. Court Reporting students are required to attend classes during this term to maintain their status.

The College offers a limited range of classes during the Summer Term, which is organized into two 4 – 7.5 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 according to a schedule established by the College Registrar, prior to the start of their freshman year (Bridge Program). The maximum course load for students during any one summer session is typically one credit more than the number of weeks in the term. Generally, student financial assistance is limited during the summer session, although the College typically offers reduced tuition rates for summer study. Students considering registering for classes during this period should consult with the Financial Aid Office prior to entering into a financial obligation with the College.

Public Relations, Marketing and Branding Guide Policy

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

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

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

Five Towns College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) www.msche.org 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 enrolling in any course or program at Five Towns College, by performing and/or participating in the programs, showcases, and events of any kind, live and/or recorded, Five Towns College students, whether matriculated or not, 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. This consent extends to use, reference, or likeness of underlying academic work submitted by students in fulfilment of any academic requirement.

Ownership of Student Work

All physical 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, including those created by students in fulfillment of academic work, shall remain with the owner or creator as the case may be, in accordance with U.S. copyright laws and regulations.

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 executive skills, and provide a positive and wholesome influence on student life at the College.

Five Towns College does not charter or approve any organization or activity which is not open expressly or implicitly to all students, except those with a recognized academic standard for participation. Activities, organizations, and events which limit participation based on the identity characteristics of an individual are deemed to violate the College's values..

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 Weeks of Welcome and annual student formals.

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. Student 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.

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.

Any resident student 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. In addition to being the main dining hall, it is also 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 in Symphony Hall, the Downbeat Café is a favorite area for students to gather informally.

Campus Emergency Notification System

Five Towns College utilizes a variety of channels to keep students informed. Five Towns College utilizes its website, FTC APP and FTC Alert emails to alert its community about important happenings on campus. Students should regularly check their FTC email account to remain informed. Students are deemed to have knowledge of all official emails from the College as of the date they are sent.

By enrolling at Five Towns College all students consent to being automatically enrolled in the College's Campus Emergency Notification System. Should circumstances arise, text messages will be sent from the Public Safety Office directly to enrolled telephone numbers. Most students, faculty and staff will receive emergency notifications on the cell phone numbers provided to the College at the time of enrollment. Members of the College community may also enroll additional numbers, which can include parents, guardians, or spouses for example. Members of the College community who do not wish to receive these notifications may "opt out" by replying "Stop" when they receive an email notification or test message from the College. They may reenroll, add additional numbers, or change enrolled numbers at any time by visiting the IT Office Help Desk.

The College regularly publishes campus crime statistics on its website consistent with the Student Right to Know Act.

Opening Convocation



Typically held during the first full 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.

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 12:45 p.m-1:45 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.

Great South Bay Music Festival



For nearly two decades running, the Great South Bay Music Festival is Long Island's longest running, and largest four day music, art and cultural event. Situated on the magnificent Great South Bay, it features over 55 performers on four stages, presenting legends, as well as local emerging artists in classic rock, jazz, jam-band, country, folk, zydeco, hip hop and funk. For handmade arts & crafts lovers, and shoppers, GSB's Artisan Market features a diverse collection of interesting handmade and important creations.



Five Towns College is a major sponsor of the Great South Bay. Each year students from across the College come together to run the Five Towns College Stage at GSB. Starting in 2026, the College's GSB footprint expanded as its students now provide live sound support for the Jambalaya Stage as well. Students receive hands-on, real-world experience running a major event – including sound design, lighting, audio streaming and event management. Held annual each summer, this practical event serves as an introduction for new students and a capstone experience for more experienced students. Learn more about the Great South Bay Music Festival at https://greatsouthbaymusicfestival.com

Grundy's Award Show

Named for the founder of the Institute of Audio Research, vinyl mastering expert and electrical engineer Albert Grundy, the Grundy's Award Show is the culminating experience for Audio and Sound Recording students, where their final projects and capstone work is celebrated. Award categories include Best Mix, Best Recording, and Best Sound Design. Typically held during the spring semester, this is a much anticipated event that you won't want to miss – especially if you are an audio student.

Long Island Media Arts Show

LIMAS is one of the largest annual gatherings of high school and college students on Long Island, who are emerging artists and scholars in a variety of creative fields. The annual event brings together approximately 400 students from across the region for keynote addresses, educational symposiums and sessions, and juried competitions in filmmaking, animation, photography, and graphic design.







Long Island 72 Hour Film Festival

LI72 is a fun competition for your filmmakers and students of all backgrounds to challenge themselves creatively. In the festival, Long Island high school and college students are given a genre, character, prop and line of dialogue that must be adhered to while creating a complete short film in just 72 hours. This entails writing an original script using the assigned elements, shooting, editing and delivery of the completed project. Typically held during the fall semester and open to the entire college community.



Luminaries Award Show

The Luminaries are the culminating award show sponsored by the Communications Division each spring semester, where Film and Television, Mass Communication, and Interactive Media Arts Students display their work and final projects. Award are given in a number of categories including Best Film, Best Broadcast, and Best in Show. A major event of the award season, the Luminaries are not to be missed.

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, Jack Douglas (Aerosmith), Don Grusin, Bernard Purdie (Steely Dan), Cyrus Chestnut, Michael Feinstein, Steve Howe (Yes), Randy Brecker (Brecker Brothers), Danny Seraphine (Chicago), Norm Lewis (Phantom of the Opera), David Benoit, Fred Schneider (B-52s), and Buck Dharma (Blue Oyster Cult) 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. Compliance with this mandate is on the honor system – and the decision by the College not to require proof of insurance for any student does not vitiate the mandate. Students who fail to maintain the required coverage proceed at their own risk, and expressly waive any liability against the College that results from their failure to maintain such insurance.

Both resident students and student-athletes may be 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 may 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. Students seeking insurance coverage are directed to the New York State Health Marketplace https://nystateofhealth.ny.gov/

Medical Services

Due to its location in a major metropolitan region, Five Towns College does not offer or provide on-campus medical services. If 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 and any co-pay their coverage requires. The College will also facilitate telehealth and on-campus visits by concierge medical service providers when available.

Health and Safety Statement: Noise-Induced Hearing Loss (NIHL)

As an institution accredited by the National Association of Schools of Music (NASM), Five Towns College adheres to their standards. Students are expected to be familiar with the NASM promulgated health and safety guidelines.

Neuromusculoskeletal health is essential. Since practicing and performing are physically demanding, student-musicians, -actors, -audio engineers, and supporting personnel are susceptible to numerous neuromusculoskeletal disorders. Sufficient physical and musical warm-up is important, as is proper body alignment and correct physical technique.

Performing Arts Division students, and audio students in particular, must also take proper precautions to protect their hearing. Your hearing can be permanently damaged by loud sounds, including music. Technically, this is called Noise-Induced Hearing Loss (NIHL). Such danger is constant. Noise-Induced Hearing Loss is generally preventable. You must avoid overexposure to loud sounds, especially for long periods of time. The closer you are to the source of a loud sound, the greater the risk of damage to your hearing mechanisms. The use of earplugs and earmuffs helps to prevent damage to your hearing health.

By enrolling at Five Towns College, all students accept the responsibility to acquire, own, and properly use ear plugs and earmuffs in appropriate situations. The Performing Arts Division Office maintains a stock of disposable ear plugs and will provide them to any student upon request and without fee.

The College also sponsors periodic guest speakers and other educational events designed to keep students informed and aware of these health risks. Students are strongly advised to attend, to participate, and to keep themselves informed and safe when it comes to Noise-Induced Hearing Loss.

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 student 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.

Cannabis Restriction

While laws and regulations regarding the use and possession of cannabis have been relaxed in recent years, students are reminded that use by individuals under the age of 21 is still unlawful anywhere. The College frowns upon the use of any controlled substance by its constituents regardless of age. Those who possess, distribute, or use cannabis on campus may be subject to disciplinary action by the College. Further, because the College expressly finds that the smell, scent, and odor associated with the use of cannabis can be disruptive to the academic process, the College reserves the right to restrict access to campus, including classrooms and residence halls, by any individual who, in the opinion of a campus official, is visibly intoxicated, high, or smells of cannabis, alcohol, or any other controlled substance.

Five Towns College Performing Arts Center

FIVE TOWNS COLLEGE
PERFORMING ARTS CENTER
305 North Service Road, Dix Hills, NY

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, Choir, Chamber Singers, 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. During the 2026 – 27 AY the PAC plans to host mainstage theatrical productions by the Theatre Division, including A Chorus Line, Cabaret, Jesus Christ Superstar and Joseph and the Technicolor Dreamcoat. Past theatrical productions include Sweeny Todd, Nine, Kiss Me Kate, Cinderella, Little Shop of Horrors, The Little Mermaid Jr., Carousel, Seussical, High School Musical, Company, In the Heights, Spring Awakening, Company, For Colored Girls Only, A New Brain, Hair, Hairspray, Guys and Dolls, Pippin, 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.

High School Honors Band Festival

The Five Towns College High School Honors Band festival is sponsored by the Music Department. The event was created to serve as a way for musicians who did not earn a place in the state or county ensembles to be part of an Honor Band. These enthusiastic musicians are deserving of opportunities, too.

This initiative has been offered free by Five Towns College to band students in grades 10, 11, and 12. Students participate in Masterclasses taught by FTC Music faculty. The Festival culminates with a High School Honors Band Festival Concert in the Five Towns College Performing Arts Center and friends and family are invited. No audition is needed and students are chosen on a first come, first serve basis; taking both instrumentation needs and technical ability into account. Students are selected based on the information provided on their application.

Annual High School Day of Music Festival

The Annual High School Day of Music Festival was carefully designed to give visiting students the opportunity to perform in the FTC Performing Arts Center, and to receive a formal adjudication by a panel of music educators and experts in the field. The day is a rewarding and valuable college experience. High school musical ensembles, whether instrumental or vocal, are invited to an extraordinary day of music appreciation, performing, and adjudication by an esteemed and accomplished panel of professional musicians and college educators. All schools are asked to perform a minimum of two selections but no more than three. After their performance, the panel provides feedback, tips, advice, and evaluation. Once their performance is completed and feedback shared, students receive a campus tour and are invited to lunch in the Upbeat Café. All participants receive a complimentary Pre-College Summer Class of one-credit Music Courses and ensemble Directors receive a complimentary plaque to be displayed at their school.

Summer Stock at Five Towns College

The School of Performing Arts and Teacher Education at Five Towns College offers a "summer stock" style program during Summer Term 1 and Summer Term 2. Summer stock is a full-immersion program, where actors, dancers, singers, musicians, set-designers, choreographers, and other entertainment industry students and professionals come together to learn and grow. Each term focuses on a specific theatrical production, with culminating performances in the Five Towns College Performing Arts Center (PAC). Under the supervision of the Summer Stock Artistic Director, students participate in play production, scheduled rehearsals, coaching sessions, academic classwork designed to enhance their skills, and other activities. Participants in Summer Stock live on campus together and may apply to receive college credit. A separate application and audition are required. Summer Stock Term 1 is open to any interested individual who is a high school graduate and will be at least 18 years of age prior to the start of the term. Summer Stock Term 2 is also open to high school students who will be entering either 11th or 12th grade the following fall, who have the recommendation of their high school principal.



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. The College has announced expansion plans to add women's volleyball and flag football in 2026-27, and men's baseball and lacrosse for 2027-28.





USCAA Athletic Programs

The College is a member of the United States Collegiate Athletic Association and competes at the D1 level Men's and women's basketball, and soccer are governed by the USCAA. The Athletic Programs at Five Towns College will expand in 2026-27 to add Women's Flag Football. They will expand again in 2027-28 to include Men's Baseball.

North American Conference for Intercollegiate Athletics (NACIA)

The Sound Athletic Department is a charter member of the NACIA intercollegiate athletic conference and participates in regular season competition in the NACIA-South Division at the D1 level. Other conference schools also include Berkeley College, Bryant & Stratton College, Bloomfield College of Montclair State University, Villa Maria College, Vaughn College, and Kean Jersey City University. In addition, the Sound Athletic Department schedules numerous non-conference games with other institutions of higher education. These include, for example, SUNY Maritime, SUNY ESF, Fisher College, Central Penn College, Manor College, Webb Naval Institute, U.S. Merchant Marine Academy, Yeshiva University, and others.



Home basketball and volleyball games are hosted right on campus in the Sound Athletics 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. They are also broadcast on iFTC: The Sound Stream.



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 for Transfer Student-Athletes

- The College welcomes student-athletes seeking to transfer from other institutions of higher education who have remaining eligibility. Transfer student-athletes who were on academic probation at their last institution of higher education and who seek to transfer immediately, shall not be eligible to play until they have completed their first term as a full-time Five Towns College student with a GPA/Cumulative GPA of at least 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 Intersession Credit Hours

Summer and J-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, providing students with the maximum amount of flexibility regarding when and what to eat. The Meal Plan is mandatory for all undergraduate students residing on-campus. The cost of the Meal Plan is $3,000 per semester. The plan provides a "daily bucket" to all resident students each calendar day during the regular fall or spring semester for a value equivalent to $15. The remainder of the meal plan fee is then credited to the student's meal account as "declining dollars" to spend as they choose. Student meal plans are not currently subject to New York State sales tax, providing an 8.625% bonus to all Meal Plan 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.

For the traditional academic year, the semester cost of seven daily buckets per week is calculated prior to the start of each semester by multiplying the $15 cost of the daily bucket by the number of calendar days in the semester when residence halls are open. 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. This assures that every resident student has at least $15 to spend every day of the semester for meals. The remaining funds are then 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 in any amount up to the available balance. Graduate students are not required to participate in a mandatory meal plan. Because the College must assure the availability of food and food service staff every day that the College is open and in session, daily buckets are a minimum mandatory daily purchase. As such daily buckets are “use it or lose it.”

Both the Upbeat and the Downbeat Cafes are “ala carte.” As such, there is no fixed price for any particular meal. Rather, each student budgets on their own and uses their declining dollars as they find appropriate for their personal diets and circumstances. Inasmuch as there are 105+/- days in each academic semester, it is recommended that students budget $15 from their daily bucket and $13.50 from their declining

dollars daily, for a total of $28.50 per day. Using this model, students should have enough meal points to last the entire semester. Students who use more declining dollars than recommended on a regular basis, without other adjustments, are likely to run out of declining dollars prior to the end of the semester and may need to purchase additional points if the remaining daily bucket is not sufficient to meet their dietary needs.

Due to fluctuations in food costs associated with an ala carte-style plan, prices of individual food and beverage items are subject to change. Prices are displayed in the Upbeat and Downbeat café. For those students who are mindful of their budget, the Upbeat Café offers a daily specials

The Upbeat Café is open during the Fall and Spring semesters from approximately 8:00 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 10:00 a.m. to 2:00 p.m. for brunch and 4:00 p.m. to 7:00 p.m. for dinner. Late night hours are offered weekdays during the regular academic semester from approximately 7:30 to 9:30 p.m. Hours of operation are subject to change without notice. The Downbeat Café maintains a more flexible schedule, but is typically open in the evenings from 6 to 11 p.m.

Resident students should be aware that Laundry Rooms utilize Five Towns College Declining Dollars to operate all washers and dryers. It is strongly recommended, although not required, that students who spend their entire food budget daily should purchase additional points to cover their personal laundry expenses, since the College does not mandate that students purchase laundry points separately.

Non-Semester Meal Plan Declining Dollars

The Upbeat Café maintains limited service hours outside of the regular fall and spring semesters. While meal plans are not available during non-standard periods of enrollment, students residing on campus outside of the regular semester may purchase declining dollars for use during these periods only. Similarly, students arriving to campus early or staying late for special programs, events, or reasons, may be permitted to utilize their declining dollars during these non-semester periods. This includes students participating in the pre-semester Basic Musicianship Program, HEOP Summer Bridge Program, and Student-Athletes in Pre-Season Training. However, students should be mindful that using their declining dollars outside of the regular semester will impact their food budget during the regular semester and may require that they purchase additional points as needed.

Commuter Student Meal Plan

There is a required minimum meal plan for undergraduate commuter students of $100 per semester. These declining dollars are credited to commuter student I.D. cards and may be used for purchases in either the Upbeat or Downbeat cafes. 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 that give students the freedom to dine on campus with this sales tax benefit. The Commuter Student Meal Plan is required for all undergraduate students. Graduate students may elect to participate, but are not required.

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 Bridge 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 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.

Students seeking reasonable accommodations are required to declare their need for such services to the SAO and to document the need. Declarations are not retroactive, and will only be considered prospectively.

The College strongly encourages new students entering the College with a need for a reasonable accommodation to make such a declaration early in the enrollment process, to assure that a determination of what type of accommodations may be provided to a student is made well in advance of the start of classes. Typically, such requests should be made prior to the end of the spring semester for students entering the College for the following fall term, and prior to the end of the fall semester for students entering the College for the following spring term. Late requests made after these dates may not be processed in time for the start of classes, but will be reviewed when the College returns to its regular operating schedule in the order that they were received.

Personal Assistants and Community Habilitation Service Providers

Five Towns College welcomes Personal Assistants, as that term is legally defined, on campus when such a need is properly applied for, documented, and is reasonable under the individual circumstances. Students who seek this type of accommodation in order to participate in an academic program offered by Five Towns College are encouraged to meet with the SAO Director to discuss College guidelines for Personal Assistants.

For safety and security reasons, and to assure academic integrity, Five Towns College does not permit any other type of third-party to be present in classrooms to assist students. As such Community Habilitation Service Providers, and other third-parties will not be approved – except as part of a specific program offered by the College for people with intellectual/development disabilities or for a limited period of time for good cause shown. The decision on whether to permit any other type of third-party to be present in classrooms or on campus is reserved to the sole discretion of the College.

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 TEAMS. 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 or senior faculty member, 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.

Study Abroad

Five Towns College supports and encourages study abroad by students. While the College does not maintain direct study aboard partnerships, it will allow eligible students to participate in study aboard programs through third-party providers, international educators, foreign institutions, and through other USDOE recognized institutions of higher education that offer such opportunities when such institution is also institutionally accredited.

Students seeking to study aboard typically identify a program on their own, and then seek approval and authorization from the College through the Office of Career Services and Experiential Learning. For student receiving financial aid assistance, early action is urged to assure that funding can be made available as needed. Most recently, Five Towns College students have studied aboard in Canada, the United Kingdom, Spain, Italy, Germany, and Israel.



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.

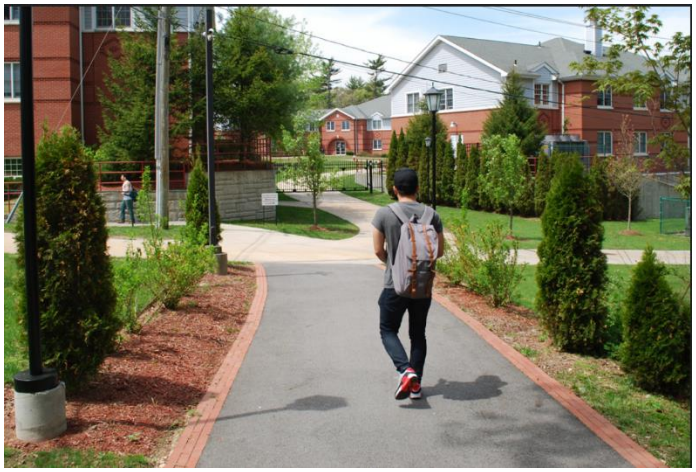
Health and Safety

Five Towns College provides instructional facilities that meet the standards of local fire and health codes, and which are safe and secure. The College also strives to assure that its facilities are accessible. For facilities that pre-date the American's with Disabilities Act, the College complies with the applicable accessibility standards by assuring that when non-compliant facilities are renovated, such renovations are done in a manner that meets the Act. However, because some facilities pre-date the Act, students with accessibility issues are advised to visit the campus in advance.

Students are provided with information about the maintenance of health and safety within the contexts of practice, performance, teaching, and listening. This is done in applied skills courses for music, music education, theatre arts, and film and television courses. General topics include, but are not limited to basic information regarding the maintenance of hearing, vocal, and musculoskeletal health and injury prevention. They also include instruction on the use, proper handling, and operation of potentially dangerous materials, equipment, and technology as applicable to specific program offerings or experiences.

Housing

The College offers convenient on-campus housing options to both undergraduate and graduate students on campus. The Living/Learning Center is a complex of four modern residence halls. Each building has a variety of single and double rooms, private bathrooms, meeting and study space, Internet access, individual air conditioning and heating controls, and other amenities. All residence halls have secure entrances, professional staff, and are conveniently located on campus adjacent to Old Main.A mandatory meal plan is required for undergraduate students. An optional declining dollars plan is available for graduate students. 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.

Undergraduate 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 on-ground in a traditional format not less than four (4) days per week, except with permission of the Director of Residence Life. Graduate students are required to carry not less than six (6) credits.

Continuous/International Student Housing

Students seeking to remain in residence halls during the Winter Intersession and Spring Break may request this; but, approval is subject payment of additional costs. Students who wish to remain in housing during school breaks must identify themselves prior to the start of the academic, and will be placed in Symphony Hall, or such other residence hall, as is designated for 12-month residential students. Please review the section about Intersession Housing.



Resident Life Fees (*See*, Tuition and Fees)

Medical Insurance for Resident Students

Five Towns College requires that resident students provide documentation of sufficient medical insurance coverage prior to moving onto campus. See, Medical Insurance and Immunization Requirements in this Catalog.

New Student Orientation

New Student Orientation is designed to familiarize commuter and resident students with the College and with the social and recreational resources in the area. The New Student Orientation Fee 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.

Degree Programs

Five Towns College is authorized by the New York State Board of Regents to confer the degrees of Doctor of Musical Arts (D.M.A.), Master of Music (M.M.), Master of Arts in Teaching (M.A.T.), Master of Professional Studies (M.P.S.), Master of Science in Education (M.S.Ed.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (Mus.B.), Bachelor of Science (B.S.), Bachelor of Business Administration (B.B.A.), Bachelor of Professional Studies (B.P.S.), Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Applied Science (A.A.S.), Associate in Occupational Science (A.O.S.), and Certificates. 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.



SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES

	HEGIS Code	*Program Code*
Business Department		
Associate Degrees		
Business Administration – A.S.	5004.00	01813
Business Management – A.A.S.	5004.00	79138
Concentrations:		
Audio Recording Technology*		
Business Management		
Business Marketing		
Music Entertainment Industry Studies		
Bachelor Degrees		
Business Administration – B.S.	5003.00	44951
Business Management – B.B.A.	0599.00	19036
Concentrations		
Audio Recording Technology		
Business Management		
Business Marketing		
Music Entertainment Industry Studies		
Court Reporting Department		
Certificate		
Court Reporting – Certificate	5005.00	48264
Associate Degree		
Court Reporting – A.O.S.	5005.00	43265

SCHOOL OF LIBERAL ARTS AND SCIENCES/GENERAL EDUCATION

Associate Degrees		
Liberal Arts – A.A.	5649.00	01809
Concentrations		
Audio Recording Technology*		
Liberal Studies		
Music Entertainment Industry Studies		
Theatre Arts		

SCHOOL OF COMMUNICATION, MEDIA, AND TECHNOLOGY

	HEGIS Code	*Program Code*
Film and Television Department		
Bachelor Degrees		
Film and Television – B.F.A.	0605.00	28764
Production Design - B.F.A.	1099.00	45103
Interactive Media Arts Department		
Associate Degree		
Interactive Media Arts – A.A.S.	1009.00	39168
Bachelor Degree		
Interactive Media Arts – B.F.A.	1009.00	39171
Mass Communication Department		
Bachelor Degrees		
Mass Communication – B.S.	0601.00	27401
Concentrations		
Audio Recording Technology*		
Broadcasting		
Journalism		
Live Entertainment and Media Production		
Institute of Audio Research		
Master's Degrees		
Sound Recording Technology – M.P.S.	1099.00	42034
*Bachelor's Degrees**		
Performance – Mus.B.	1004.00	90153
Concentration:		
Audio Recording Technology		
Business Management – B.B.A.	0599.00	19036
Concentration:		
Audio Recording Technology		
Mass Communication – B.S.	0601.00	27401
Concentration		
Audio Recording Technology		
Associate Degrees		
Liberal Arts – A.A.	5649.00	01809
Concentration		
Audio Recording Technology		

SCHOOL OF THE PERFORMING ARTS AND TEACHER EDUCATION[1]

	HEGIS Code	Program Code
Music and Music Teacher Education Department		
Associate Degrees		
Performance – A.A.S.	5610.00	01818
Bachelor Degrees		
Performance – Mus.B.	1004.00	90153
Concentrations:		
Audio Recording Technology *		
Music Entertainment Industry Studies		
Music Education – Mus.B.	0832.00	24559
Concentrations:		
Instrumental		
Vocal/Piano/Guitar		
Master's Degrees		
Music Education – M.M.`	0832.00	28507
Music Education – M.A.T.	0832.00	42795
Performance - M.M.	1004.00	41190
Doctoral Degrees		
Music Education – D.M.A.	0832.00	28278
Music Performance – D.M.A.	1004.00	28275
Theatre Department		
Associate Degrees		
Theatre Arts – A.O.S.	5610.00	42394
Bachelor Degrees		
Acting – B.F.A.	1007.00	47075
Musical Theatre – B.F.A.	1007.00	45077
Production Design – B.F.A. (*See*, School of Media and Communication)		

[1] Degree programs designated with an * are cross-listed with the School/Department where the primary degree program is offered and with the Institute of Audio Research.

General Education Requirements for Undergraduate Degree Programs

All undergraduate degree programs 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 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 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 in 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 values, ethics, and diverse perspectives.

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

Common Core Curriculum

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 101	Interpersonal Communication Skills	3
Total Common Core Curriculum Credits		**21**

Common Core Curriculum Student Learning Goals

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

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. 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) – 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 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 that develops knowledge, skills and competencies relating to the history of America's major cultural groups, as well as a disposition of tolerance and respect for diverse cultural perspectives and practices. To meet this requirement, students take PSY 101 and 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	Interpersonal Communications	
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	6	PSY 101	General Psychology	And
		SOC 101	Introduction to Sociology	
		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	21			

[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 Codse:01813 and 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 101	Interpersonal Communications	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 101	Interpersonal Communications	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 103	Audio Recording Procedures ……	3
AUD 201	Recording Studio Operations……..	3
AUD 202	Advanced Audio Production……	3
AUD 203	Introduction to Live Sound……	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 201	Music Publishing and Copyright……	3
MUB 202	Music Business Contracts……	3
MUB 203	Independent Record Production……..	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 103	Audio Recording Procedures	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 201	Recording Studio Operations	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 202	Advanced Audio Production	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 203	Intoduction to Live Sound	3
BUS 244	Advertising	3
SCI ___	Scientific Competency Elective	3
SOC ___	Diversity Competency Elective	3
SPE 101	Interpersonal Communications	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 101	Interpersonal Communications	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	
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 123	College Algebra……	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 246	Consumer Behavior……	3
BUS 375 Sc	Social Media Marketing……	3
SCI ___	Scientific Competency Elective……	3
BUS/MKT	Business or Marketing Elective……	3
SPE 101	Interpersonal Communications……	3
	Total	**15**

Business Management

Music Entertainment Industry Studies Concentration

A.A.S. Degree

HEGIS Code: 5004.00

Inventory of Registered Program Code: 7913

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 201	Music Publishing and Copyright……	3
	Total	**15**
	Semester 3	
BUS 101	Accounting 1……	3
BUS 241	Principles of Marketing……	3
ECO ___	Macroeconomics ***or*** Microeconomics……	3
MUB 202	Music Business Contracts……	3
PSY 101	General Psychology……	3
	Total	**15**
	Semester 4	
BUS 244	Advertising……	3
MUB 203	Independent Record Production……	3
SCI ___	Scientific Competency Elective……	3
SOC ___	Diversity Competency Elective……	3
SPE 101	Interpersonal Communications……	3
	Total	**15**

Court Reporting Program: A.O.S. and Certificate

HEGIS Code: 5005.00
Inventory of Registered Programs Code: 43265/ 43264

Five Towns College offers two programs in Court Reporting: One leading to the A.O.S. degree, and one leading to the Certificate. The degree program requires the completion of 73 credits. The certificate program requires the completion of 54 credits. The certificate program 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. Indeed, 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 Court Reporters, 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.

Both Court Reporting program tracks – degree or certificate - prepare students for careers in the field of Court Reporting. They provide graduates with the foundation of the principles of writing machine shorthand realtime theory. Through extensive classroom dictation in various categories and speeds, the programs build the students' speed to the graduation requirement of 225 word per minute. Coursework also develops in students the knowledge, skills, and abilities related to legal procedures that take place in both the courtroom and at depositions, legal terminology, and medical terminology. Through classroom experiences, students will produce transcripts using specialized computer software in the production of saleable transcripts that mimic those produced in the field.

Students are also provided with unique classroom experiences that mimic those that they will encounter in the field of court reporting. An extensive internship allows the student to "sit in" at various legal proceedings, i.e., discovery proceedings, court proceedings, legislative proceedings, and others, in order to obtains hands-on experience of the world of court reporting.

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 write on a stenography machine at a speed of 225 words per minute.

Court Reporting Program: Associate in Occupational Studies, A.O.S.

HEGIS Code: 5005.00
Inventory of Registered Programs Code: 43265

Code	Course Name	Credits
	General Education/Common Core Curriculum	
ENG 101	English Composition 1	3
ENG 102	English Composition 2	3
PSY/SOC 101	Social Science Elective	3
BUS 151	Business Communications	3
	Total General Education/Common Core Curriculum	**12**
	CR Content Specialty Courses – Theory/Speedbuilding	
CRT 100	Court Reporting Shorthand Theory	6
CRT 101	Court Reporting I/ Machine Shorthand Theory and Speedbuilding	6
CRT 102	Court Reporting II/Machine Shorthand Theory and Speedbuilding	6
CRT 106	Court Reporting Machine Shorthand Speedbuilding Lab I	1
CRT 107	Court Reporting Machine Shorthand Speedbuilding Lab II	1
CRT 203	Court Reporting III/Machine Shorthand Theory and Speedbuilding	6
CRT 204	Court Reporting IV/Machine Shorthand Theory and Speedbuilding	6
CRT 205	Court Reporting V/Machine Shorthand Theory and Speedbuilding	6
	Total Content Specialty/Speed Building Credits	**38**
	CR Content Specialty Courses	
LPT 102	Judicial Reporting Procedures	3
LPT 202	Law and Legal Terminology	3
MET 100	Anatomy/Medical Terminology	3
TRP 102	Realtime Reporting English & Grammar/Transcript Production	3
TRP 202	Realtime Reporting English/Editing Transcripts	3
RTW 117	Realtime Writing	2
CAT 116	Judicial Terminology/Comp. Assist. Tans.	3
CCP 203	Internship – Court Reporting	3
	Total Content Specialty Courses	**23**
	Total Program Credits	**73**

Recommended Sequence of Courses – 73 Credit Track

Course Code	*Title*	*Credits*
Semester I		
CRT 100	Court Reporting Machine Shorthand Theory	6
PSY/SOC 101	Social Science Elective	3
TRP 102	Realtime Reporting English and Grammar/ Transcript Production	3
	Term Total	12
Semester II		
CRT 101	Court Reporting I/Machine Shorthand Theory and Speedbuilding	6
ENG 101	College English I	3
CRT 106	Court Reporting Machine Shorthand Speedbuilding Lab 1	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 Machine Shorthand Speedbuilding Lab II	1
CRT 203	Court Reporting III/Machine Shorthand Theory and Speedbuilding	6
LPT 202	Law and Legal Terminology	3
	Term Total	13
Semester V		
CRT 204	Court Reporting IV/Machine Shorthand Theory and Speedbuilding	6
MET 100	Anatomy/Medical Terminology	3
TRP 202	Realtime Reporting English/Editing Transcripts	3
	Term Total	12
Semester VI		
CRT 205	Court Reporting V/Machine Shorthand Theory and Speedbuilding	6
CAT 116	Judicial Technology/Comp. Assisted Transcription	3
CCP 203	Internship – Court Reporting	3
	Term Total	12
	Total	73

Court Reporting Program: Certificate

HEGIS Code: 5005.00
Inventory of Registered Programs Code: 43264

Program Course Requirements

Code	Course Name	Credits
CR Content Specialty Courses – Theory/Speedbuilding		
CRT 100	Court Reporting Machine Shorthand Theory	6
CRT 101	Court Reporting I/Machine Shorthand Theory and Speedbuilding	6
CRT 102	Court Reporting II/Machine Shorthand Theory and Speedbuilding	6
CRT 203	Court Reporting III/Machine Shorthand Theory and Speedbuilding	6
CRT 204	Court Reporting IV/Machine Shorthand Theory and Speedbuilding	6
CRT 205	Court Reporting V/Machine Shorthand Theory and Speedbuilding	6
Total Content Specialty/Speed Building Credits		**36**
CR Content Specialty Courses		
LPT 102	Judicial Reporting Procedures	3
LPT 202	Law and Legal Terminology	3
MET 100	Anatomy/Medical Terminology	3
TRP 102	Realtime Reporting English and Grammar/Transcript Production	3
CAT 116	Judicial Terminology/Comp. Assist. Tans.	3
CCP 203	Internship – Court Reporting	3
Total Content Specialty Courses		**18**
Total Program Credits		**54**

Program Recommended Sequence of Courses – 54 Credit Track

Course Code	*Title*	*Credits*
Semester I		
CRT 100	Court Reporting Machine Shorthand Theory	6
TRP 102	Realtime Reporting English and Grammar	3
	Term Total	9
Semester II		
CRT 101	Court Reporting I/Machine Shorthand Theory and 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 203	Court Reporting III/Machine Shorthand Theory and Speedbuilding	6
MET 100	Anatomy/Medical Terminology	3
	Term Total	9
Semester V		
CAT 116	Judicial Technology/Comp. Assisted Transcription	3
CRT 204	Court Reporting IV/Machine Theory and Speedbuilding	6
	Term Total	9
Semester VI		
CRT 205	Court Reporting V/Machine Shorthand Theory and Speedbuilding	6
CCP 203	Internship- Court Reporting	3
	Term Total	9
	Total	54

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 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.

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 101	Interpersonal Communications……..	3
	Total Common Core Credits	**21**

IMA Content Specialty Courses

CCP 210	Branding the Creative Professional……	3
ANI 110	3D Modeling and Animation 1……..	3
IMA 115	Drawing and Imaging 1……	3
IMA 120	Motion Design 1……	3
IMA 150	Interactive Computer Graphics 1……..	3
ANI 210	3D Modeling and Animation 2…… ….	3
IMA 215	Drawing and Imaging 2……	3
IMA 220	Motion Design 2……	3
IMA 240	Design Thinking 1: Ideation… ……	3
GAM 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
ANI 110	3D Modeling and Animation 1……..	3
GAM 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 101	Interpersonal Communications……	3
	Total	**15**

Semester 3

ANI 210	3D Modeling and Animation 2…… ….	3
IMA 215	Drawing and Imaging 2……	3
IMA 240	Design Thinking 1: Ideation …….……	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
GAM 250	Interactive Computer Graphics 2……..	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**

Performance (Music), 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 101	Interpersonal Communications	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 101	Interpersonal Communications	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 101	Interpersonal Communications	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 103	Audio Recording Procedures	3
AUD 201	Recording Studio Operations	3
AUD 202	Advanced Audio Production	3
AUD 203	Introduction to Live Sound	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 201	Music Publishing and Copyright	3
MUB 202	Music Business Contracts	3
MUB 203	Independent Record Production	3
	Total Concentration	**12**

Theatre Arts Concentration

THR 111	Stagecraft 1	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 103	Audio Recording Procedures	3
ENG 101	English Composition 1	3
MAT ___	Quantitative Competency Elective	3
PSY 101	General Psychology	3
	Total	**15**
	Semester 2	
AUD 201	Recording Studio Operations	3
ENG 102	English Composition 2	3
LAS ___	Liberal Arts and Science Elective *(1)*	3
MUH ___	Music History Elective 100-200 Level	3
SPE 101	Interpersonal Communications	3
	Total	**15**
	Semester 3	
AUD 202	Advanced Audio Production	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 203	Introduction to Live Sound	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 101	Interpersonal Communications	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 201	Music Publishing and Copyright	3
MUH ___	Music History Elective 100-200 Level	3
SPE 101	Interpersonal Communications	3
	Total	**15**
	Semester 3	
ECO ___	Macroeconomics ***or*** Microeconomics	3
HIS ___	History Elective	3
LAS ___	Liberal Arts and Science Elective *(2)*	3
MUB 202	Music Business Contracts	3
THH 191	Introduction to Theatre	3
	Total	**15**
	Semester 4	
ELECT	Elective	3
LAS ___	Liberal Arts and Science Elective *(3)*	3
MUB 203	Independent Record Production	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	Stagecraft 1,,,,,,,,,,,,,,,,,,,,,,,,	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 101	Interpersonal Communications	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	Stagecraft 1	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	Stagecraft 1	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 Administration, B.S.

HEGIS Code: 0506.00 Inventory of Registered Programs Code: 44951

The program in Business Administration leading to the B.S. is a comprehensive program that develops in students a broad foundation of business knowledge and the leadership, communication, and analytical skills needed to manage and guide organizations. They also develop the knowledge, skills, and dispositions that lead to a comprehensive understanding of how different organizational departments function in order to identify opportunities that drive organizational success. This includes a study of finance, human resources, marketing, and other business operations. Targeted core management skills include decision making, leadership, project management, and strategic planning. Targeted core dispositions include adaptability and versatility across different industries and managerial roles.

Program Course Requirements

Course Code	Course Name	CR
Common Core		
ENG 101	English Composition 1	3
ENG 102	English Composition 2	3
LAS 100	Modern Learning	3
MAT ___	Quantitative Competency Elective	3
SCI ____	Scientific Reasoning Elective (1)	3
SCI ____	Scientific Reasoning Elective (2)	3
SPE ____	Oral Communication Elective	3
SOC ___	PSY/HIS/SOC Social Science Elective (1)	3
SOC ___	PSY/HIS/SOC Social Science Elective (2)	3
SOC ___	PSY/HIS/SOC Social Science Elective (3)	3
Additional Liberal Arts and Sciences		
ECO 101	Macroeconomics	3
ECO 102	Microeconomics	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
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
LAS ___	Liberal Arts and Science Elective (8)	3
Business Content Specialty Courses		
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 251	Principles of Finance	3
BUS 275	Social Media Concepts and Practice	3
BUS 311	Human Resource Management	3
BUS 461	Business Seminar	3
COM 101	Computers in Business	3

Course Code	Course Name	CR
Business Content Specialty Courses		
BUS ____	Business Elective 100-200 Level Class (1)	3
BUS ____	Business Elective 100-200 Level Class (2)	3
BUS ____	Business Elective 100-200 Level Class (3)	3
BUS ____	Business Elective 100-200 Level Class (4)	3
BUS ____	Business Elective 300-400 Level Class (1)	3
BUS ____	Business Elective 300-400 Level Class (2)	3
BUS ____	Business Elective 300-400 Level Class (3)	3
BUS ____	Business Elective 300-400 Level Class (4)	3

Business Administration

B.S. Degree

HEGIS CODE: 0506.00

Inventory of Registered Programs Code: 44951

Recommended Sequence of Content

1st Semester			
Code	Course Name	Semester	CR
BUS 111	Business Organization and Management		3
COM 101	Computers in Business		3
ENG 101	English Composition 1		3
SOC ___	PSY/HIS/SOC Social Science Elective (1)		3
LAS 100	Modern Learning		3
		Credits	15

2nd Semester			
Code	Course Name	Semester	CR
BUS 151	Business Communication		3
BUS 121	Business Law 1		3
SCI ____	Scientific Reasoning Elective (1)		3
ENG 102	English Composition 2		3
MAT ___	Quantitative Competency Elective		3
		Credits	15

3rd Semester			
Code	Course Name	Semester	CR
BUS 101	Accounting 1		3
BUS 211	Principles of Management		3
BUS ___	BUS Elective 100-200 Level Class (1)		3
ECO 101	Macroeconomics		3
SPE ___	Oral Communication Elective		3
		Credits	15

4th Semester			
Code	Course Name	Semester	CR
BUS 232	Business Ethics		3
BUS 241	Principles of Marketing		3
ECO 102	Microeconomics		3
LAS ____	Liberal Arts and Science Elective (1)		3
BUS ____	Business Elective 100-200 Level Class (2)		3
		Credits	15

5th Semester			
Code	Course Name	Semester	CR
BUS 275	Social Media Concepts & Practices		3
BUS 251	Principles of Finance		3
BUS 311	Human Resource Management		3
LAS ____	Liberal Arts and Science Elective (2)		3
SOC ____	PSY/HIS/SOC Social Science Elective (2)		3
		Credits	15

6th Semester			
Code	Course Name	Semester	CR
LAS ____	Liberal Arts and Science Elective (3)		3
LAS ____	Liberal Arts and Science Elective (4)		3
BUS ____	Business Elective 100-200 Level Class (3)		3
BUS ____	Business Elective 100-200 Level Class (4)		3
SCI _____	Scientific Reasoning Elective (2)		3
		Credits	15

7th Semester			
Code	Course Name	Semester	CR
BUS 461	Business Seminar		3
SOC ____	PSY/HIS/SOC Social Science Elective (3)		3
BUS ____	Business Elective 300-400 Level Class (1)		3
LAS ____	Liberal Arts and Science Elective (5)		3
LAS ____	Liberal Arts and Science Elective (6)		3
		Credits	15

8th Semester			
Code	Course Name	Semester	CR
BUS ____	Business Elective 300-400 Level Class (2)		3
BUS ____	Business Elective 300-400 Level Class (3)		3
BUS ____	Business Elective 300-400 Level Class (4)		3
LAS ____	Liberal Arts and Science Elective (7)		3
LAS ____	Liberal Arts and Science Elective (8)		3
		Credits	15

Business Management 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 101	Interpersonal Communications	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 103	Audio Recording Procedures	3
AUD 201	Recording Studio Operations	3
AUD 202	Advanced Audio Production	3
AUD 203	Introduction to Live Sound	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 201	Music Publishing and Copyright	3
MUB 202	Music Business Contracts	3
MUB 203	Independent Record Production	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 103	Audio Recording Procedures	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 2	
AUD 201	Recording Studio Operations	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 202	Advanced Audio Production	3
BUS 121	Business Law 1	3
BUS 241	Principles of Marketing	3
ECO 101	Macroeconomics	3
SPE 101	Interpersonal Communications	3
	Total	**15**

	Semester 4	
AUD 203	Introduction to Live Sound	3
BUS 101	Accounting 1	3
BUS 232	Business Ethics	3
ECO 102	Microeconomics	3
SCI ___	Scientific 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 6	
AUD __ _	Audio Elective 300 – 400 Level *(2)*	3
BUS 244	Advertising	3
BUS 311	Human Resource Management	3
ELECT	Elective *(1)*	3
LAS ___	Liberal Arts and Science 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	Elective *(2)*	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	Elective *(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 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 122	Business Law 2……	3
BUS 244	Advertising……	3
ECO 101	Macroeconomics……	3
SPE 101	Interpersonal Communications……	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 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 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	Elective *(1)*……	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 8	
BUS 461	Business Seminar……	3
BUS ___	Any AUD/BUS/MKT/MUB Elective *(3)*……	3
CCP 472	Internship 2……	3
ELECT	Elective *(2)*……	3
ELECT	Elective *(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 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 3	
BUS 101	Accounting 1	3
BUS 275	Social Media Concepts and Practice	3
BUS 244	Advertising	3
ECO 101	Macroeconomics	3
SPE 101	Interpersonal Communications	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 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 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	Elective *(1)*	3
MKT 330	Market Research	3
	Total	**15**

	Semester 7	
BUS 306	Management Information Systems	3
CCP 471	Internship 1	3
ELECT	Elective *(2)*	3
MKT 340	Services Marketing	3
MKT ___	Marketing or Business Elective *(1)*	3
	Total	**15**

	Semester 8	
BUS 461	Business Seminar	3
CCP 472	Internship 2	3
ELECT	Elective *(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 2	
BUS 151	Business Communication	3
BUS 211	Principles of Management	3
ENG 102	English Composition 2	3
MAT ___	Quantitative Competency Elective	3
MUB 201	Music Publishing and Copyright	3
	Total	**15**

	Semester 3	
BUS 121	Business Law 1	3
BUS 241	Principles of Marketing	3
ECO 101	Macroeconomics	3
MUB 202	Music Business Contracts	3
SPE 101	Interpersonal Communications	3
	Total	**15**

	Semester 4	
BUS 101	Accounting 1	3
BUS 232	Business Ethics	3
ECO 102	Microeconomics	3
MUB 203	Independent Record Production	3
SCI ___	Scientific 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 6	
BUS 244	Advertising	3
BUS 311	Human Resource Management	3
ELECT	Elective *(1)*	3
LAS ___	Liberal Arts and Science Elective	3
MUB 302	Concert Production and Promotion	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	Elective *(2)*	3
MUB 401	Music Marketing	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	Elective *(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		
FLM 408	Advanced Script Writing	3
FLM 332	Cinematography 3	3
FLM 443	Motion Picture Editing 3	3
Design Course Elective		
IMA 302	Advanced After Effects	3
THR 111	Intro to Stagecraft	3
PRO 280	Scenic Design	3
THR 380	Costume/Makeup	3
PRO 388	Stage Lighting	3
FLM 237	Production Desing Film & Television	3
Intermediate Production Course Elective		
FLM 310	Experimental Production	3
FLM 336	Commercial Production	3
FLM 372	Documentary/Non-Fiction Production	3
Internship Elective		
CCP 471	Internship 1	3
FLM 474	Cinematography 4	3
Film and Television Program Elective		
IMA 302	Advanced After Effects	3
FLM 241	Comics to Film	3
FLM 261	Acting for the Camera	3
FLM 407	Producing 2	3
FLM 440	Special Topics in Film/Television	3
FLM 442	Advanced Film and Television Production	3
FLM 445	Horror Production	3
FLM 471	Directing Film and Television 2	3
FLM 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 101	Interpersonal Communications	3
	Total Common Core Credits	**21**

Film and Television Content Specialty Courses

MAC 280	Digital Media Art: Design	3
FLM 121	Intro to Film and Television	3
FLM 131	Television Production	3
FLM 132 *or* IMA 110	Remote Television Production ***or*** 3D Modeling and Animation	3
FLM 145	Digital Photography	3
FLM 215	Film and Television Lighting 1	3
FLM 226	Cinematography 1	3
FLM 231	Editing 1	3
FLM 233	Narrative Film and Television	3
FLM 240	Audio for Film and Television	3
FLM 243	Producing 1	3
FLM 305	Film Aesthetics	3
FLM 328	Post Production Sound for Film and TV	3
FLM 331	Cinematography 2	3
FLM 334	Editing 2	3
FLM 371	Directing Film and Television 1	3
FLM 425	Senior Project 1	3
FLM 426	Senior Project 2	3
FLM __	Advanced Craft Elective	3
FLM __	Design Elective	3
FLM __	Intermediate Production Elective *(1-2)*	6
FLM __	Internship Elective	3
FLM __	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
FLM 204	Script Writing	3
FLM 304	Screenwriting	3
HIS 215	Global Cinema	3
HIS 216	U.S. Cinema	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 101	Interpersonal Communications……..	3
FLM 121	Intro to Film and Television……..	3
FLM 145	Digital Photography……..	3
	Total	**15**
	Semester 3	
MAC 280	Digital Media Art: Design……..	3
FLM 132 **or**	Remote Television Production	3
ANI 110	***or*** 3D Modeling and Animation 1……..	
FLM 215	Film and Television Lighting 1……..	3
FLM 240	Audio for Film and Television……..	3
FLM 301	Producing 1……..	3
	Total	**15**
	Semester 5	
FLM 304	Screenwriting……..	3
FLM 305	Film Aesthetics……..	3
FLM 331	Cinematography 2……..	3
FLM 334	Editing 2……..	3
FLM___	Intermediate Production Elective *(1)*……..	3
	Total	**15**
	Semester 7	
ELECT	Electives *(1)*……..	3
PSY 101	General Psychology……..	3
FLM 426	Senior Project 2……..	2
FLM ___	Advanced Craft Elective……..	3
CCP 471	Internship 1 ……..	3
	Total	**15**

	Semester 2	
ENG 102	English Composition 2……..	3
HIS 215	Global Cinema……..	3
SCI ___	Scientific Competency Elective……..	3
FLM 131	Television Production……..	3
FLM 231	Editing 1……..	3
	Total	**15**
	Semester 4	
ART/MUH	Art or Music History Elective……..	3
FLM 204	Script Writing……..	3
FLM 233	Narrative Film and Television……..	3
FLM 226	Cinematography 1……..	3
FLM ___	Film and Television Program Elective *(1)*……..	3
	Total	**15**
	Semester 6	
HIS 216	U.S. Cinema……..	3
FLM 371	Directing Film and Television 1 ……..	3
FLM 328	Post Production Sound for Film and TV……..	3
FLM 425	Senior Project 1……..	3
FLM ___	Intermediate Production Elective *(2)*……..	3
	Total	**15**
	Semester 8	
ELECT	Electives *(2)*……..	3
ELECT	Electives *(3)*……..	3
SOC ___	Diversity Competency Elective……..	3
FLM ___	Design Elective……..	3
FLM ___	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 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, Creative/Art Director, Concept and Environmental Artist/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 101	Interpersonal Communications	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
ANI 110	3D Modeling and Animation 1	3
IMA 115	Drawing and Imaging 1	3
IMA 120	Motion Design 1	3
GAM 150	Interactive Computer Graphics 1	3
ANI 210	3D Modeling and Animation 2	3
IMA 215	Drawing and Imaging 2	3
IMA 220	Motion Design 2	3
IMA 240	Design Thinking 1 - Ideation	3
GAM 250	Interactive Computer Graphics 2	3
ANI 310	Advanced 3D Modeling and Rendering	3
IMA 340	Design Thinking 2 - Iteration	3
GAM 350	Interactive Computer Graphics 3	3
IMA 380	Apprenticeship – Experience Lab	3
IMA 450	Capstone 1	3
CCP 471	Internship 1	3
IMA 465	Capstone 2 – Portfolio/Career Prep	3
IMA ___	IMA Program Electives *(1-6)*	18
MAC 280	Digital Media Arts: Design	3
	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
ANI 110	3D Modeling and Animation 1	3
GAM 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
ANI 210	3D Modeling and Animation 2	3
IMA 215	Drawing and Imaging 2	3
IMA 240	Design Thinking 1 – Ideation	3
MAT ___	Quantitative Competency Elective	3
	Total	**15**
	Semester 5	
ART ___	Art History or Design Theory Elective *(2)*	3
ANI 310	Advanced 3D Modeling and 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 101	Interpersonal Communications	3
	Total	**15**
	Semester 4	
ART ___	Art History or Design Theory Elective *(1)*	3
IMA 220	Motion Design 2	3
GAM 250	Interactive Computer Graphics 2	3
IMA 340	Design Thinking 2 – Iteration	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
GAM 350	Interactive Computer Graphics 3	3
IMA ___	IMA Program Electives *(2)*	3
	Total	**15**
	Semester 8	
ELECT	Elective *(3)*	3
CCP 471	Internship 1	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.

Broadcasting

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, podcaster, anchor, reporter, production manager, radio and tv producer or writer, studio floor manager, audio and video editor, videographer, radio and tv news writers, tv studio production positions for news, entertainment and sportscasts as well as production positions for live entertainment, music and live sports productions. Many of our students have also gone into careers involving social media content creation.

Program Course Requirements

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

Common Core		
Code	**Course Name**	**Credi**
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 101	Interpersonal Communications……..	3
	Total Common Core Credits	**21**
Mass Communication Content Specialty		
BUS 275	Social Media Concepts and Practices…….	3
MAC 121	Introduction to Production……..	3
MAC 122	Broadcast Production……	3
MAC 221	Sports Production……..	3
MAC 222	Music and Entertainment Production…..	3
BRD 321	News Production……..	3
BRD 322	Show Production……..	3
AUD 150	Audio for Media Production……..	3
MAC 280	Digital Media Art: Design……..	3
MAC 290	Digital Media Art: Video and Motion…….	3
MAC 299	Radio Broadcasting and Operation……..	3
FLM 131	Television Production……..	3
Total Mass Communication Content Specialty Credits		**36**
Additional Liberal Arts and Sciences		
ENG 202	Broadcast Newswriting/Reporting…..	3
MAC 304	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
BRD 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 Technology Concentration……		24
Broadcast Concentration……..		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 103	Audio Recording Procedures……	3
AUD 201	Recording Studio Operations……..	3
AUD 202	Advanced Audio Production……..	3
AUD 203	Introduction to Live Sound……..	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/MAC 200-400 Level *(1-4)*…….	12
	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 103	Audio Recording Procedures……	3
ENG 101	English Composition 1……	3
MAC 101	Mass Communication……	3
MAC 121	Introduction to Production……	3
FLM 131	Television Production……	3
	Total	**15**

Semester 2

AUD 201	Recording Studio Operations……	3
BUS 275	Social Media Concepts and Practice……	3
ENG 102	English Composition 2……	3
MAC 122	Broadcast Production……	3
AUD 150	Audio for Media Productions……	3
	Total	**15**

Semester 3

AUD 202	Advanced Audio Production……	3
ENG 202	Broadcast Newswriting and Reporting……	3
MAC 304	Photojournalism……	3
MAC 221	Sport Production……	3
MAC 280	Digital Media Art: Design……	3
	Total	**15**

Semester 4

AUD 203	Introduction to Live Sound……	3
ENG ___	Writing Elective……	3
MAC 222	Music and Entertainment Production……	3
MAC 290	Digital Media Art: Video and Motion……	3
SOC ___	Diversity Competency Elective……	3
	Total	**15**

Semester 5

AUD __ _	Audio Elective 200 – 400 Level *(1)*……	3
LAS ___	Liberal Arts and Science Elective *(1)*……	3
BRD 211	Broadcast Storytelling……	3
MAC 301	New and Emerging Media……	3
BRD 321	News Production ……	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
BRD 322	Show Production……	3
PSY 101	General Psychology……	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 101	Interpersonal Communications……	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

Broadcasting 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	Introduction to Production	3
SPE 101	Interpersonal Communications	3
FLM 131	Television Production	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	Broadcast Production	3
AUD 150	Audio for Media Production	3
	Total	**15**
	Semester 3	
BRD 201	Voice and Diction	3
ENG 202	Broadcast Newswriting and Reporting	3
MAC 304	Photojournalism	3
MAC 221	Sports Production	3
MAC 280	Digital Media Art: Design	3
	Total	**15**
	Semester 4	
ENG ___	Writing Elective	3
MAC 222	Music and Entertainment Production	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 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
BRD 321	News Production	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
BRD 322	Show Production	3
PSY 101	General Psychology	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 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

Music Education Program (PreK-12), 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 PreK-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 PreK-12 in all areas of music, there are two concentrations that candidates choose from; Instrumental or Vocal/Piano/Guitar.

Additional Academic Standards for Music Education Applicants

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 Music Education Coordinator, 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 includes an interview, a performance, and a writing sample.

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 Coordinator of Music Education. 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. Prior to being approved for Student teaching, students must complete 100 hours of required observations and 10 hours of community service per semester with approved professional music education organizations.

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 101	Interpersonal Communications	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 101	Interpersonal Communications	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 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 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 101	Interpersonal Communications	3
SOJR ___	Sophomore Jury	0
	Total	**17**

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 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 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 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 8

EDU 421	Student Teaching	12
	Total	**12**

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. 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.

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.

Sophomore Evaluation

A Sophomore Evaluation is required of all Mus.B. students at the conclusion of the sophomore year, and must be passed with a satisfactory rating before a student is permitted to continue to the junior year. The Sophomore Evaluation will be conducted by members of the Music faculty during a student's Sophomore jury. The faculty will evaluate the student's ability to demonstrate the content of Harmony 1-4, Sight Singing 1-4, Ear Training 1-4, and Keyboard Skills 1-4. The evaluation will be both performance-based and written. Students who fail to successfully complete a Sophomore Evaluation may be dismissed from the program.

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 101	Interpersonal Communications	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
Music Entertainment Industry Studies	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 103	Audio Recording Procedures	3
AUD 201	Recording Studio Operations	3
AUD 202	Advanced Audio Production	3
AUD 203	Introduction to Live Sound	3
AUD ___	Audio Elective 300-400 Level *(1-4)*	12
	Total Concentration	**24**

Music Entertainment Industry Studies Concentration

MUB 101	Music Business Careers	3
MUB 201	Music Publishing and Copyright	3
MUB 202	Music Business Contracts	3
MUB 203	Independent Record Production	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**

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 103	Audio Recording Procedures	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 2

AML 142	Applied Music Lesson 2	2
AUD 201	Recording Studio Operations	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 3

AML 241	Applied Music Lesson 3	2
AUD 202	Advanced Audio Production	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 4

AML 242	Applied Music Lesson 4	2
AUD 203	Introduction to Live Sound	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 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 101	Interpersonal Communication	3
JRJR ___	Junior 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 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 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

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 2

AML 142	Applied Music Lesson 2	2
ENG 102	English Composition 2	3
ENS __ _	Ensemble Elective *(2)*	1
MUB 201	Music Publishing and Copyright	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 3

AML 241	Applied Music Lesson 3	2
ENS __ _	Ensemble Elective *(3)*	1
MUB 202	Music Business Contracts	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 4

AML 242	Applied Music Lesson 4	2
ENS __ _	Ensemble Elective *(4)*	1
MUB 203	Independent Record Production	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 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 101	Interpersonal Communications…/	3
JRJR ___	Junior 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 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 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**

Theatre Programs

The College offers three distinct degree programs for students interested in the Theatre. A program in **Acting** leading to the B.F.A and a program in **Musical Theatre** leading to the B.F.A. are offered through the School of the Performing Arts. A program in **Production Design** leading to the B.F.A. is offered through the School of Communications and Technology by the Film and Television Department.

Acting, B.F.A.

HEGIS Code: 1007.00
Inventory of Registered Programs Code: 45075

The program in Acting leading to the Bachelor of Fine Arts (B.F.A.) degree is a rigorous, conservatory-style program designed to cultivate versatile and professionally employable actors for theater, film, and television. Students engage in intensive, individualized instruction delivered by industry professionals, with comprehensive training in core acting methodologies, stage combat, acting for film, musical theater, and improvisation. The curriculum is structed to develop the student's individual artistic voice, support a disciplined creative process, and foster advanced levels of professional readiness for careers in performance, directing, or continued graduate study.

The program in Acting seeks to develop advanced performance competencies by cultivating a high level of proficiency in core acting mythologies – spanning theater, film, and television – through sustained, intensive training that integrates voice, movement, character development, and text analysis within a conservatory-style curriculum Specific training in Stanislavsky System, with additional training in Meisner, Adler, Strasberg, Hagen, and Michael Chekhov.

The program also fosters artistic identify and creative inquiry by supporting the emergence of each student's distinct artistic voice by promoting reflective practice, disciplined creative processes, and critical engagement with the aesthetic, historical, and theoretical frameworks that inform cotemporary performance. Specific training includes stage combat, accents, and dialects, commercial voice over work, and other physical, dance, and vocal skills.

The program seeks to prepare student for professional integration and lifelong practice. In doing so, it seeks to equip students with the knowledge, skills, and professional behaviors necessary to enter the acting profession, including an understanding of industry standards, union practices, collaborative production processes, and the expectations of Actors Equity, the Screen Actors Guild, and related professional communities.

The Acting program provides a broad range of experiences in multiple classes and shows, enabling students to prepare for careers that incorporate comedy, tragedy, drama, musicals, and video. Close to New York City, the 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.

Acting Program, B.F.A. Degree

HEGIS Code: 1007.00

Inventory of Registered Programs Code: 45075

Program Course Requirements

Code	Course Name	Credits
Common Core		
ENG 101	English Composition 1	3
ENG 102	English Composition 2	3
LAS 100	Modern Learning	3
MAT ___	Math Competency Elective	3
SCI 213	Health and Fitness	3
SCI ___	Science Competency Elective	3
SPE ___	Communications Elective	3
	Subtotal	**21**
Additional Liberal Arts and Sciences		
THH 191	Intro to Theatre	3
THH 301 or THH 205	Theatre History and Dramaturgy or Dance History Through Film	3
THH 302	Musical Theatre History	3
	Subtotal	**9**
Theatre Content Specialty Courses		
ENSXXX	Ballet Techniques 1-4*	1
ENSXXX	Ballet Techniques 1-4*	1
ENSXXX	Jazz Dancing 1-4*	1
ENSXXX	Jazz Dancing 1-4*	1
ENSXXX	Tap Dancing 1-4*	1
ENSXXX	Tap Dancing 1-4*	1
THR 111	Stagecraft 1	3
THR 160	Voice and Diction	3
THR 121	Acting 1	3
THR 124	Acting 2	3
THR 221	Acting 3	3
THR 224	Acting 4	3
THR 261	Acting for Camera 1	3
THR 270	Stage management	3
THR 351	Acting Through Song	1
THR 370	Directing	3
THR 376	Audition Prep	1
THR 380	Costume/makeup	3
THR 412	Theatre Workshop	3
THR 425	Senior Showcase 1	3
THR 426	Senior Showcase 2	3
	Subtotal	**47**
Required Boards		
FRTB	Freshman Boards (1)	0
FRTB	Freshman Boards (2)	0
SOTB	Sophomore Boards	0
JRTB	Junior Boards	0
SRTB	Senior Boards	0
	Subtotal	**0**
Acting Component		
THR 141	Movement for Actors	3
THR 112	Stagecraft 2	3
THR 206	Voice and Diction 2	3
GHR 240	Accents and Dialects	3
THR 246	Improvisation	3
THR 241	Movement for Actors 2	3
THR 249	Stage Combat	3
THR 321	Acting 5	3
THR 324	Acting 6	3
THR 421	Acting 7	3
THR 424	Acting 8	3
THR 272	Acting for Camera 2	3
THR 373	Acting for Camera 3	3
THR 472	Acting for Camera 4	3
GEL 214	Health and Wellness for Performers	3
	Subtotal	**45**
	TOTAL	**122**

Acting Program, B.F.A. Degree

HEGIS Code:1007.00
Inventory of Registered Programs Code: 45075

Recommended Sequence of Courses

Code	Course Name	Credits
Semester 1		
LAS 100	Modern Learning	3
THH 191	Intro to Theatre	3
THR 111	Stagecraft 1	3
ENS XXX	Ballet Techniques 1-4*	1
THR 121	Acting 1	3
THR 141	Movement for Actors	3
	Subtotal	**16**
Semester 2		
ENG 101	English Composition 1	3
SPE ___	Communications Elective	3
THR 112	Stagecraft 2	3
ENS XXX	Ballet Techniques 1 – 4*	1
THR 124	Acting 2	3
THR 241	Movement for Actors 2	3
FRTB	Freshman Boards	0
	Subtotal	**16**
Semester 3		
ENG 102	English Composition 2	3
THR 221	Acting 3	3
THR 380	Costume/Makeup	3
THR 246	Improvisation	3
THR 249	Stage Combat	3
	Subtotal	**15**
Semester 4		
THH 301 or THH 205	Theatre History and Dramaturgy or Dance History in Film	3
THR 351	Acting Through Song	3
THR 160	Voice and Diction	3
THR 224	Acting 4	3
THR 270	Stage Management	3
ENSXXX	Jazz Dancing 1 – 4*	1
ENSXXX	Tap Dancing 1-4*	1
SOTB	Sophomore Boards	0
	Subtotal	**15**
Semester 5		
MAT ___	Math Competency Elective	3
THR 261	Acting for Camera 1	3
SCI 213	Health and Fitness	3
THR 240	Accents and Dialects	3
THR 321	Acting 5	3
	Subtotal	**15**
Semester 6		
THH 302	Musical Theatre History	3
THR 370	Directing	3
THR 272	Acting for Camera 2	3
THR 324	Acting 6	3
SCI ___	Scientific Comp. Elective	3
JRTB	Junior Boards	0
	Subtotal	**15**
Semester 7		
THR 425	Senior Showcase I	3
THR 372	Acting for Camera 3	3
THR 421	Acting 7	3
THR 260	Voice and Diction 2	3
GEL 214	Health and Wellness for Performers	3
SRTB	Senior Boards	0
	Subtotal	**15**
Semester 8		
THR 426	Senior Showcase 2	3
THR 412	Theatre Workshop	3
THR 376	Audition Prep	1
THR 472	Acting for Camera 4	3
THR 424	Acting 8	3
ENSXXX	Tap Dancing 1-4*	1
ENS XXX	Jazz Dancing 1-4*	1
	Subtotal	**15**
	Total	**122**

Musical Theatre, B.F.A.

HEGIS Code:1007.00
Inventory of Registered Programs Code: 45077

The program in Musical Theatre leading to the Bachelor of Fine Arts (B.F.A.) degree is an intensive, professional-track program designed to deliver comprehensive and rigorous training in acting, singing, and dancing. The curriculum is structured to cultivate advanced creative development, enhance aesthetic literacy, and promote robust professional preparedness for careers within the performing arts industry. Students engage in a wide array of performance experiences, including fully staged productions directed by established industry practitioner and cabaret presentation in New York City.

The program in Musical Theatre seeks to cultivate advanced, integrated performance competencies. As such, it seeks to develop students' mastery of acting in techniques such as Stanislavsky, singing styles from the Golden Age through contemporary Broadway, and a variety of dance styles including ballet, jazz, tap, hip hop, and theatrical dance through comprehensive, sustained, and methodologically grounded training that reflects current professional standards in the musical theatre discipline.

The program in Musical Theatre advances artistic, creative, and aesthetic literacy. As such, it seeks to foster students' individual creative development and aesthetic understanding by engaging them in diverse performance experiences, critical inquiry, and reflective artistic practice informed by established pedagogical and industry frameworks.

The program in Musical Theatre seeks to prepare student for professional entry and industry engagement. As such, it seeks to equip students with the professional discipline, technical proficiency, and industry-specific knowledge required to compete successfully in regional, Off-Broadway, and Broadway contexts, and to participate effectively in the artistic and institutional practices associated with Acts Equity and the broader entertainment community. Close to New York City, the 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.

Musical Theatre, B.F.A.

HEGIS Code:1007.00

Inventory of Registered Programs Code: 45077

Program Course Requirements

Code	Course Name	Credits
Common Core		
ENG 101	English Composition 1	3
ENG 102	English Composition 2	3
LAS 100	Modern Learning	3
MAT ___	Math Competency Elective	3
SCI 213	Health and Fitness	3
SCI ___	Science Competency Elective	3
SPE ___	Communications Elective	3
	Subtotal	**21**
Additional Liberal Arts and Sciences		
THH 191	Intro to Theatre	3
THH 301 or THH 205	Theatre History and Dramaturgy or Dance History Through Film	3
THH 302	Musical Theatre History	3
	Subtotal	**9**
Theatre Content Specialty Courses		
ENSXXX	Ballet Techniques 1-4*	1
ENSXXX	Ballet Techniques 1-4*	1
ENSXXX	Jazz Dancing 1-4*	1
ENSXXX	Jazz Dancing 1-4*	1
ENSXXX	Tap Dancing 1-4*	1
ENSXXX	Tap Dancing 1-4*	1
THR 111	Stagecraft 1	3
THR 160	Voice and Diction	3
THR 121	Acting 1	3
THR 124	Acting 2	3
THR 221	Acting 3	3
THR 224	Acting 4	3
THR 261	Acting for Camera 1	3
THR 270	Stage management	3
THR 351	Acting Through Song	1
THR 370	Directing	3
THR 376	Audition Prep	1
THR 380	Costume/makeup	3
THR 412	Theatre Workshop	3
THR 425	Senior Showcase 1	3
THR 426	Senior Showcase 2	3
	Subtotal	**47**

Required Boards		
FRTB	Freshman Boards (1)	0
FRTB	Freshman Boards (2)	0
SOTB	Sophomore Boards	0
JRTB	Junior Boards	0
SRTB	Senior Boards	0
	Subtotal	**0**
Musical Theatre Component		
ENSXXX	Ballet Techniques 1-4*	1
ENSXXX	Ballet Techniques 1-4*	1
ENSXXX	Jazz Dancing 1-4*	1
ENSXXX	Jazz Dancing 1-4*	1
ENSXXX	TAP Dancing 1-4*	1
ENSXXX	TAP Dancing 1-4*	1
DAN 150	Hip Hop	2
DAN 201	Dance Ensemble 1	2
DAN 331	Contemporary/Modern Dance	2
DAN 260	Dance Topics	2
DAN 301	Dance Ensemble 2	2
DAN 334	Theatrical Dance	2
DAN 384	Advanced Theatrical Dance	2
DAN 302	Choreography 1	2
DAN 402	Choreography 2	2
ENS 310	Cabaret Ensemble	1
MUS 111	Harmony 1	3
MUS 121	Sight Singing 1	1
MUS 122	Sight Singing 2	1
MUS 123	Ear Training 1	1
THR 107	Musical Theatre 1	3
THR 207	Musical Theatre 2	3
TML 151	Voice Lessons for Theatre 1	1
TML 152	Voice Lessons for Theatre 2	1
TML 251	Voice Lessons for Theatre 3	1
TML 252	Voice Lessons for Theatre 4	1
TML 351	Voice Lessons for Theatre 5	1
TML 352	Voice Lessons for Theatre 6	1
TML 451	Voice Lessons for Theatre 7	1
TML 452	Voice Lessons for Theatre 8	1
	Subtotal	**45**
	TOTAL	**122**

Musical Theatre Program, B.F.A.

HEGIS Code:1007.00
Inventory of Registered Programs Code:45077:

Recommended Sequence of Courses

Code	Course Name	Credits
Semester 1		
TML 151	Voice Lessons for Theatre 1	1
LAS 100	Modern Learning	3
THH 191	Intro to Theatre	3
MUS 121	Sight Singing 1	1
THR 111	Stagecraft 1	3
ENS XXX	Ballet Techniques 1-4*	1
ENS XXX	Jazz Dancing 1-4*	1
THR 121	Acting 1	3
FRTB	Freshman Boards	0
	Subtotal	**16**
Semester 2		
TML 152	Voice Lessons for Theatre 2	1
ENG 101	English Composition 1	3
SPE ___	Communications Elective	3
MUS 122	Sight Singing 2	1
THR 107	Musical Theatre 1	3
ENS XXX	Ballet Techniques 1 – 4*	1
ENS XXX	Jazz Dancing 1-4*	1
THR 124	Acting 2	3
FRTB	Freshman Boards	0
	Subtotal	**16**
Semester 3		
TML 251	Voice Lessons for Theatre 3	1
ENG 102	English Composition 2	3
MUS 123	Ear Training 1	1
MUS 111	Harmony 1	3
THR 221	Acting 3	3
THR 380	Costume/Makeup	3
ENS XXX	Tap Dancing 1-4*	1
ENS XXX	Ballet Techniques 1-4*	1
	Subtotal	**16**
Semester 4		
TML 252	Voice Lessons for Theatre 4	1
THH 301 or THH 205	Theatre History and Dramaturgy or Dance History in Film	3
THR 351	Acting Through Song	1
THR 160	Voice and Diction	3
THR 224	Acting 4	3
THR 270	Stage Management	3
ENSXXX	Tap Dancing 1 – 4*	1
ENSXXX	Ballet Techniques 1-4*	1
SOTB	Sophomore Boards	0
	Subtotal	**16**
Semester 5		
TML 351	Voice Lessons for Theatre 5	1
MAT ___	Math Competency Elective	3
THR 261	Acting for Camera 1	3
ENS XXX	Jazz Dancing 1-4*	1
DAN 331	Contemporary/Modern Dance	2
ENS 310	Cabaret Ensemble	1
SCI 214	Health and Fitness	3
	Subtotal	**14**
Semester 6		
TML 352	Voice Lessons for Theatre 6	1
THH 302	Musical Theatre History	3
THR 370	Directing	3
ENS XXX	Jazz Dancing 1-4*	1
DAN 150	Hip Hop	2
DAN 201	Dance Ensemble 1	2
SCI ___	Scientific Comp. Elective	3
JRTB	Junior Boards	0
	Subtotal	**15**
Semester 7		
TML 451	Voice Lessons for Theatre 7	1
THR 425	Senior Showcase I	3
ENS XXX	Tap Dancing 1 – 4*	1
DAN 302	Choreography 1	2
DAN 301	Dance Ensemble 2	2
DAN 334	Theatrical Dance	2
THR 207	Musical Theatre 2	3
SRTB	Senior Boards	0
	Subtotal	**14**
Semester 8		
TML 452	Voice Lessons for Theatre 8	1
THR 426	Senior Showcase 2	3
ENS XXX	Tap Dancing 1-4*	1
DAN 402	Choreography 2	2
DAN 260	Dance Topics	2
DAN 384	Advanced Theatrical Dance	2
THR 412	Theatre Workshop	3
THR 376	Audition Prep	1
	Subtotal	**15**
	Total	**122**

Production Design, B.F.A.

HEGIS Code: 1099.00
Inventory of Registered Programs Code: 45103

The program in Production Design leading to the Bachelor of Fine Arts (B.F.A.) degree is designed to prepare adaptable, production-driven storytellers who possess the knowledge, skills, and abilities necessary to move ideas from concept to realization across stage, film, live events and media platforms. In developing students, the program emphasizes fluency, technical literacy, and the disciplined translation of vision into practice. Grounded in hands-on production, the curriculum fosters a holistic understanding of how designed environments are conceived, built, and delivered through collaborative storytelling, technical execution, and production management, while also developing in students the communication and leadership skills required for professional practice. The program cultivates versatile designers who balance imagination with execution, preparing graduates to contribute meaningfully across the full spectrum of contemporary entertainment production.

Production Design Students select one of following major areas of concentration:

Entertainment Technology
The Major Area of Concentration in Entertainment Technology for Production Design prepares students to work with the technical systems that support live events, theatre, and media production. Through hands-on coursework and production experience, students develop practical skills in lighting, sound design/reinforcement, video, and stage operations, while learning how these elements function together in a production environment. The major areas of concentration emphasizes safe working practices, problem-solving skills, and the use of industry-standard ools. Graduates are prepared to contribute to production teams in a range of technical roles.

Immersive Storytelling
The Major Area of Concentration in Immersive Storytelling for Production Design prepares students to design and develop narrative-driven experiences across performance, digital, and interactive environments. Through hands-on coursework and production work, students explore how story, space, and media come together to engage audiences. The program emphasizes visual storytelling, collaboration, and the use of digital tools to support creative ideas. Graduates are prepared to contribute to projects in live events, media production, and interactive design.

Production Design, B.F.A.

HEGIS Code:1099.00

Inventory of Registered Programs Code: 45103

Program Course Requirements

Code	Course Name	Credits
Common Core		
ENG 101	English Composition 1	3
ENG 102	English Composition 2	3
LAS 100	Modern Learning	3
MAT ___	Math Competency Elective	3
SCI 213	Health and Fitness	3
SCI ___	Science Competency Elective	3
SPE ___	Communications Elective	3
	Subtotal	**21**
Additional Liberal Arts and Sciences		
HIS 215 or HIS 216	History of Global Cinema or History of U.S. Cinema	3
THH 301 or THH 205	Theatre History and Dramaturgy or Dance History Through Film	3
THH 302	Musical Theatre History	3
	Subtotal	**9**
Production Design Content Specialty Courses		
THR 111	Stagecraft 1	3
THR 112	Stagecraft 2	3
THR 270	Stage Management	3
PRO 280	Scenic Design	3
THR 380	Costume Design/Makeup	3
PRO 382	Computer Assisted Drafting	3
AUD 150	Audio for Media Production	3
FLM 131	Television Production	3
FLM 301	Producing	3
CCP 210	Branding the Creative Professional	3
MUB 302	Concert Production and Promotion	3
PRO 257	Live Event Management	3
PRO 245	Live Event Photography	3
PRO 250	Story Structure	3
PRO 355	Carpentry/Rigging	3
PRO 388	Show Lighting	3
	Subtotal	**48**
General Electives		
_____	General Elective	3
_____	General Elective	3
_____	General Elective	3
_____	General Elective	3
_____	General Elective	3
_____	General Elective	3
	Subtotal	**18**
Entertainment Technology Concentration		
AUD 203	Introduction to Live Sound	3
AUD 314	Live Sound Design	3
PRO 383	Advanced Scenic Design	3
PRO 484	Advanced Show Lighting	3
PRO 410	Live Event Video	3
PRO 420	Technical Direction	3
PRO 481	Rendering for the Stage	3
PRO 425	Senior Project	3
	Subtotal	**24**
Immersive Storytelling Concentration		
DDA 180	Digital Media Arts: Design	3
DDA 365	Projection Mapping	3
PRO 383	Advanced Scenic Design	3
PRO 386	Costume Design	3
PRO 395	Scenic Painting	3
PRO 425	Senior Project	3
THR 370 or FLM 371	Directing or Directing for Film and TV	3
FLM 204 or FLM 304	Scriptwriting or Screenwriting	3
	Subtotal	**24**
	TOTAL	**120**

Production Design Program, B.F.A.

HEGIS Code:1099.00
Inventory of Registered Programs Code:45103

Entertainment Technology Major Area of Concentration

Recommended Sequence of Courses

Code	Course Name	Credits
Semester 1		
ENG 101	English Composition 1	3
HIS 215 or	Global Cinema or	3
HIS 216	U.S. Cinema	
LAS 100	Modern Learning	3
THR 111	Stagecraft 1	3
FLM 131	Television Production	3
	Subtotal	**15**
Semester 2		
ENG 102	English Composition 2	3
SPE ___	Communications Elective	3
THR 112	Stagecraft 2	3
AUD 150	Audio for Media Production	3
SCI 213	Health and Fitness	3
	Subtotal	**15**
Semester 3		
MAT ____	Math Competency Elective	3
_____	General Elective	3
PRO 280	Scenic Design	3
PRO 388	Show Lighting	3
THR 380	Costume Design/Makeup	3
	Subtotal	**15**
Semester 4		
THH 302	Musical Theatre History	3
PRO 250	Story Structure	3
THR 270	Stage Management	3
PRO 382	Computer Assisted Drafting	3
AUD 203	Introduction to Live Sound	3
	Subtotal	**15**
Semester 5		
AUD 314	Live Sound Design	3
PRO 355	Carpentry/Rigging	3
FLM 301	Producing	3
PRO 484	Advanced Show Lighting	3
PRO 383	Advanced Set Design	3
	Subtotal	**15**
Semester 6		
MUB 302	Concert Production and Promotion	3
THH 301	Theatre History and Dramaturgy	3
PRO 245	Live Event Photography	3
PRO 481	Rendering the Stage	3
_____	General Elective	3
	Subtotal	**15**
Semester 7		
SCI ___	Science Elective	3
PRO 410	Live Event Video	3
PRO 420	Technical Direction	3
_____	General Elective	3
_____	General Elective	3
	Subtotal	**15**
Semester 8		
CCP 210	Branding the Creative Professional	3
PRO 257	Live Event Management	3
PRO 425	Senior Project	3
_____	General Elective	3
_____	General Elective	3
	Subtotal	**15**
	Total	**120**

Production Design Program, B.F.A.

HEGIS Code:1099.00
Inventory of Registered Programs Code:45103

Immersive Storytelling Major Area of Concentration

Recommended Sequence of Courses

Code	Course Name	Credits
Semester 1		
ENG 101	English Composition 1	3
HIS 215 or	Global Cinema or	3
HIS 216	U.S. Cinema	
LAS 100	Modern Learning	3
THR 111	Stagecraft 1	3
FLM 131	Television Production	3
	Subtotal	**15**
Semester 2		
ENG 102	English Composition 2	3
SPE ___	Communications Elective	3
THR 112	Stagecraft 2	3
AUD 150	Audio for Media Production	3
SCI 213	Health and Fitness	3
	Subtotal	**15**
Semester 3		
MAT ____	Math Competency Elective	3
DDA 180	Digital Media Arts: Design	3
PRO 280	Scenic Design	3
PRO 388	Show Lighting	3
THR 380	Costume Design/Makeup	3
	Subtotal	**15**
Semester 4		
THH 302	Musical Theatre History	3
PRO 250	Story Structure	3
THR 270	Stage Management	3
PRO 382	Computer Assisted Drafting	3
_____	General Elective	3
	Subtotal	**15**
Semester 5		
FLM 204 or	Scriptwriting or	3
FLM 304	Screenwriting	
PRO 355	Carpentry/Rigging	3
FLM 301	Producing	3
PRO 395	Scenic Painting	3
PRO 383	Advanced Set Design	3
	Subtotal	**15**
Semester 6		
MUB 302	Concert Production and Promotion	3
THH 301	Theatre History and Dramaturgy	3
PRO 245	Live Event Photography	3
THR 370 or	Directing or Direction for	3
FLM 371	Film and TV	
_____	General Elective	3
	Subtotal	**15**
Semester 7		
SCI ___	Science Elective	3
DDA 365	Projection Mapping	3
PRO 386	Costume Design	3
_____	General Elective	3
_____	General Elective	3
	Subtotal	**15**
Semester 8		
CCP 210	Branding the Creative Professional	3
PRO 257	Live Event Management	3
PRO 425	Senior Project	3
_____	General Elective	3
_____	General Elective	3
	Subtotal	**15**
	Total	**120**

GRADUATE DEGREE PROGRAMS

Master of Music (M.M.)

Degree Requirements

The Master of Music Degree (M.M.), is offered in Music History and Performance. 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, 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 Performance or Music History. 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 Performance or Music History 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. Credits earned with a grade below "B" will not be accepted for transfer credit.

Admissions Standards

All candidates for admission into the M.M. degree must submit the following for review and approval by the Graduate Academic Standards Committee:

- 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 discussing your goals, values, and accomplishments
- Audition
- 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. This is a closed book exam. The comprehensive exam consists of two parts: a written exam (each portion is two 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.

MM comprehensive exams will take place in the final four weeks of the last semester of enrollment, but before finals week. Arrangements should be made ahead of time to schedule the exams. Contact the Coordinator of Graduate Studies at the beginning of the semester in which the exams will take place to secure the dates and coordinate the area of study for the exams and the faculty members who will provide the questions.

Each exam will be written and graded for each student by a committee of faculty members who have taught the student during their master's degree course of study. The committee will consist of the major-area professor, one music theory professor, and one musicology professor. Students are welcome to approach committee members for clarification and guidance on areas of study and research in preparation for the exam. Students must fill out a *Request for Authority for MM Comprehensive exams* form (found in the music department office, on Canvas, or by contacting the Coordinator of Graduate Music Studies). Study guides and rubrics are also available by contacting the Coordinator of Graduate Music Studies. Students who require accommodations must present their letter of accommodations with the *Request for Authority for MM Comprehensive exams* form so proper arrangements can be made.

Written examination:
The written exam will consist of three sections: the major area of study, music theory, and musicology. 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. The literature from their graduate recital will be one of the areas of the examination for MM in performance students. MM Vocal Performance students will be expected to translate the lyrics of an art song from a language of their choice into English. MM in music history students should expect to be tested on their thesis material.

Effective Fall of 2025 all MM in Music History students must pass a language exam that tests reading knowledge in a language other than English with texts related to music. The exam will be administered at the end of the first semester of enrollment and students can retake the exam if needed, only once per semester.

Students should concentrate on mastering the grammar and syntax necessary to accurately interpret written passages, as well as building a strong vocabulary. Daily reading practice using musicological texts, journal articles, scholarly essays, and song texts in the target language is recommended. Since the exam may include excerpts from song lyrics or opera libretti, students should familiarize themselves with poetic language and translation nuances in addition to academic writing. Using tools like dictionaries and digital translation platforms to verify understanding of complex sentences can aid in this preparation.

Equally important is the acquisition of specialized music-related vocabulary in the foreign language. Students should focus on learning key terms related to music history, theory, and analysis as these will likely appear in the exam readings. Exposure to program notes, articles on composers, reviews of performances, and translations of song texts or opera libretti in the foreign language will provide a well-rounded understanding of the scholarly language typically used. Practice translating or summarizing these texts, especially those related to music, to improve both speed and accuracy. By concentrating on reading comprehension and developing a strong command of music-specific language, including the interpretation of song texts, students will be well-prepared for the exam.

Oral examination:
The oral exam will consist of questions developed by committee members after grading 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 during finals week. Students must coordinate with the Coordinator of Graduate Music Studies 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.

The oral examination is a Pass/Fail exam. Students who fail the oral examination must re-sit the entire examination in a subsequent semester.

Recitals/Projects

The Master of Music Program requires performance 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.

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.

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 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

Candidates are expected to perform two selections of contrasting style and tempo including scales, arpeggios, chords (when applicable), a technical study or etude. All candidates will be asked to sight sing as part of the Theory Placement exam.

Vocal

Technique: Standard vocalizes that demonstrate the singer's range and technical facility. Optional Improvisation: (Jazz specialists) Improvisation over blues changes with a specific groove.

Repertoire: Two memorized selections of contrasting style and tempo that best represent the singer's stylistic abilities, technique, and stage presence. Two genres preferred. *Sheet music* is required for both selections and will be performed with live accompaniment.

Sight Reading: At least two examples of music will be provided for sight reading.

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 high level of technique and potential for advancement.

Repertoire: Two selections in contrasting styles are required, which will demonstrate technical ability, tone quality, musicality, and sense of style. Copies of the music are required. If an accompanist is required, please provide copies of the score before the audition.

Sight reading: At least two examples of music will be provided for sight reading.

Piano, Woodwinds, Brass:

Applicants should be prepared to:
-Play two Jazz/Commercial music selections OR
-Play two contrasting classical selections OR
-Play one Jazz/Commercial selection and one classical selection

Guitar, Bass:

Applicants may audition on an electric or acoustic instrument, and should be prepared to:
-Play two Jazz/Commercial music selections OR
-Play two contrasting classical selections OR
-Play one Jazz/Commercial selection and one classical selection

Percussion:

Percussion applicants should be prepared to:
-Play two drum set selections in contrasting styles. OR
-Play 2 contrasting percussion selections (i.e. snare and mallets) OR
-Play one percussion selection and one drum set selection.

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

Theory Placement Exam

All students are expected to take a Graduate Music Theory placement exam, preferably at the time of the audition. The exam lasts 1 hour and includes listening examples and a jazz portion for those wanting to focus on jazz studies. Students who score less than 75% are required to

take MUS530 Graduate Music Theory Review course prior to taking any theory courses.

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 PreK-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, an is reviewed and approved by the Graduate Academic Standards Committee:

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 personal statement discussing your goals, values, and accomplishments.
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.

Audition Requirements

Candidates are expected to perform two musical selections in the style of music that best represents their interest and musical ability. All Candidates will be asked to sight sing as part of the Theory Placement exam.

Vocal

Repertoire: Two contrasting musical selections that best represent the singer's stylistic abilities, technique, and stage presence. *Copies of the music* are required and will be performed with live accompaniment.

Sight reading: At least two examples of music will be provided for sight reading.

Instrumental

Repertoire: Two contrasting musical selections that best represent the performer's technical ability, tone quality, musicality, and sense of style. *Copies of the music* are required. If an accompanist is required, please provide copies of the score before the audition.

Sight reading: At least two examples of music will be provided for sight reading.

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

Theory Placement Exam

All students are expected to take a Graduate Music Theory placement exam, preferably at the time of the audition. The exam lasts 1 hour and includes listening examples and a jazz portion for those wanting to focus on jazz studies. Students who score less than 75% are required to take MUS530 Graduate Music Theory Review course prior to taking any theory courses.

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
MUS/EDU	Music Technology Elective……	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**

Music Education Program Leading to the Master of Arts in Teaching (M.A.T.) Degree

HEGIS Code: 0832.00 Inventory of Registered Program Code: 42795

Program Overview

The Master of Arts in Teaching in Music Education leading to both Initial and Professional Teacher Certification 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 eligibility to sit for the New York State Initial Certification exams in Music PreK-12, and also leads to Professional Certification upon completion of other certification requirements. 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.

Additional Admission Standards

All applicants for admission are required to 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, and are reviewed and approved by the Graduate Academic Standards Comittee:

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. A diagnostic exam in music theory, sight singing, ear training, and keyboard (equivalent to the fourth semester undergraduate exams) will be given at the time of the audition to ensure students have sufficient musical competencies. Students who need additional work in keyboard skills may take MUE 586 Keyboard Graduate Prep Methods to improve their skills in order to pass the Keyboard Qualifying Exam. Any deficiencies in a candidate's exams can be addressed through remedial course work offered the semester prior to matriculation.
8. Applicants for whom English is a second language submit official score results from the Test for English as a Foreign Language (TOEFL) must be submitted. The cut-off score is 79.
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. All Candidates will be asked to sight sing as part of the Theory Placement exam.

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 70 days of supervised student teaching comprised of two placements: one at the elementary level and one at the secondary level. Prior to being approved for Student Teaching, students must complete 100 hours of required observations, and 10 hours of community service per semester with an approved professional music education organization.

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

MUE 518A	Elementary Music Education Methods……	3
MUE 519A	Secondary Music Education Methods……	3
EDU 720	Teaching Practicum……	2
EDU 721	Student Teaching……	9
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	**23-30**

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: 44+

Recommended Sequence of Courses

Semester 1

MUE 518A	Elementary Music Ed Methods……	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

MUE 519A	Secondary Music Ed Methods……	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……	9
	Total	**9**

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. Typically, this is demonstrated by completion of college-level courses in Audio Recording Technology equivalent to the 24 credit Audio Recording Technology Concentration offer by Five Towns College. In rare cases, significant industry-level experience representing at least eight years of full-time work in audio recording technology may be accepted in lieu of this requirement. 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 discussing your goals, values, and accomplishments
- Undergraduate Transcript.
- An interview that demonstrates competencies in audio equipment, console signal flow, microphone categories and techniques, and DAW software.

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.)

Through its Graduate Division, the College 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 Master's 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 **Music Performance** Program must submit the following for review and approval by the Graduate Academic Standards Committee:

- 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)
- 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 (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 for review and approval by the Graduate Academic Standards Committee:

- 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.

Theory Placement Exam

All D.M.A. students are expected to take a Graduate Music Theory placement exam, preferably at the time of the audition. The exam lasts 1 hour and includes listening examples and a jazz portion for those wanting to focus on jazz studies. Students who score less than 75% are required to take MUS 530 Graduate Music Theory Review course prior to taking any theory courses.

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 the Library/Learning Resource Center and to 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 Coordinator of Graduate Music 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.

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 or a combination of solo and collaborative works, as long as the focus remains on the D.M.A. candidate. 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. An additional copy of the dissertation is given to an outside reader who has no knowledge of the student's dissertation process to ensure an unbiased viewpoint.

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.

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 650	Qualitative & Quantitative Methods 1.....	3
EDU 652	Doctoral Seminar 1.....	3
MUH ___	Music History Elective 500 -800 Level *(1-4)*..	9
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.....

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 650	Qualitative & Quantitative Methods 1.....	3
EDU 652	Doctoral Seminar 1.....	3
MUH ___	Music History Elective 500 -800 Level *(1-4)*..	9
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 750	Quantitative Methods II.....	3
EDU 752	Qualitative Methods II.....	3
	Total Major Area Credits	**18**
MUS ___	Music Elective 500 – 800 Level.....	12
	Total Electives	**12**

Course Descriptions

All of the courses offered by the College are described below. The recommended sequence of courses for each program typically indicate which courses are offered for the Fall semester (I, III, V, VII) and for the Spring semester (II, IV, VI, VIII). The College reserves the right to cancel any elective course for which there is insufficient registration.

Course Numbering System

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

Undergraduate Courses

Remedial and Developmental Courses

000 level courses are remedial or developmental in nature, and are designed to provide a basic foundation for college-level work. Typically, students in 000 level courses are required to successfully complete these courses as a condition of continued matriculation. They are not, however, typically a basis for conditional admission. Students pursuing courses at this level are fully matriculated students. 000 level courses typically are designed to remediate identified weaknesses in reading, writing, mathematics and English language arts. Special conditions apply when students seek financial aid in support of these classes. Students receiving financial aid should consult with the Financial Aid Office before registering for a 000-level course. 000 level courses typically carry equated credits – credits which apply for all purposes except graduation. Courses which carry equated credits are designated with an * prior to the number of credit hours (i.e., Credit Hours: *3)

Lower Division Courses

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

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

200 level courses explore a narrow field or topic within a broader discipline. Prior content knowledge of the broader discipline may be helpful, but is not a prerequisite for student understanding and success. Research assignments and oral presentations may be included in 200 level courses with greater frequency than might be observed in 100 level courses; but if they are present, such tasks are generally characterized by greater faculty guidance than would be present in upper-level 300 and 400 level courses.

Upper Division Courses

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

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

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

Graduate and Doctoral Courses

Students who have been accepted for matriculation into a graduate degree or doctoral degree program, or who have special permission, may be classified as graduate or doctoral students eligible to register for graduate or doctoral courses. Typically, graduate students must have first earned an undergraduate degree before enrolling in graduate level courses.

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

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

800 level courses are only open to doctoral degree students and candidates.

Art History Courses

ART 101 - History of Art **Credits:** 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
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
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
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
Prerequisite: ENG 102
Exploration of the ways of looking at and understanding works of art in the fields of painting, sculpture, architecture, and photography. Consideration of the relationships between these arts and society at large.

Audio Recording Technology Courses

AUD 100 – Digital Music Production **Credits:** 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 103 – Audio Recording Procedures **Credits:** 3

Study of acoustic theory and practical application of recording studio signal flow. Students will participate in a hands-on environment that covers topics such as microphone characteristics and techniques, as well as using a Digital Audio Workstation (DAW) with basic effects processing. Practical application of studio procedures in actual recording & mixing situations. Development of skills on recording consoles and digital recording formats.

AUD 150 - Audio for Media Productions **Credits:3**
3Introduction 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 digital audio equipment and editing software common to all fields of communication.

AUD 201 - Recording Studio Operations **Credits:** 3
Prerequisite: AUD 103 **Class Hours:** 3 **Lab Hours:** 1
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
Prerequisites: AUD 201 **Class Hours:** 3 **Lab Hours:** 1
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 203 – Introduction to Live Sound **Credits:** 3
An introduction to the foundation in live sound audio engineering for concerts, theatrical productions, and special events. Students will learn the fundamentals of sound theory, signal flow, and audio equipment, including microphones, mixing consoles (both analog and digital), speakers, monitors, and basic outboard processing equipment. Emphasis is placed on proper setup, gain staging, microphone selection and placement, and creating clear, balanced mixes in live environments.

AUD 303 - MIDI Applications **Credits:** 3
Prerequisite: AUD 203
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
Prerequisite: AUD 203 **Class Hours:** 3 **Lab Hours:** 1
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
Prerequisite: AUD 203
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**
Prerequisites: AUD 203 or AUD 150
An in-depth study into the world of live sound design. The technical aspects of front of house mixing, stage monitor mixing, and small PA mixing as it pertains to musicals, concerts and theatrical plays. A scientific approach to room design and its relationship to frequency response. The methodology of sound reinforcement, live sound signal flow, live sound equipment, and stage layout. Emphasis on microphone, speaker selection and placement, sound effect design, and the role of sound to clarify and heighten the listening experience.

AUD 401 - Audio/Video Post- Production **Credits: 3**
Prerequisites: AUD 203
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
Prerequisites: AUD 203
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**
Prerequisites: AUD 203
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 405 Live Concert Sound Production **Credits:3**
Prerequisite: AUD 314
An in-depth exploration of live concert sound production, focusing on essential skills for setting up and managing sound for medium-sized concert stages. The fundamentals of stage mixing, equipment setup, and advanced audio console techniques used in professional live sound environments. The development of technical proficiencies to handle various live sound scenarios, including troubleshooting, signal flow, microphone placement, stage monitoring, and working with large-format digital mixing consoles.

AUD 411 - Video for Audio Production **Credits: 3**
Prerequisites: AUD 203
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 531 Audio Electronics Application **Credits:** 3
The concepts and techniques of various electronic technologies are fundamental to many audio productions. Students will be given practicum experience in wiring of studio/audio environments, as well as, high-end audio installation. Exploration of digital audio networking, A/V conference systems design and installation, preparation of power supplies, operational amplifiers, analog and digital signal transmission, and the explanation and design of audio systems using MADI, CAT 5, CAT 6, AVB, Dante, RedNet, CobraNet, and EtherSound.

AUD 541 Acoustic Sound Design **Credits:** 3
Study of acoustic room design and waveform behaviors in both open and enclosed spaces. Study of effects of various materials utilized in studios and performance environments to control sound pressure waves. The creation of acoustic treatments for absorption, reflection, and diffusion. Studio design concepts of project studios, performance spaces, and focused attention on professional recording and mixing studios.

AUD 561 Music Production **Credits:** 3
A demonstration of professional music production skills from recording commencement to final mixdown. Applicants will produce recorded music throughout the course with advanced recording techniques. Explore cutting-edge song arrangement procedures to complete a final extended play mixdown. This course is designed to prepared each applicant for the Pro Tools Expert certification.

AUD 571 Video Game Sound Production I **Credits:** 3
Study of production techniques within the video game environment. Synchronization of audio and on-screen animation. Creating and insertion of sound effects, voice ADR, and the art Foley design. Final mixdown procedure for stereo and multi-channel sessions specifically in video game production.

AUD 581 Live Sound Capstone 1 **Credits:** 3
Prepare the students to design and run a high-quality live musical performance. To plot the stage and create console scenes for the stage miking and the mixing of monitors and FOH of a show. To evaluate the need for dynamic and time-based FX for sound enhancement. Prepare the room and show attendees for a professional listening experience

AUD 601 Audio Restoration **Credits:** 3
Students will learn how to transfer audio from legacy recording systems to current digital formats. A focus is given to "cleaning" audio that will cover noise, hum, hiss, clicks, and crackle removal. Utilizing spectral analysis, participants will identify and repair audio to its original frequency response. Students will develop the listen and technical skill to restore sound files to their original quality with an emphasis on music rebalance and spectral renovation.

AUD 621 A Virtual Reality Spatial Audio **Credits:** 3
An extensive course into multi-channel and spatial sound. The course will concentrate on the recording and mixing of 3D sound. The HRTF and the characteristic of perception of space and direction will be expounded and employed in recording and mixing projects. Students will be shown how to create a 3D sound field and incorporate vector-based and multiple-directional amplitude panning to place a listener inside an artificial aural location.

AUD 631 Mastering **Credits:** 3
This course will prepare the student for a career in mastering of a professional audio production by using critical listening and audio sound modifying tools. It will cover the components of sound and the in-depth explanation of the methods to manipulate files. It will address the current industry level and the practices of bringing project to high fidelity and proper file format.

AUD 672 Video Game Sound Production II **Credits:** 3
As a continuation of Video Game Sound Production I, this course will prepare the applicant to place sound FX, dialog, and music in a video game. The capstone project will consist of multilayered audio mixes triggered at synchronized gameplay locations. This course will conclude with a Pro Tools gaming audio certification.

AUD 682 Live Sound Show Production II **Credits:** 3
A continuation of Live Sound Show Production I, where students will submit and run a live sound performance and multitrack recording capstone project. The capstone project will consist of a three-song performance. This concert will be show designed throughout the semester, rehearsed, and culminate in an end-of-the-semester extravaganza. Each performance will incorporate musical performance, audio, lighting, and multimedia applications.

Business and Marketing Courses

BUS 100 – Creative Business Practices **Credits:** 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
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
Prerequisites: BUS 101
Accounting for specialized commercial and industrial activities, including partnerships and corporation accounting. Decision making, income taxes, consolidated statements, computerized accounting, and electronic spreadsheets.

BUS 103 – Introduction to Entrepreneurship **Credits:** 3
This introductory course opens with the practice of entrepreneurship and follows through with the development of an entrepreneurial mindset. The course starts out with an exploration of which students are entrepreneurial and innovative individuals and proceeds to explore the contexts in which they plan to live and work. By bringing together personal goals and aspirations, and linking them to professional areas of interest, the course will guide students towards the identification of entrepreneurial opportunities. Also, students will develop innovative solutions (products or services) in an area of their interest. The course will be highly interactive, collaborative and experiential in nature, and will conclude with a "demo day" where all student teams will present their entrepreneurial innovations to one another.

BUS 111 - Business Organization and Management **Credits:** 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
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
Prerequisites: BUS 121
Legal aspects of business operations; partnerships, corporations, and related business organizations. Their formation, operation, and dissolution. Basic principles of personal property, bailments, sales, security devices, real property, estates, and bankruptcy.

BUS 151 - Business Communication **Credits:** 3
Prerequisite: ENG101
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 175/MAC 175 – Intro to Social Media Marketing **Credits:** 3
In this course, students will learn about the growing opportunities for jobs in social media and start to develop the skills they will need to work professionally in this fast paced, changing industry.

BUS 203 – Entertainment and Sports Marketing **Credits:** 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
Prerequisites: BUS 102
Fundamental accounting principles and practices applied to the managerial decision-making process within an organization. Topics include cost-volume-profit analysis, budgeting, control and performance evaluation, and product costing. Practical business problems will be used to illustrate current techniques.

BUS 211 - Principles of Management **Credits:** 3
Prerequisites: BUS 111
Principles of Management as they relate to the planning, organization, leading, controlling and evaluation of management activities. Case studies and problems are used to analyze management problems. Both classical and current theories of management are explored.

BUS 220 - Sports Management **Credits:** 3
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
Prerequisites: BUS 111
Gives the student a framework for evaluating the societal and environmental impact of business decisions and for choosing the best ethical approach to solving business problems.

BUS 241 - Principles of Marketing **Credits:** 3
Prerequisites: BUS 111
This course is designed to engage students and provide the frameworks, concepts, and approaches to decision making to ensure comprehensive understanding of the marketing of goods and services in a global economy. Attention is directed toward understanding the critical role marketing plays within the organization. Emphasis is placed on the basic marketing premise that customer needs must be satisfied in order to achieve company objectives. The student gains insights in the strategic planning process, the four components of the Marketing Mix-Product, Price, Distribution and Promotion and create their own marketing plan.

BUS 242 - Professional Selling and Sales Management **Credits:** 3
Prerequisites: BUS 111
Techniques of industrial and retail salesmanship; demonstration and analysis of products, determination of customer needs and motivations. Organization, presentation and evaluation of sales talks and promotions; handling objections; closing strategies and personal qualifications for effective selling.

BUS 243 - Retailing Strategy **Credits:** 3
Prerequisites: BUS 111 - Business
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
Prerequisites: BUS 111
Fundamental principles, techniques, and procedures used in modern advertising. Product identification, media selection, layout and copywriting, research, space and time purchasing. Role of the advertising agency; campaign planning, organization, and management.

BUS 245 – Digital Marketing **Credits:** 3
Prerequisite: BUS 111, MAC 101, or IMA 110
Focuses on developing real-world digital marketing skills that can be used in a wide variety of business applications. Drawing from the multitude of mostly-free Digital Marketing tools available, student learn Wix Website Development, Content Marketing, Search-Engine Optimization (SEO), Content Creation, Digital Analytics, E-mail marketing, Multi-channel Marketing, integration of Artificial Intelligence, and other developing Digital Marketing technologies. Upon completion of this course, students will have a solid foundation of up-to-date skills to create, execute, and assess a professional Digital Marketing Plan.

BUS 246 - Consumer Behavior **Credits:** 3
Prerequisites: BUS 111
A study of theory and practice of consumer behavior. Concepts and findings from the fields of sociology, psychology, social psychology, and economics, bearing upon buyer behavior are considered. The importance of consumer research as a prerequisite to marketing decisions. The elements of consumer decision processes.

BUS 251 - Principles of Finance **Credits:** 3
Prerequisites: BUS 101
An introduction to the principles and methods of financing with emphasis upon monetary policy and bank management. Topics studied include public and private finance, money and banking, capital management, business financing, securities markets, government finance, consumer credit, and interest rates.

BUS 275 - Social Media Concepts and Practice **Credits:** 3
Social Media, along with its internet umbrella Digital Marketing, has become a driving force in business communications. However, when it comes to Social Media, many communications practitioners don't know where to begin. This course educates students in Social Media concepts, practice, analysis, and overall implementation as applied to online marketing. It is designed to teach the basics of content creation as well as the diversified post-writing strategies designed to maximize Social Media efforts for a variety of social platforms. Students will learn how to support their post writing with valuable keywords, hashtags, alt-text, and other strategies to reach and engage target audiences. Upon completion of this course, students will have created and posted communication posts directed to specified target markets on a variety of social media platforms, aided by Artificial Intelligence tools that we learn about, using efficiency and maximization tools also taught in this course.

BUS 283/MAC 280 – Digital Media Art: Design **Credits:** 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.

BUS 306 - Management Information Systems **Credits:** 3

Prerequisites: COM 101

Examines the development, evolution and applications of Management Information Systems as well as the impact the information revolution has had and continues to have on business and society. Business related software as well as computer application programs including word processing, spreadsheets, and presentation software will be examined. Integration of the Internet with these applications will also be explored. Past, present and future proposed practices and perspectives will be presented and demonstrated through text, media, projects and assignments.

BUS 307 - E-Commerce **Credits:** 3

Prerequisites: BUS 241

Advanced study of business on the Internet. Strategies for Internet marketing, sales and promotion. Analysis of legal and ethical issues as well as security concerns. Development of business plans to implement E-Commerce.

BUS 310 - Management Theory and Practice **Credits:** 3

Prerequisites: BUS 211

Application of advanced managerial techniques, methods and strategies designed to increase production, quality and job satisfaction.

BUS 311 - Human Resource Management **Credits:** 3

Prerequisites: BUS 211

Focus on major employee challenges and concerns within a business. Policies, procedures, developing practices in employment hiring, training, staffing, and managing employees that companies must use in order to remain competitive within their industry. We focus our attention in this area because understanding how organizations can gain sustainable competitive advantage through people (human resources) is a challenging practice. The terms human resources, human capital, intellectual capital and talent imply that it is people who drive the performance of their organizations along with other resources such as money, materials, and information. A blend of behavioral science with traditional employee and labor relations philosophies are studied. Effective ways to deal with problems in communication, leadership, discipline, performance, and compensations are identified.

BUS 312 - Organizational Behavior **Credits:** 3

Prerequisites: BUS 211

Focus upon human behavior within organizations, both formal and informal, including such topics as: motivation, communication, leadership, implementing change and organizational development.

BUS/MAC 315 – Influencer Marketing **Credits:** 3

Cross-Listed Course. See, Course Description MAC 315

Prerequisites: BUS 275

Whether it's beauty, fashion, sports, travel or another topic, many people want to "Be an Influencer". But while some influencers make it look easy, it's a lot harder to get your social media content to pay your bills, let alone make you rich. This course delves into the strategies people can use to create a following and monetize their content. It also looks into the other side of the equation: how companies can use influencers to promote their businesses or services. This course may interest you if you're interested in content creation, public relations, brand management, marketing, or navigating the influencer industry.

BUS 318 - International Business **Credits:** 3

Prerequisites: BUS 241

Study of the language, practices, and distinctions of international business, including analysis of major international political contexts and economic forces that affect global markets and international trade.

BUS 330 - Sports Facilities and Event Management **Credits:** 3

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

Prerequisites: BUS 241

Developing corporate public relations policies. Communications between a firm and its various constituents, including personnel, consumers, community, stockholders, government, and the media. Factors such as ecology, politics, ethics, and social concerns are explored.

BUS 375 - Social Media Marketing **Credits:** 3

Prerequisites: BUS 275

Building on the skills learned in *Social Media Concepts & Principles*, this course focuses on developing social media marketing plans suitable for a wide variety of business applications. Students dive deeper into market segregation, market research, target marketing, and social media metrics. We examine social media advertising campaigns and post-boosting as well as additional organic promotion methodology. The course investigates additional monetization opportunities across a variety of social media platforms using various types of content and strategies. The class further teaches valuable skills and processes for gaining and managing clients in the social media universe and includes preparing a professional multi-media presentation for client presentations. Upon completion of this course, students will have a solid foundation of skills to create, execute, scale, and assess the effectiveness of social marketing campaigns.

BUS 450 – Project Management **Credits:** 3

Prerequisites: BUS 211

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

Prerequisites: BUS 241

Special study or original research of selected business problems and policies. The decision-making process is used to systematically examine areas of business such as marketing, management, finance, law, advertising, public relations, mass communication and information systems.

MKT 330 - Market Research **Credits: 3**

Prerequisites: BUS241

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

Prerequisite: BUS 241

Principles, methods, policies, and strategies are explored in the specialized role of a services marketer. Current examples and data are analyzed from several industries within the service economy to understand the competitive advantage for companies that market both services and tangible products. Current issues in the marketing of services such as ethical misconduct, sustainability, technology, and the global market are addressed. Students will have the opportunity to develop leadership skills while completing a marketing audit study and creating a customer retention program for a business.

MKT 420 - Marketing Strategy and Analytics **Credits:** 3

Prerequisites: BUS 241

This course aims to cover topics in Marketing Analytics, an important decision-making strategy for companies' marketing and merchandising divisions. Topics covered in this course include market segmentation, marketing mix analysis, product bundle organization, and social network analysis.

College and Career Preparation Courses

CCP 023 - College Communication Skills **Credits:** *3

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.

CCP203 – Internship – Court Reporting **Credit:3**

Prerequisite: CRT 204

After the student reaches a competency level of 180 words per minute in testimony (Q&A), he/she must complete an on-the-job training internship program. This involves spending at least 45 verified hours outside the classroom at court, hearings, or reporting agencies with acceptable transcripts submitted to the instructor on actual reporting sessions. The student will learn major aspects of the reporting field through practical observations of courtroom and administrative procedures, jury and non-jury trials, pre-trial examinations, and actual reporter duties. The classroom component consists of 30 hours of lecture and oral reports by students of their experiences during the internship. Assignments of outside reading on matters of professional and topical importance will be assigned, and students will be required to report on these during the classroom sessions.

CCP 210 - Branding the Creative Professional **Credits:** 3

Creative professionals face a myriad of challenges when entering the professional workplace. This course is designed to assist all creative students in developing a personal brand identity which supports the unique personalized goals of a creative professional. Students will begin by thinking deeply about what makes them unique. From this exploration, students will generate a personalized visual branding statement and marketing plan, which supports their unique qualities. Based on these plans, students will evaluate the strongest promotional outlets to let their personal brand shine in a traditional, freelance, and entrepreneurship settings. Upon completion of this course, students will possess the confidence to showcase their unique talents, portfolios, or reels to prospective clients and/or employers.

CCP 471 - Internship 1 **Credits:** 3

Prerequisites: Completion of 87 credits; 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 472 - Internship 2 **Credits:** 3
Prerequisites: *CCP 471 – Internship 1; 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 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.*
A semester-long cooperative education opportunity working within industry. Requires a 40-hour work week at an approved employer for not less than 14 weeks plus final evaluation during exam week.

Computer Business Applications Courses

COM 101 - Computers in Business **Credits:** 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 310 – Spreadsheet Modeling and Simulations **Credits:** 3
Prerequisite: COM101
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.

Court Reporting Courses

CAT 116 – Judicial Tech./Computer Assisted Transcription **Credits:** 3
This is a course designed to provide students with a personal dictionary that accurately matches their writing style. Students will key material into the steno machine, and then through the use of the read, translate and edit processes of the computer assisted translation software, students will be able to define, untranslate and add them to their dictionary.

CRT 100 - Court Reporting Machine Shorthand Theory **Credits:** 6
This course provides the student with knowledge of basic machine shorthand theory. The basic principles of writing words and a study of phonetic sounds are stressed. The computer compatible system is used.

CRT101 - Court Reporting I **Credits:** 6
Machine Shorthand Theory and Speedbuilding
Prerequisite: CRT100
This segment of the curriculum gradually builds speed in taking dictation from 50 words per minute to 70 words per minute. Emphasis is placed on correct techniques for taking dictation and reading back notes. Dictation is given in the following areas: Q&A (two-voice testimony), Literary, and Jury Charge. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly and containing at least 95 percent accuracy.

CRT102 - Court Reporting II **Credits:** 6
Machine Shorthand Theory and Speedbuilding
Prerequisite: CRT 101
This segment of the curriculum gradually builds speed in taking dictation from 90 words per minute to 110 words per minute. Emphasis is placed on correct techniques for taking dictation and reading back notes. Dictation is given in the following areas: Q&A (two-voice testimony), Literary, and Jury Charge. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly and containing at least 95 percent accuracy.

CRT 103 Court Reporting Machine Shorthand Theory **Credits:3**
This course provides the student with knowledge of basic machine shorthand theory, and it encompasses the first half of the Realtime Theory textbook. The basic principles of writing words and a study of phonetic sounds are stressed along with speedbuilding in the area of lower levels of speed, i.e., 20 and 30 words per minute. The computer compatible system is used.

CRT 104 Court Reporting Machine Shorthand Theory **Credits:3**
This course provides the student with knowledge of basic machine shorthand theory, and it encompasses the second half of the Realtime Theory textbook. The basic principles of writing words and a study of phonetic sounds are stressed along with speed building in the area of lower levels of speed, i.e., 20 and 30 words per minute. The computer compatible system is used.

CRT 203 - Court Reporting III **Credits:** 6
Machine Shorthand Theory and Speedbuilding
Prerequisite: CRT102
This segment of the curriculum gradually builds speed in taking dictation from 130 words per minute to 150 words per minute. Emphasis is placed on correct techniques for taking dictation and reading back notes. Dictation is given in the following areas: Q&A (two-voice testimony), Literary, and Jury Charge. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly and containing at least 95 percent accuracy.

CRT 204 - Court Reporting IV **Credits:6**
Machine Shorthand Theory and Speedbuilding
Prerequisite: CRT203
This segment of the curriculum gradually builds speed in taking dictation from 170 words per minute to 190 words per minute. Emphasis is placed on correct techniques for taking dictation and reading back notes. Dictation is given in the following areas: Q&A (two-voice testimony), Literary, and Jury Charge. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly and containing at least 95 percent accuracy.

CRT205 – Court Reporting V **Credits:6**
Machine Shorthand Theory and Speedbuilding
Prerequisite: CRT204
This segment of the curriculum gradually builds speed in taking dictation from 200 words per minute to 230 words per minute. Emphasis is placed on correct techniques for taking dictation and reading back notes. Dictation is given in the following areas: Q&A (two-voice testimony), Literary, and Jury Charge. The objective is the development of transcription skills of the verbatim dictation matter in a designated amount of time, using proper format, being punctuated properly and containing at least 95 percent accuracy.

CRT106 - Court Reporting Machine Shorthand Speedbuilding Lab
Prerequisite: CRT100 **Credits:**1
This course is designed for students at all levels in the court reporting program who wish to increase their speeds in Q&A (multi-voice), Jury Charge, and Straight Matter; and who wish to increase their knowledge through practice.

CRT107 - Court Reporting Machine Shorthand Speedbuilding Lab
Prerequisite: CRT100 **Credits:**1
This course is designed for students who have completed CRT100, Court Reporting Theory, to increase their knowledge and accuracy in the area of medical words, phrases, and terminology as well as through practice of medical testimony dictation.

TRP102 - Realtime Reporting English and Grammar Transcription Production **Credits:** 3
This course is designed specifically for the court reporter. The focus will be on developing student proficiency in grammar, punctuation, capitalization, and style particularly as they apply to the challenge of court reporting. Students will be required to punctuate and correct transcripts, courtroom testimony, and jury charges.

TRP 202 - Realtime Reporting English/Editing Transcripts **Credits:3**
Prerequisite: TRP102
This course is designed specifically for the court reporter. The focus will be on developing student proficiency in preparing professionally written and edited transcripts.

LPT102 - Judicial Reporting Procedures **Credits:3**
This course consists of classroom discussions on legal procedures and practices with reference to freelance and official reporting positions to help students bridge the gap between the classroom and actual reporting work.

LPT 202 - Law and Legal Terminology **Credits:3**
This course is designed to give students an introduction to legal terminology including spelling, pronunciation, and definition of legal terms and an overview of criminal law and civil law and the judicial system. The course will also emphasize using legal research resources and methods of researching legal citations.

MET100 - **Anatomy/Medical Terminology** **Credits:3**
The purpose of this course is to provide the student with a workable medical vocabulary applicable to all specialties of medicine. The student will first master the art of building a medical vocabulary and then learn to apply it to the basic anatomy and physiology of the systems of the body.

RTW 117 - Realtime Writing **Credits:** 2
Prerequisite: CRT100
This course is designed to help students attain competence in real-time writing for those who want to prepare for working in the areas of real-time in the court reporting field.

Music Entertainment Industry Studies Courses

MUB 101 - Music Business Careers **Credits:** 3
Survey of music industry careers. Study of support functionaries, such as talent and advertising agencies, publishers, business managers, buyers, accountants, record producers, and distributors. Performers' rights, copyrights, agency contracts, financing and production agreements, licensing and retailing.

MUB 102 - Music Promotion and Broadcasting **Credits:** 3
Study of the radio station and record company as vehicles for the promotion of record sales. The organization and administration of a radio station: programming concepts and market research. The structure and operation of record companies and radio stations are examined.

MUB 201 - Music Publishing and Copyright **Credits:** 3
Music publishing from its roots in Tin Pan Alley. The music publisher's operations: sources of income (domestic and foreign), performing and mechanical rights organizations, copyright laws, contracts, and catalog development. The publisher as producer and record company, unions, trade organizations, publications, vocabulary, piracy, and the publisher/songwriter relationship.

MUB 202 - Music Business Contracts **Credits:** 3
Prerequisites: MUB 201
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
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
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
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
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

MUB 403 - Advanced Music Publishing **Credits:** 3
Prerequisites: MUB 201
An in-depth examination of the music publishing industry, with emphasis on the complexities of licensing music in the digital age. Focus on how digital technology, and the legal and business issues surrounding it, have transformed the world of music publishing and licensing, revenue opportunities and trends in the evolving digital, worldwide marketplace.

Economics Courses

ECO 101 – Macroeconomics **Credits:** 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
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
Prerequisites: BUS 101 and ECO 102
Introduction to the theories and functions of money; the money supply, interest rates, and the private and central systems of banking.

English and Journalism Courses

CCP 023 - College Communication Skills **Credits:** *3
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
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
Prerequisites: ENG 101
In this course, students will become critical readers/writers of thesis-driven essays as they develop knowledge of academic discourse through research, writing, and revision. The course introduces the skills required to identify, locate, retrieve, analyze, and utilize valid and reliable electronic and print sources. Through the MLA style of documentation, students will be introduced to information use laws, regulations, and policies.

ENG106 - English Composition 1 **Credits**: 3
Open only to Court Reporting Students who entered the College prior to the Fall 2024 semester.
In this course, students will write in a variety of styles, including emails, stories, and essays. They will learn the different essay types and 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 202 - Broadcast Newswriting and Reporting **Credits:** 3
Prerequisites: ENG 102
In this course, students will learn the basics of writing conversational, clear and accurate news copy for radio & television. They will be introduced to broadcast terminology and writing techniques. Plus, they will write television and radio reports about various topics, from hard news to feature stories. This will be a workshop-type class, in which students will not only learn from a textbook but will also complete audio projects and their work will be played and discussed in class.

ENG 203 – Journalism **Credits:** 3
Prerequisites: ENG 102
Basic news reporting skills, including how to cover and write a news story, with emphasis on reporting actual events. Development of a working knowledge of proofreading skills, newspaper layout, and practical grammar. The functions of daily and weekly newspapers and the moral responsibilities of the reporter.

ENG207 - English Composition 2 **Credits:**3
Prerequisite: ENG106
Open only to Court Reporting Students who entered the College prior to the Fall 2024 semester.
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 301 - Journalistic Reviews and Critiques for Live Events Credits: 3
Prerequisites: ENG 102
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 332 - Film and Literature **Credits:** 3
Prerequisites: ENG 102
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.

History Courses

HIS 215 Global Cinema **Credits:**3
A comprehensive survey of global cinema from film origin to the present. Students will engage in critical analysis of significant cinematic movements, the technology at that time as well as the auteurs. Emphasis is placed on the historical contexts in which films were produced and received, as well as the evolving role of cinema in reflecting and influencing cultural and political discourse.

HIS 216 U.S. Cinema **Credits:3**
Revel in the development of the motion picture industry from its origin in the United States through today. Motion pictures are studied from each decade through the lenes of the time they were created, the technology available, the trends, continental events, global occurrences and the highs and low of the industry.

HIS 250 - History of Graphic Design **Credits:** 3
Prerequisites: ENG 102
Students study visual communication, and digital graphic design from its earliest historical roots through modern, interactive multimedia. This course will explore diverse tools, methods, and social roles design has played in society. Finally, through class discussions, research assignments and project-based learning, the course will analyze the contributions of designers have impacted our contemporary society and culture.

Interactive Media Arts Courses

ANI 101 Foundations of Animation **Credits:** 3
Students are introduced to the foundational principles of animation through traditional and digital drawing techniques. Using the 12 principles of animation as a framework, students develop motion that conveys weight, emotion, and narrative clarity. Emphasis is placed on observation, timing, spacing, and gesture as tools for creating believable movement. Through exercises and short projects, students build an understanding of how motion, rhythm, and expressive posing contribute to compelling animated performance.

ANI 110 3D Modeling and Animation 1 **Credits:3**
Prerequisite: ANI 101
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.

ANI 210 3D Modeling and Animation 2 **Credits:3**
Prerequisites: ANI 110
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 “layers” elements over time, including roto-brushing, keying effects, and tracking will be studied. Students will construct 2-dimensional compositions with 3D space, referred to as 2.5 dimensional space.

ANI 302 – Advanced After Effects **Credits:** 3
Prerequisites: IMA 220
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. 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.

ANI 310 Advanced 3D Modeling and Rendering **Credits: 3**
Prerequisites: ANI 210
Covers two advanced topics in photorealistic rendering and designing for real-time playback for interactive applications. Within the subject of photorealistic rendering students will manipulate their 3D environments to look photographic. This course teaches how to use photorealistic imaging techniques such as, physically based raytracing, 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.

ANI 320 – Advanced 3D Modeling and Fabrication 1 **Credits:** 3
Prerequisites: ANI 210
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.

ANI 322 – Audio for Animation **Credits:** 3
Prerequisites: ANI 210
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.

ANI 330 Character Animation 1 **Credits:3**
Prerequisites: ANI 210
A comprehensive introduction to 3D character animation, guiding students through the complete production pipeline. Students will model, rig, and animate a humanoid character, beginning with the construction of animation-ready topology and proper edge flow for deformation. The course covers fundamental 3D animation concepts, including hierarchies, joint orientation, forward and inverse kinematics, and rig connections. Students will bind their models to control rigs using essential rigging, skinning, and skin-weighting techniques. Emphasis is placed on applying the 12 Principles of Animation to achieve believable, expressive, and weight-driven character motion. By the end of the semester, students will complete a fully modeled, rigged, and animated humanoid character demonstrating professional-level control and movement.

ANI 360 – Advanced 3D Design **Credits:** 3
Prerequisites: ANI 210
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.

DDA 330 Worldbuilding Character & Concept Development Credits: 3
Prerequisite: ENG 102 and MAC 280
In this course, students will build worlds based on their original character and concept designs, developing unique characteristics, persona.

DDA 290 Storyboarding for Animation & Film **Credits:3**
Prerequisite: ENG 102 and MAC 280
This foundational course in storyboarding for animation and film provides students with a comprehensive introduction to the principles, techniques, and processes involved in creating effective storyboards. Storyboarding is a crucial step in the pre-production phase of animation and filmmaking, serving as the visual blueprint for the final product. Through hands-on projects, practical exercises, and theoretical discussions, students will develop the skills necessary to translate scripts and ideas into visual narratives. The course covers fundamental concepts of composition, camera angles, shot sequencing, pacing, and storytelling through images.

GAM 112 Game Design and Development 1 **Credits:3**
Provides students with hands-on experience in video game design and development. Through in-class exercises, students learn core principles of gameplay, interactivity, and storytelling while building simple playable games. They will gain introductory programming skills using visual scripting, create basic 2D artwork and frame-by-frame animations, and explore fundamental techniques for producing original sound effects and music. By the end of the course, students will understand the essential stages of the game development process and be able to create basic interactive experiences.

GAM 150 Interactive Computer Graphics 1 **Credits:3**
Introduces the fundamental building blocks of programming for interactive computer graphics using a visual, artist-oriented approach. Students produce shapes, color, and motion through code while developing core competencies in computational thinking, problem-solving, and logical structure. Emphasis is placed on programming concepts transferable across languages. This course establishes a foundation for further study in game design and development.

GAM 212 Game Design and Development 2 **Credits:3**
Prerequisites: GAM 112
Students will engage in hands-on experiences in both video game design and video game development. During the semester, students will be expected to perform various in-class exercises in order to continue to learn how to design and develop playable video games. They will continue to program video games through visual scripting in 3D game engine software. Also, students will continue to use the basics that they learned in the Intro course to create 2D Art/Animations. In addition, students will learn basics to create 3D Art/Animations in this course. Students will continue to use the basics that they learned in the intro course on how to use multiple Audio software(s) to write their own music tracks and to create interesting sound effects for video games in this course. By the end of the course, students will have further understanding of the game development process and will have further grown their skills to create interactive experiences.

GAM 250 Interactive Computer Graphics 2 **Credits:3**
Prerequisites: GAM 150
This course introduces students to the core concepts of creating and styling HTML documents. Building on the foundation of GAM150, Interactive Computer Graphics 1, students learn client-side programming techniques and how web pages are created. Using a web browser as a medium, students act as both designers and programmers to express their creative ideas interactively.

GAM 312 Game Design and Development 3
Credits:3
Prerequisites: GAM 212
This lab will give students hands-on experience in both video game design and video game development. During the semester, students will be expected to perform various in-class exercises in order to continue to learn how to design and develop playable video games. They will continue to program video games through visual scripting in the Unreal Engine game engine using Blueprints. Also, students will continue to use the basics that they learned in the Intro course to create 2D Art/Animations. In addition, students will learn basics to create 3D Art/Animations in this course. Students will continue to use the basics that they learned in the Intro course on how to use multiple Audio software(s) to write their own music tracks and to create interesting sound effects for video games in this course. By the end of the course, students will have further understanding of the game development process and will have further grown their skills to create interactive experiences.

GAM 350 Interactive Computer Graphics 3
Credits:3
Prerequisites: GAM 250
Building on the foundations provided in GAM150 and GAM250, we will be expanding our understanding of building interactive experiences for the web. In a visual way, students will demonstrate an intermediate level understanding of web applications and the interaction of the core technologies which comprise them. This course focuses on project-based objectives with a focus on teamwork. We express most of our ideas using core HTML, CSS, and JavaScript but will venture into other libraries and tools as well.

IMA 115 - Drawing and Imaging 1 **Credits:** 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
Prerequisites: MAC 280
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 215 - Drawing and Imaging 2 **Credits:** 3
Prerequisites: IMA 115
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
Prerequisites: IMA 120
Students will illustrate the ability to synthesize a brand into story, using advanced Motion Graphics skills. Interpolation of keyframes will be classified allowing the student to manipulate a layer's transformation and velocity. Partial "masking" removal of a "layers" elements over time including roto-brushing, keying effects, and tracking 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: Ideation **Credits:** 3
Prerequisites: MAC 280
This course builds on design principles, theory, and elements studied in Digital Media Art : Design, and reinforces lessons learned in Art/Design Theory and Criticism. Students will explore the 10-Step design process, including the fundamentals necessary for producing successful, professional design. Studies include what makes a successful layout with exercises in utilizing positive/negative space, visual hierarchy, good typography, and more. While there are no set rules to being creative, this course demonstrates how to conceptualize and harness ideas in ways that allow for effective visual communication and problem solving that serves a real business purpose, including brand identity. Projects emphasize what makes good design with continued exploration of using the appropriate software to best produce professional results.

IMA 315 – Advanced Computer Illustration **Credits:** 3
Prerequisites: IMA 215 or MAC 280
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 325 - Fantasy and Creature Character Design **Credits:** 3
Prerequisites: IMA 215
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
Prerequisites: IMA 240
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 340 - Design Thinking 2: Iteration **Credits:** 3
Prerequisites: IMA 240
Being able to effectively communicate with a user is a hallmark trait of effective interactive design. Users should be able to clearly and naturally navigate throughout an interface; therefore, it is important for a designer to make decisions about layout, color, navigation, and more, that will allow a user to engage in a dynamic and stress-free environment. 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
Prerequisites: IMA 215 and IMA 240
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 355 – Musculoskeletal Structure Illustration **Credits:** 3
Prerequisites: IMA 215
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 365 – Projection Mapping **Credits:** 3
Prerequisites: IMA 220 and MAC 280
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 380 - Apprenticeship - Experience Lab **Credits:** 3
Prerequisites: IMA 340
Learning communities are designed as an intentional "restructure" of the traditional classroom, using constructivist principles where the instructor provides focus and guidance within an experiential learning environment. Apprenticeship for the Experience Lab is the first of two courses where students take on an "assistant" role, and complete projects under the direction and tutelage of the senior-level students who have already completed this coursework. Assignments are designed to meet the goals of real-world interactive computer graphics jobs, through learning experiences that require high levels of active participation.

IMA 450 - Capstone 1 **Credits:** 3
Prerequisites: IMA 380
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
Prerequisites: IMA 380
Continuing the tradition of a learning community, The Experience Lab is the second of two courses that focus on experiential learning and collaborative group projects. Within this course, students take on a "mentorship" role, where they direct, mentor, and assist first-level students. Assignments are designed to meet the goals of real-world interactive computer graphics jobs, through learning experiences that require high levels of active participation.

IMA 465 - Capstone 2-Portfolio/Career Prep **Credits:** 3
Prerequisites: CCP 210
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 Communication and Broadcasting Courses

BRD 102 - Broadcast Fundamentals **Credits:** 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
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 211 - Broadcast Journalism **Credits:** 3
Prerequisites: ENG 102
This course will introduce and reinforce the standards, practices and strategies that are prominent in broadcast news today. Students will learn about the various elements of news gathering, how a working newsroom operates, and will develop on-camera and multi-platform skill sets.

BRD 212 - Broadcast Announcing **Credits:** 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 302 – Television Promotion Production **Credits:** 3
Prerequisites: MAC 221
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 305- Play-by-Play Broadcasting **Credits:3**
Prerequisites: MAC 121
Learning about the exciting world of Sports Play By Play. This course provides all the elements of research and preparation, skills of actual play by play and color commentary as well as interviewing mastery. Students will be required to call various FTC games as part of the class. (Involves attending/participating in sporting events outside the scheduled class time.)

BRD 308 – Advanced Reporting **Credits:** 3
Prerequisites: MAC 222
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
Prerequisites: MAC 101
The business of modern-day media operations is constantly changing. These changes are brought about by technology, corporate amalgamation and inventive usage of nearly created media platforms. This course helps students develop strategies as media managers, who face a constantly changing environment. They will evaluate, analyze and research the impact of 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. As a research project, they will prepare business presentations to share with the class.

BRD 315 – Live Sports Broadcasting **Credits: 3**
Prerequisite: MAC 121
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
Prerequisite: ENG 102
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.

BRD 321 – News Production **Credits:** 3
Prerequisites: MAC 222

This advanced lab will give students hands-on experience producing complete newscasts, including developing story ideas, building rundowns and sourcing visuals. During the semester, students will be expected to cover events on and OFF campus and develop social media skills to promote their work. People's projects/reports will be reviewed in class and should be of a quality that they can show to potential employers.

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BRD 322 – Show Production **Credits:** 3
Prerequisites: BRD 321

This advanced lab will give students hands-on experience in producing, designing, and executing a show on a non-fiction topic of their choice. Students will develop segments, book guests, and other elements, working as a team to creatively produce a show in the TV studio. They will also cover events on or off campus and demonstrate advanced knowledge of the control room.

MAC 101 - Mass Communication **Credits:** 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 – Introduction to Production **Credits: 3**
This course provides hands-on experience in online, audio, and visual storytelling. Throughout the semester, students will cover events occurring on and around campus. Students will work in the television studio and radio station while developing skills in reporting, writing, news judgment, editing, and visual storytelling.

MAC 122 – Broadcast Production **Credits:** 3
This course provides hands-on experience in broadcast production and multimedia storytelling. Throughout the semester, students will continue to develop skills in reporting, writing, news judgment, and career readiness. Students will also strengthen their editing and visual storytelling abilities while further developing proficiency in television studio operations.

MAC 175/BUS 175 – Intro to Social Media Marketing **Credits:3**
Cross-Listed Course. See, Course Description BUS 175

MAC 202 - History and Application of Media Law **Credits:** 3
Prerequisites: ENG 102
Media law and freedom of expression in the United States. Case studies, landmark decision and binding precedent decided by the United States Supreme Court and their impact on mass media.

MAC 210 – Feature and Magazine Writing **Credits:3**
Prerequisites: ENG 102
Writing and reporting of feature news stories with special emphasis on stories intended for magazine publication.

MAC 221 – Sports Production **Credits:** 3
Prerequisites: MAC 122
This intermediate communication lab will give students hands-on experience in sports field and studio production and reporting; building upon the skills acquired in MAC121 and MAC122. During the semester, students will learn about various approaches for sports broadcasting. They will cover events and produce newsworthy content. They will also develop research, reporting, writing, editing, graphics design, and fact checking skills for use in the workplace and build a portfolio of their work.

MAC 222 – Music and Entertainment Production **Credits:** 3
Prerequisites: MAC 221
This intermediate communication lab will give students hands-on experience in music and entertainment event coverage. During the semester, students will work on a multicamera music performance, with a concentration on blocking, lighting, and audio. Students may be involved in live coverage of events. They will also produce a show as a team and further develop their camera, editing, control room, and visual storytelling skills.

MAC 280/BUS 283 – Digital Media Art: Design **Credits:** 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
Prerequisites: MAC 280
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
Prerequisites: MAC 121
Application of advanced radio production principles and skills. Expected to actively engage in everyday operation of the college radio station.

MAC 301- Copywriting for Advertising/Public Relations
Prerequisites: ENG 102
This course will instruct students on the strategy, planning an execution from news releases to factors for print, broadcast and the internet. They will develop the research, writing, editing, and fact checking skills for use in the workplace and build a portfolio of their PR work.

MAC 303 Content Creation **Credits: 3**
Prerequisite: ENG 102
Content creation is a growing field of employment, in which people create digital messages for a specific audience. Whether the goal is to inform people of a product or an issue, creators must be able to communicate with the written word, with audio, photos, and videos. Students in this class will create content on a variety of digital media -- from social media platforms, to email, podcasts, and websites. They will also learn how to pick effective keywords and analyze audience engagement.

MAC 304 Photojournalism **Credits: 3**
Prerequisites: ENG 102
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.

MAC 305 – Live Concert Production **Credits: 3**
Prerequisite: ENG 102
Gain real world experience working as part of a live sound and broadcast production team at the Great South Bay Music Festival. Students will work closely with their assigned advisor researching and preparing interview questions prior to the festival. During the four days at the festival, students will create audio, video and multimedia content for our live webcast, radio shows, Record Online and social media platforms. After the festival, students may complete some post-production activities.

MAC 306 - Copywriting for Advertising/Public Relations **Credits:** 3
Prerequisites: ENG 102
This course focuses on the strategy, planning, and execution of persuasive writing. Students will examine the laws and regulations that affect the practice of public relations and develop materials for print, broadcast, and digital media. They will strengthen their research, writing, editing, and fact-checking skills for use in the workplace while building a portfolio of public relations work

MAC 307 Video for Social Media **Credits: 3**
Prerequisite: MAC 121
We are bombarded with choices online each day, including which videos we want to watch and which ones we decide to scroll past. As video creators, we want to make people click on our videos, watch them – and – hopefully – follow us for more. This class covers video creation on all the current platforms and provides students with the understanding of how to create compelling videos for platforms that may develop in the future.

MAC 310 – Investigative Journalism **Credits:** 3
Prerequisites: ENG 102
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.

MAC/BUS 315 Influencer Marketing **Credits:3**
Prerequisite: BUS 275
This course develops into the strategies people can use to create a following and monetize their content. It also looks into the other side of the equation: how companies can use influencers to promote their business services. This course may interest you if you're interested in content creation, public relations, brand management, marketing or navigating the influencer industry

MAC 345 - Show Control Systems **Credits:** 3
Prerequisites: PRD 243
This course will cover the integration and operation of today's leading show control systems in multimedia live event productions. Emphasis is placed on defining live-production components and system interfaces. Students will gain practical experience through college wide campus events.

MAC 346 Media Ethics and Law **Credits: 3**
This course focuses on the moral, ethical, and legal dilemmas journalists face. Topics include: freedom of speech, objectivity, censorship, confidentiality, right to privacy and ethics in online journalism. We'll explore these topics through case studies and current media events.

MAC 350 - Podcast Producing **Credits:** 3
Prerequisites: MAC 299
This course is designed to teach the complete process of developing, recording, editing, enhancing, and syndicating audio-based podcast through a combination of lecture, demonstration, and hands-on lab instruction in iFTC: The Sound Stream 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
Prerequisites: ENG 102
Examination of current and classic theories of mass media such as those of Marshall McLuhan. The effects of media on people with respect to family life, education, work patterns, leisure activities, and political behavior. Analysis of current media coverage utilizing newspapers, magazines, television programs, and radio newscasts.

MAC 380 – Sportscasting **Credits:** 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
Prerequisites: MAC 222
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 404 - Editorial and Review Writing **Credits:** 3
Prerequisites: ENG 102
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.

MAC 405 – Advanced Photojournalism **Credits: 3**
Prerequisites: MAC 304
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 Storytelling **Credits: 3**
Prerequisites: MAC 301
This course will focus on the opportunities and challenges faced by journalists in the digital world. Students will work to create online story packages, including: planning, pitching, reporting, fact-checking, and editing across multiple platforms and devices.

MAC 420 - Sports Journalism **Credits: 3**
Prerequisites: MAC 221
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
Prerequisites: MAC 211
The senior project will be the capstone of the student's work at Five Towns College. The student will spend the semester creating a project that includes in-depth reporting, and may take the form of a news broadcast, magazine report or multimedia presentation. This will include extensive planning and research, topic approval and adherence to deadlines, under the guidance of a faculty adviser. Students will also make sure their online portfolio is up-to-date, for presentation to potential employers.

Production Design Courses

PRO 243 Audio & Visual Technologies **Credits:3**
Prerequisite: AUD 150 or MAC 121 **3 Lab Hours**
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.

PRO 245 Live Event Photography **Credits: 3**
Students are introduced to the professional practice of photography documenting live events, including theatrical productions, concerts, corporate conferences, and weddings. Students develop skills in capturing candid and formal moments, managing varied and challenging lighting scenarios, and navigating crowded, fast-paced environments. Emphasis is placed on technical proficiency, visual storytelling, and professional etiquette across a range of live performance and event settings.

PRO250 Story Structure **Credits:3**
Prerequisite: ENG 102
Designed to explore the foundational principles of storytelling with a focus on narrative structure. Students will explore a variety of mediums including stage, film, television, and live/virtual productions. Using the concept of the monomyth and its' influence on contemporary storytelling students will analyze how stories are structured from initial concept through execution as well as how different formats (2 act stage vs 3 act film, episodic vs serialized etc.) A special emphasis is placed on visual storytelling, exploring how production design elements such as lighting, scenic design and video composition can drive a narrative and reinforce story structure.

PRO 257 - Live Event Management/Producing **Credits:** 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.

PRO280 Scenic Design **Credits: 3**
Prerequisite: THR 111
Students are introduced to the fundamentals of scenic design for theatre by creating scenic designs for plays and musicals, developing skills in sketching, drafting, rendering, and model building. Through weekly assignments and projects, students will explore the role of scenic designers, learn to analyze scripts, and develop a scenic design package that includes sketches, drafting, color renderings and a final white model.

PRO 305 Live Concert Production (GSB) **Credits: 3**
Prerequisite: ENG 101
Gain real world experience working as part of a live sound and broadcast production team at the Great South Bay Music Festival. Students will work closely with their assigned advisor researching and preparing interview questions prior to the festival. During the four days at the festival, students will create audio, video and multimedia content for our live webcast, radio shows, Record Online and social media platforms. After the festival, students may complete some post-production activities. Open to all Audio, Film, Theatre Tech and Mass Communication majors. *Can be repeated for credit.

PRO 320 Production Shop Management **Credits: 3**
Prerequisite: PRD 257
This course will equip students with essential knowledge and skills to manage a production shop, carrying out proper procedures that are crucial to technicians in the field. Students will gain practical experience through college-wide campus and off-campus events, and will be required to attend three off-campus field trips within a short drive of the FTC Campus.

PRO355 Carpentry/ Rigging **Credits: 3**
Prerequisite: THR 111
Building upon the foundational technical knowledge established in Stagecraft I, focusing on advanced theatrical and film carpentry practices and foundational rigging principles used in live entertainment environments. Students examine scenic construction methods, material selection, structural problem-solving, and advanced tool usage common to professional scene shops, with emphasis on translating technical drawings and design concepts into safe, functional scenic elements. The course introduces essential rigging practices—including load awareness, hardware identification, aircraft cable, curtain track systems, and lighting support hardware—providing students with the practical literacy needed to safely interface with rigging systems under professional supervision. Emphasis is placed on the role of the Master Carpenter and effective collaboration with designers and production leadership to balance artistic intent, safety, and real-world production constraints.

PRO 382 Computer Assisted Drafting **Credits: 3**
Prerequisite: PRO 280
This course provides students with a foundation in the drafting conventions utilized in the entertainment industry. Students are introduced to both hand drafting and industry-standard CAD software, including Vectorworks and AutoCAD, developing skills in basic drafting, scenic drafting, and three-dimensional drafting. Emphasis is placed on accuracy, industry conventions, and the translation of design concepts into clear, buildable technical drawings used in professional production environments.

PRO 383 Advanced Scenic Design **Credits:3**
Prerequisite: PRO 280
Advanced problems in scenic design, specifically multi-set shows and musicals, will be addressed utilizing a variety of studio skills.

PRO 386 Costume Design **Credits:3**
Prerequisite: THR 380
This course introduces the principles and practices of costume design for theatrical and performance-based storytelling. Students explore the costume design process from script analysis through conceptual development, research, and visual communication, with emphasis on character analysis, collaboration, and the creation of hand-rendered illustrations and design paperwork. The course also provides an overview of the costume production process and introduces select costume craft techniques such as distressing and fabric dyeing.

PRO 388 Show Lighting **Credits: 3**
Prerequisite: THR 112
An introductory look at the jobs of lighting designers and technicians, the tools they use, the theories they employ, and the professional approaches to the discipline. Course involves both classroom and practical elements towards helping students attain both conceptual and practical knowledge of how lighting professionals work in tandem to mount productions.

PRO 395 Scenic Painting **Credits: 3**
Prerequisite: THR111
Students are introduced to the fundamental techniques and practices of scenic painting for theatrical and entertainment production. Emphasis is placed on professional tools, materials, shop procedures, and hands-on application to framed scenery, drops, and three-dimensional scenic units. Students develop scenic painting as a layered, process-driven craft, strengthening skills in color mixing, texture creation, surface preparation, and paint application while reinforcing precision, craftsmanship, and safe paint shop practices.

PRO 410 Live Event Video **Credits:3**
Prerequisite: FLM 131
This hands-on course focuses on the planning, execution, and evaluation of live event video productions. Students will learn how to design and produce multi-camera video coverage of live events while coordinating with lighting, audio and stage/event management teams. An emphasis is placed on understanding audio/video infrastructure and assessing the needs of the production. Students will gain practical experience managing multiple video outputs (broadcast and in-house video playback) and integrating audio for both the live and remote audiences. Conducting themselves in professional production roles, the course will simulate real world live event environments as well as require participation in campus events.

PRO 420 Technical Direction **Credits: 3**
Prerequisite: THR112
Examine the role of the technical director as a central production leader responsible for translating creative vision into safe, efficient, and executable systems across entertainment, live events, and media-based environments. Students develop foundational technical literacy in scenic and structural construction, production technologies, and stage and event systems while learning to interpret and coordinate design and technical information across multiple departments. Emphasis is placed on safety practices, structural principles, drafting and documentation, interdepartmental communication, and production management skills including budgeting, estimating, scheduling, crew leadership, and vendor coordination. Through hands-on projects and collaborative problem-solving, students build the skills required to oversee complex productions, adapt to varied venues and formats, and manage the evolving responsibilities of the Technical Director across contemporary entertainment industries.

PRO425 Senior Project **Credits: 3**
Prerequisite: 90 credits or above
Senior Project serves as the culminating experience for students in the Production Design major, synthesizing the full range of technical, creative, and managerial skills developed throughout the program. Students draw upon training in lighting, sound, scenic construction, rigging, scenic painting, video, graphic design, production management, and the development, interpretation, and realization of creative concepts to collaboratively conceive, plan, and execute a fully realized production, event, installation, or performance. Students from both concentrations—Immersive Storytelling and Entertainment Technology—enroll in this course together and work in collaborative production teams. Each student assumes a leadership role aligned with their strongest production discipline and carries that responsibility through the complete production process, from concept formation and system planning through execution and final presentation. Emphasizing professional workflow, interdisciplinary collaboration, and real-world production standards, the course functions as both a synthesis of prior coursework and a bridge to professional practice.

PRO 481 Rendering for the Stage **Credits: 3**
Prerequisite: PRO 382
This course introduces the fundamentals of 3D modeling, texturing, lighting, and rendering as they apply to stage design and theatrical craft. Students will move from basic 2D ground plans to modeling 3D stage assets that can be scaled and positioned to create an initial theatrical scene. Students will further develop scenes to include fully rendered 3D environments, learning to create, visualize, and present scenic designs for theatre, film, or exhibitions.

PRO 484 Advanced Show Lighting **Credits:**3
Prerequisite: THR 388
In this class, students will build upon the lighting basics they learned in THR388. 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.

Sports Management Courses

SPT 202 Sports Marketing **Credits:3**
This course provides an overview of the various techniques and strategies of marketing in the sport environment. Areas to be covered include the processes of the sport marketing planning model, the segmentation process, the identification of target markets, database and relationship marketing, the major concepts of sport marketing, and the development of the sport marketing mix and sponsorship packages.

SPT 203 Economics of Sports **Credits: 3**
An analysis and in-depth study of the economics and economic impact of professional and amateur sports. Topics include team and league structures, labor relations, stadium financing, consumer demand for sports, and the role and impact of public and private subsidies. The student should be able to: identify and explain the economic principles and problems associated with sports team ownership, stadium economics, as well as the impact and effects of radio and television broadcast rights on sports economics.

SPT204 Sports Nutrition **Credits: 3**
The course provides an introduction for health and performance within the sports context. Students will be exposed to a multitude of topics including: the theory and understanding of nutrition and its importance as it relates to fueling athletes, what ergogenic aids are and how they work, and proper nutrition planning pre, during, and post athletic competition.

SPT 315 Live Sports Broadcasting **Credits:3**
This is a hands-on course that prepares students for all aspects of a sprots broadcast. The course will highlight play by play broadcasting, color commentating, pregame and postgame shows, sideline reporting, and sports broadcast directing.

Mathematics Courses

MAT 111 Practical Mathematical Applications **Credits:** 3
This course will assist students in understanding personal financial topics such as mortgages, interest rates and taxes as well as broader topics regarding businesses and investing. Besides building their knowledge on the concepts, students will acquire math skills to calculate budgets, interest rates, taxes and more.

MAT 112 Foundational Mathematics **Credits: 3**
Students will learn and strengthen basic arithmetic skills, introductory geometry concepts, probability, and algebraic reasoning. Mathematical concepts are investigated through problem-solving and discussion in the context of real-life topics.

MAT 123 - College Algebra **Credits:** 3
First and second degree equations and inequalities, exponents, polynomials, factoring, rational expressions and graphing.

MAT 131 – Business Mathematics **Credits:** 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
Classification and analysis of data: mean, variance, standard deviation, and linear correlation. Concepts of probability. Binomial, hypergeometric, and normal distributions; sampling.

Music Courses

Placement

A placement examination and audition are required of all students enrolling in applied music courses. Music students and others seeking to enroll in applied music courses 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 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
Fundamentals of music theory as a prerequisite to the study of literature and materials of music. In both treble and bass clef, there is a strong focus on intervals up to the octave, major and minor scales (natural, harmonic, melodic), triads and seventh chords. Chord symbols, figured bass, harmonic function. Melodic and harmonic analysis. Form, voice leading, melody harmonization.

MUS 112 - Harmony 2 **Credits:** 3
Prerequisites: MUS 111
The common use in the Great American Songbook of triads and seventh chords. Thorough examination of melodic construction and voice leading. Principles of harmonic motion and chord progressions, including dominant and secondary dominant relationships and the basic principles of form in popular American music. Analysis of common chord progressions used in American music from 1920-1970.

MUS 121 - Sight Singing 1 **Credits:** 1
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
Prerequisites: MUS 121 **Class Hours:** 2
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
Prerequisites: MUS 123 **Class Hours:** 2
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 163 Rudiments of Rhythm **Credits:**1
Study and performance of a variety of rhythms utilizing percussion equipment. Emphasis will be on developing strong rhythmic skills and the ability to perform on a variety of rhythmic instruments.

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
Prerequisites: MUS 185 **Class Hours:** 2
Individualized keyboard training in a group setting. Development of skills relevant to the performance of more advanced melodies and harmonic progressions in large position (LP). Training in sight reading and accompaniment skills necessary for the professional musician and music educator. Additional course fee; see the Academic Catalog for information.

MUS 211 - Harmony 3 **Credits:** 3
Prerequisites: MUS 112
Study of the minor key cadential chart: chord patterns, progressions derived from minor keys, chords and scales derived from harmonic and melodic minor. Dominant 7b9, diminished 7th, Minor-Major, ninth, eleventh and thirteenth chords. Lydian dominant. Analysis of chord progressions found in jazz, including introductions, modulations, and deceptive cadences. Eighth note line writing using arpeggios and scales on Rhythm Changes and Blues progressions.

MUS 212 - Harmony 4 **Credits:** 3
Prerequisites: MUS 211
Students compose melodies on standard chord progressions and create their own chord patterns based on the analysis throughout the course.

MUS 218 - Form and Analysis **Credits:** 3
Prerequisites: MUS 212
Through exposure to a wide variety of representative examples, students will study the structural components of musical composition concentrating on the larger dimensions. Topics will include simple forms, rondo, fugue, and sonata form as well as popular song forms in the Great American Songbook, Blues, and various popular/rock forms.

MUS 221 - Sight Singing 3 **Credits:** 1
Prerequisites: MUS 122 **Class Hours:** 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
Prerequisites: MUS 221 **Class Hours:** 2
Training in aural and visual perception of more complex rhythmical, contrapuntal, and melodic material. Sight reading in additional clefs, singly and in combination with clefs previously studied, with emphasis on chromaticism. Continuation of modal scales.

MUS 223 - Ear Training 3 **Credits:** 1
Prerequisites: MUS 124 – Ear Training 2 **Class Hours:** 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
Prerequisites: MUS 223 **Class Hours:** 2
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
Prerequisites: MUS 112
Use of Sibelius 7 software for music notation and scoring. Application to lead sheets, single-line parts, large ensemble arrangements and preparation of printed music for a variety of educational purposes. Scoring techniques for classical, jazz and popular styles are developed.

MUS 285 - Keyboard Skills 3 **Credits:** 1
Prerequisites: MUS 186 **Class Hours:** 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
Prerequisites: MUS 285 **Class Hours:** 2
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 302/502 - American Songbook Ensemble **Credits:** 1
Prerequisites: Audition and Permission of Director **Class Hours:** 3
Study, rehearsal, and performance of the diverse songs from the Great American Songbook, which contains repertoire necessary to excel in professional settings such as cruise ships, club dates, theme parks, and concerts. Open to vocalists and instrumentalists with permission of instructors.

MUS 304 - Popular Music Lab 1 **Credits:** 1
Prerequisites: MUS 286 **Class Hours:** 2
Study, rehearsal and performance of the diverse popular music repertoire necessary to excel in professional settings such as cruise ships, club dates, nightclubs, theme parks and concerts. Familiarization with musical styles such as Motown, classic rock, disco, jazz standards, rhythm and blues, and current popular music. Open to vocalists and instrumentalists with permission of instructors.

MUS 305 - Jazz Lab 1 **Credits:** 1
Prerequisites: MUS 286 **Class Hours:** 2
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 314 – Arranging **Credits:** 2
Prerequisites: MUS 212
Arranging for woodwind, brass, string, and rhythm section instruments in a small jazz/commercial music setting. Technical factors relevant to performance, range limits, melodic, harmonic, and rhythmic potentials. Study of transposition and the preparation of score and parts. Use of counter-melodies and secondary lines; performing and recording of arrangements.

MUS 315 - Commercial Arranging **Credits:** 2
Prerequisites: MUS 314
Arranging for woodwind, brass, and rhythm section instruments in a 17-piece jazz/commercial music ensemble setting. Technical factors relevant to performance, range limits, melodic, harmonic, and rhythmic potentials. Preparation of score and parts, transposition, and voicing techniques. Use of counter-melodies and secondary lines; performing and recording of arrangements.

MUS 318 - Improvisation 1 **Credits:** 2
Prerequisites: MUS 212
Introduction to Jazz improvisation in theory and practice. Application of melody-harmony relationships to instrumental/vocal performance. Emphasis on melodic sequences, patterns, and appropriate scales. Transcription and analysis of legendary performers. Phrasing and other elements of style are developed through application to standard repertory.

MUS 319 - Improvisation 2 **Credits:** 2
Prerequisites: MUS 318
Improvisation in theory and practice. Application of advanced melodic/harmonic relationships to instrumental/vocal performance. Detailed analysis of selected jazz idioms and their application to individual creative expression.

MUS 365 - Vocal Arranging **Credits:** 2
This class will examine different techniques for arranging vocal music in a variety of popular styles. Students will learn the guidelines for arranging solo and background vocals unique to each style of music, including a cappella music, classical music, doo-wop, jazz, and pop music.

MUS 393 - Instrumental Conducting **Credits:** 2
Prerequisites: MUS 212 or MUE 217
Conducting techniques applicable to instrumental ensembles. Score reading and analysis, application of principles of orchestration and arranging. Organization of the effective rehearsal with emphasis on the rearrangement of parts in preparation for public performance. Reduction and simplification of scores. Conducting techniques for the pit orchestra/band and the recording studio.

MUS 394 - Choral Conducting **Credits:** 2
Prerequisites: MUS 212
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
Prerequisites: MUS 212
Traditional orchestration techniques for chamber ensembles. Study of instrument families and the past works of well-known composers. Students will orchestrate for different kinds of chamber formats.

MUS 400 - Introduction to Film Scoring **Credits:** 2
Prerequisites: MUS 261
Introduction to fundamental scoring techniques for film and other visual media. Study of the work of well-known film composers and the basics of composition for movie segments. Students will analyze music for its emotional value and contribution to influence on visual impact, and compose music for film/video projects with current music software.

MUS 404 - Popular Music Lab 2 **Credits:** 1
Prerequisites: MUS 304 **Class Hours:** 2
Study, rehearsal, and performance of the diverse popular music repertoire necessary to excel in professional settings such as cruise ships, club dates, nightclubs, theme parks, and concerts. Familiarization with musical styles such as Motown, classic rock, disco, jazz standards, rhythm and blues, and current popular music. Open to vocalists and instrumentalists with permission of instructors.

MUS 405 - Jazz Lab 2 **Credits:** 1
Prerequisites: MUS 305
Study, rehearsal and performance of the diverse jazz repertoire necessary to excel in professional settings such as cruise ships, club dates, nightclubs, theme parks, and concerts. Familiarization with styles such as bebop, swing, Latin jazz, fusion, and contemporary/smooth Jazz. Open to vocalists and instrumentalists with permission of instructors.

MUS 415 - Popular Songwriting 1 **Credits:** 2

Prerequisites: MUS 212

Exploration of the fundamentals of commercial songwriting. Analysis of the basic elements of a song: lyrics and music (melody, rhythm and harmony). Techniques and tools for finding and developing lyrical and musical ideas. The business aspects of songwriting lead sheets, demos, copyright, music publishers, producers, contracts, and royalties.

MUS 416 - Studio Composition **Credits:** 3

Prerequisites: MUS 314

Basic techniques of studio music production using digital audio workstation (DAW) software such as Logic Pro X. Students will develop necessary skills for digital music production based on MIDI sequencing and audio processing.

MUS 435 - Songwriter's Workshop 1 **Credits:** 1

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

Prerequisites: MUS 435 **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.

MUS437 - Songwriter's Workshop 3 **Credits:** 1

Class Hours: 2

Individualized instruction in a group setting. Critical song analysis of songs written by today's most successful songwriters. Take your original music to the "next level" by applying professional writing techniques to original music. You will be writing and recording "demo ready" songs on a deadline that would be ready to pitch to artists/labels/publishing companies and preparing songs for public performance.

MUS 302/502 - American Songbook Ensemble **Credits:** 1

Prerequisites: Audition and Permission of Director **Class Hours:** 3

Study, rehearsal, and performance of the diverse songs from the Great American Songbook, which contains repertoire necessary to excel in professional settings such as cruise ships, club dates, theme parks, and concerts. Open to vocalists and instrumentalists with permission of instructors.

MUS 511 - Jazz Harmony 1 **Credits:** 3

Study of diatonic and chromatically altered chords in melodic settings and harmonic progressions together with seventh chords and commonly used substitute dominants. Analysis of chord progressions found in popular music.

MUS 512 - Jazz Harmony 2 **Credits:** 3

Prerequisites: MUS 511

Study of complex chord voicings, non-chordal tones, and tone clusters found in contemporary jazz/popular music. Analysis of selected examples of jazz/commercial music, and alternative harmonization of standard progressions.

MUS 513 - Electronic Music Composition **Credits:** 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

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 530 Graduate Music Theory Review **Credits: 0**

Class Hours: 2

Graduate Music Theory Review is designed for entering graduate students who require focused instruction needed to successfully pass the music theory competency requirements. Students will cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

MUS 552 - Project Seminar 1 **Credits:** 3

Practical application of the principles and tools of research to develop a research topic that culminates in a thesis/research project outline.

MUS 553 - Project Seminar 2 **Credits:** 3

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

MUS 602 – Computer Music Notation 2 **Credits:** 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

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

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 609 Composer's Forum **Credits:** 3

Application and development of compositional and collaborative skills to write for a guest ensemble. Broadening musical vocabulary beyond tonal and functional music. Strategies for creative imagination and effective use of a unique set of instruments in the ensemble, as well as efficient rehearsal techniques and score & parts preparation.

MUS 610 – Advanced Choral Arranging **Credits:** 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
Analysis of complex chord progressions based upon post-1960 harmonic techniques. Study of modal harmony and its relationship to jazz improvisation.

MUS 612 - Arranging for Studio Orchestra **Credits:** 3
Arranging techniques for the Studio Orchestra. Special voicings, orchestral combinations and reharmonization techniques as applied to the string, woodwind, brass and percussion sections of the studio orchestra. Analysis and application of the techniques of major arrangers and composers such as Gil Evans, Pat Williams, Claus Ogerman and Henry Mancini.

MUS 613 The Beatles as Composers **Credits:** 3
Through comprehensive structural analysis of selected songs released by the Beatles between 1962 -1972, the course will examine their music through the lens of their recorded compositions. Songs will be broken down with a two-fold intent of illustrating the band's sophisticated compositional skill and the plotting of their artistic evolution by examining, in detail, how their music was put together. Topics will include song form, harmony, key schemes, rhythmic and melodic organization, orchestration, production techniques, score analysis, and lyrical content.

MUS 614 - Composers Workshop 1 **Credits:** 3
Practicum for composer/arrangers including performance and discussion of student works. Emphasis on jazz/commercial idioms. Typical melodic, harmonic, and rhythmic devices and techniques are analyzed to provide an understanding of stylistic trends in contemporary popular music. Original compositions by students based upon creative inclinations.

MUS 630 - Analytical Techniques **Credits:** 3
This course in music analysis will examine a variety of analytical techniques and approaches. Analytical results are not only influenced by the choice of the research object(s), but by the methods used to study them. Students will learn how to approach musical works from several perspectives. Emphasis will be placed on the ability to apply analytical models across styles and genres.

MUS 631 - Jazz/Commercial Piano **Credits:** 3
Jazz/Commercial piano performance; study of popular standard songs and blues progressions; development of improvisational technique; the diatonic modes and a variety of harmonic progressions used by contemporary pianists. Analysis of solos by Bud Powell, Bill Evans, Oscar Peterson, Chick Corea and Dick Hyman.

MUS 633 – Contemporary Performance Practice **Credits:** 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
Topics are selected each time a course is offered and are designed primarily to meet the needs of working professionals. May be repeated for credit.

MUS 711 - Jazz Composition/Arranging **Credits:** 3
Advanced arranging for small and large ensembles. Melody writing, various voicing techniques, harmonization of melodies, and rhythm section part writing. Performance and evaluation of student arrangements.

MUS 712 - Film Scoring **Credits:** 3
Scoring of original music for film and video. Study of the work of well-known film composers and the basics of composition for film/video segments. Students will analyze music for its emotional and visual impact and compose music for film/video projects. Additional course fee; see the Academic Catalog for information.

MUS 714 - Composers Workshop 2 **Credits:** 3
Practicum for composer/arrangers including performance and discussion of student works. Emphasis on larger performing mediums on a grander scale utilizing arranging and orchestration techniques. Exploration of melodic, harmonic and rhythmic devices laying the groundwork for advanced portfolio development.

MUS 800 - Continuous Registration **Credits:** 0
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 Lessons

Five Towns College offers applied music lessons on all instruments to students on a credit and on a non-credit basis. All full-time matriculated music, music education and theatre arts: musical theatre students register for AML and TML lessons on a for-credit basis and study a major instrument, voice with a qualified professional musician under the supervision of the Performing Arts Division 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.

Undergraduate students taking Private Instruction/Applied Music Lessons must attend at least four performances at the College – two recitals, one Wind Ensemble concert, and one FTC PAC main stage musical performance– each semester, which will help to refine their musical judgement, while enhancing their ability to express themselves in writing in the realm of music and musical theatre. Graduate students must attend two performance events, as shall be selected and approved by their private instructor.

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. Private Instruction Fees apply as noted.

All other students may take music lessons either for credit or not for credit. When non-music/music education and musical theatre students seek to take lessons for credit, they must demonstrate through audition their readiness to engage in college-level private music lessons. Once they have passed the audition, they may register for AML or TML private music lessons on a space available basis, and are required to meet the same standards as music, music education and musical theatre students.

Students who are not music, music education or musical theatre students, may also opt to take private lessons on a non-credit basis. In these cases, students register for Elective Music Lessons (EML). EML lessons carry no credit, and may be taken in any semester and may be repeated for 0 credit. AML and TML standards do not apply, and no audition is required.

Private music instruction lesson fees apply to all AML, TML and EML lessons. Please refer to the current Catalog and Schedule of Fees to determine the costs associated with taking private music lessons prior to registering.

Students taking EML music lessons for 0 credit are reminded that Student Financial Aid funds – whether they are loans, grants or institutional scholarships - may not be used to pay for the fees associated with non-credit EML music lessons. Music, music education and musical theatre students interested in taking private lessons on a secondary instrument may register for EML lessons, provided that they are meeting their required AML and TML requirements for their primary instrument and degree program.

Undergraduate Music and Music Education Degree Candidates

AML 141 – 442: Applied Music Lessons 1-8 (INSTRUMENT) Credits: 2
Prerequisite: Sequential levels starting from AML 141 - 442
Class Time: 60 Minutes per week
Practice Hours: 6 per week
Course Fee: $1,250.00/each
Individual weekly lesson for music degree candidates 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 Bass Lessons**
  Individual weekly lessons are focused on all aspects of technical development and tonal production, including reading of rhythm section bass parts, creating bass lines from chord symbols, and improvising solos off of chord changes. An emphasis is placed on overall musicianship, as well as performance presentation and delivery. Individual repertoire selected to best fit the level and needs of the student and utilize traditional methods as the foundation for the understanding and application of contemporary performance techniques.

- **AML141-142 Applied Brass Lessons**
  Individual weekly lessons focused on technical, musical and repertoire development, including breathing, embouchure, articulation, valve or slide technique, tone quality, articulation, endurance and flexibility as well as theoretical studies involving scales, chords, arpeggios, and repertoire. An emphasis is placed on overall musicianship, as well as professional skill such as sight reading and improvisation. Individual repertoire selected for the specific instrument in a variety of styles including solos, etudes, technical exercises, small and large group jazz ensemble parts, orchestral excerpts, musical theater and pop.

- **AML 141-442 Applied Guitar Lessons**
  Individual weekly lessons are focused on the aspects of harmonic, melodic, tonal, and rhythmic concepts, including improvisational skills, technical development, and arranging for solo guitar. An emphasis is placed on overall musicianship, as well as performance presentation and delivery. Individual repertoire selected to best fit the level and needs of the student and utilize traditional methods as the foundation for the understanding and application of contemporary performance techniques.

- **AML 141-442 Applied Classical Percussion Lessons**
  Individual weekly lessons are focused on technical, musical and repertoire development for snare drum, all mallet instruments (2 mallet and 4 mallets), timpani, multi-percussion, and auxiliary percussion, including hand technique, scales, rudiments, chords, arpeggios, timpani tuning, facility on auxiliary percussion and repertoire. Subjects addressed may include performance and practice techniques, interpretation of musical styles, technical facility, and the study of music theory and history. An emphasis is placed on overall musicianship as well as professional skills such as presentation and delivery. Individual repertoire selected to compliment percussion in a variety of styles of baroque, classical, romantic, rudimental, symphonic, and contemporary pieces on snare drum, mallet percussion (2 mallet and 4 mallets), timpani and auxiliary percussion.

- **AML 141-442 Applied Piano Lessons**
  Individual weekly lessons are focused on technical and artistic development through a variety of piano repertoire, including performance and practice technique, interpretation of musical styles, tone production, and the study of music theory and history. An emphasis is placed on overall musicianship as well as professional skills such as presentation. Individual repertoire selected to compliment individual students will include a variety of contrasting styles including baroque, classical, romantic, and contemporary pieces as well as jazz solo piano music.

- **AML141-442 Applied String Lessons**
  Individual weekly string instrument lessons focusing on technique and musicality, as well as repertory development, including refinement of instrument posture, left hand, bowing, intonation, and tone quality and production. An emphasis is placed on overall musicianship, as well as performance presentation and delivery. Individual repertoire selected to best fit the level and needs of the student, and is in line with current relevant musical styles and trends, including classical and contemporary.

- **AML141-142 Applied Woodwind Lessons**
  Individual weekly lessons are focused on the development of all aspects of the study of woodwind instruments, including tone production, traditional and contemporary techniques, articulation, intonation, musicality/expression, transposition, and performance practice. An emphasis is placed on overall musicianship, as well as performance presentation and delivery. Individual repertoire selected for the specific instrument in a variety of styles including solos, etudes, technical exercises, small and large group ensemble parts, chamber and orchestral, and musical theater and pop.

AML141- 442 Applied Voice Lessons
Individual weekly lessons 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 theater and pop.

Graduate Music and Music Education Degree Candidates

AML 541 – 842: Applied Music Lessons 1 – 8 **Credits:** 2
Prerequisite: Sequential levels starting at AML 541 – 842
Class Time: 60 minutes per week
Practice Hours: 6
Course Fee: $1,250.00/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 Coordinator of Graduate Music Studies.

Masters' candidates in performance and composition, must present a recital open to the public at the end of the second semester of lessons. Recitalists must study with a faculty instructor during the semester in which the recital is given.

Doctoral candidate in the performance program, must present three recitals. Doctoral candidates in Composition/Arranging present two recitals.

Students taking Applied Instruction must attend at least two (2) recitals each semester that will serve to refine their musical judgment 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.

Undergraduate Music Lessons for Students Who Are <u>Not</u> Music, Music Education, or Theatre Arts: Musical Theatre Degree Candidates

EML 101 Elective Music Lesson **Credits:** 0
Prerequisites: None
Class Time: 60 Minutes per week
Course Fee: $1,250
15 one-hour (60 minutes) lessons, once per week over the course of the 15 week semester. Lessons are selected by the instructor based upon the knowledge, skills, and abilities of each student. Lessons do not fulfill any degree program requirements, are ungraded, and do not appear on the student transcript. Elective music lessons are open to all students on a space available basis. Student Financial Aid may not be used to pay for EML course fees.

Undergraduate Theatre Arts: Musical Theatre Degree Candidates

TML 151 – 452: **Voice Lessons for Musical Theatre 1 – 8** **Credits:** 1
Prerequisites: Sequential levels starting at TML 151 - 452
Class Time: 60 Minutes per week
Practice Hours: 3
Course Fee: $1,250/each
Private Instruction for Theatre Arts Degree, Musical Theatre Concentration Candidates

- **TML 151 – Voice Lesson 1**
  Course instructs singing students in the basics of breath support, frontal tone, proper placement of sound, and exercise techniques.

- **TML 152 – Voice Lesson 2**
  Continuation of TML 151. Developing basic skills in breathing, placement, tone, musicality. Students present their work before Vocal Boards.

- **TML 251 – Voice Lesson 3**
  Students are introduced to scores and songs, using their first-year training applied to music from the Broadway repertoire. Work on harmony, nuance, and interpretation.

- **TML 252 – Voice Lesson 4**
  Continuation of Voice Lesson 3, students continue to develop their voices as instruments for musical theatre. Students present their work before Vocal Boards.

- **TML 351 – Voice Lesson 5**
  Students work on more advanced music, drawing from Golden Age musicals and contemporary juke box songs. Students also incorporate contemporary pop songs, building a book of material to be used for auditions.

- **TML 352 - Voice Lesson 6**
  Continuation of Voice Lesson 5, students take on more complex musical scores while continuing their vocal training. Students present their work before Vocal Boards to determine if singing is appropriate for Senior Showcase.

- **TML 451 – Voice Lesson 7**
  Students sing and perform music from Sondheim, Rogers and Hammerstein, Lerner and Lowe, and other complex musical scores from a variety of shows.

- **TML 452 – Voice Lesson 8**
  Continuation of Voice Lesson 7, students work to develop their Senior Showcase songs as well as building their repertoire of songs for their song book.

Music Performance Ensemble Courses

Five Towns College offers a wide variety of music performance ensembles, which are designed to develop their knowledge, skills, and abilities as professional musicians. Students may participate in more than one ensemble each semester provided that their academic progress is not affected. Non-music degree candidates may register for performance ensembles on a space available basis, provided that they have passed an audition equivalent to that required for music degree candidates and receive permission of the instructor/conductor. A maximum of four ensemble credits above the required program minimum will be accepted for general elective credit for music degree candidates and a maximum of three ensemble credits will be accepted for non-music degree candidates. Students seeking to participate in performance ensembles beyond these limits may do so on an audit and space available basis.

Students who are members of performance ensembles must wear formal attire for all concerts and shows. Information regarding the specific dress requirements may be obtained in the Music Department Office.

Band Ensembles

ENS 330/530 - Concert Band **Credits:** 1
Class Hours: 3
Performance of standard and contemporary concert band selections. Rehearsal and preparation for public performances.

ENS 342/542 - 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 346/546 - 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 390/590 - Wind Ensemble **Credits:** 1
Prerequisites: Audition and Permission of Director **Class Hours:** 2
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 318/518 - 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 336/536 - Electric Jazz Guitar Studio Orchestra **Credits:** 1
Class Hours: 2

The Electric Studio Orchestra has advanced study and public performance of standard, contemporary and original jazz/commercial literature. Opportunities to perform a varied repertoire that is demanding and held to professional standards. By audition only.

ENS 338/538 - Acoustic Guitar Orchestra **Credits:** 1
Class Hours: 2

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 378/578- 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 382/582 - Theatre Orchestra **Credits:** 1
Class Hours: 2

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 310/510 – Cabaret Ensemble **Credits:** 1
Class Hours: 2

Individualized instruction in a group setting. Professional training for musical theatre/vocal majors interested in obtaining a recording 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 322/522 - Chamber Singers **Credits:** 1
Prerequisites: Audition and Permission of Director **Class Hours:** 3

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 326/526 – 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 334/534 - 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 386/586 - Vocal Jazz Ensemble **Credits:** 1
Prerequisites: Audition and Permission of Direct **Class Hours:** 3

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 Courses

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

EDU 331 - School and Society **Credits:** 3
Field Experience Hours: 15 **Class Hours:** 3
The historical, philosophical and social foundations that impact current educational theory and practice. The role of contemporary education and schools in shaping society and providing learning opportunities for diverse sociocultural communities, individual variations, and special learning needs are explored. Mandated training under the NYS Dignity for All Students is included. Field-based experience required.

EDU 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
Field Experience Hours: 15 **Class Hours:** 3
Current research and theories related to the education and development of children with health and learning disabilities. Methods and materials that can be employed by the teacher to help integrate these children into classroom learning activities. Field- based experience required.

EDU 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 510 - Music in the Secondary School **Credits:** 3
An investigation of aspects of music education on the secondary level (grades 6-12). Trends in education with an emphasis on music education will be explored. Students will research different approaches to music education in light of current educational laws and philosophy.

EDU 541 - College Teaching **Credits:** 3
Theory, research and techniques that provide the foundation of instruction and the teaching-learning environment in the college music classroom. Methods and materials that support both the new and experienced instructor in their efforts to improve the quality, efficacy and outcomes of instruction for adults at the college level.

EDU 542 - Music in the Elementary School **Credits:** 3
Practice Hours: 6 **Class Hours:** 2
A seminar to extend knowledge of teaching music in the elementary school (grades K-5/6). Principles and procedures of elementary school music education including the application of New York State and National Music Standards are explored. Emphasis on lesson plan development and demonstrations.

EDU 551 - Research Methods and Materials **Credits:** 3
Methods, techniques, principles, and tools of research. Practical application through lectures, discussion, student critiques, and individual research project/dissertation outlines. Significant issues and recent developments in research. Study and practice of expository writing.

EDU 552 - Project Seminar 1 **Credits:** 3
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
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 606 – History and Philosophy of Music Education **Credits:** 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
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
An overview of music applications and technological resources for the music educator including tablet and smartphone apps appropriate for K-12 students. Students will learn to use Music Workstations as a tool for K-12 music education.

EDU 611 – Administration of Music and the Arts **Credits 3**
Planning and management of school music and arts programs. Emphasis on budgeting, financing, and fundraising. 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
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
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 650 - Qualitative and Quantitative Methods I
Credits: 3
Doctoral students will be introduced to the foundations and principles of interdisciplinary research methodologies, design, analysis, and interpretation of research data for all areas of music. A focus on qualitative, and multi- and mixed methods approaches will be provided to deepen research practices, inquiry, and investigation strategies for humanistic, scientific, and social science research. This course is a prerequisite for Qualitative II and Quantitative II courses.

EDU 651 - Doctoral Research **Credits:** 3
Methods, techniques, principles, scholarly writing and tools of research. Practical application through lectures, discussion, student critiques, and individual research outlines. Significant issues and recent developments in the methods and materials of educational research.

EDU 652 - Doctoral Seminar 1 **Credits:** 3
Development of an outline for a research proposal in the field of music or music education and completion of the dissertation from a previously selected topic.

EDU 714 – Literacy in Schools **Credits:** 3
The current methodologies, instructional techniques and materials used to develop literacy skills in schools. Emphasis on the teaching of reading, writing, listening and speaking. 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 70 days 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. Other topics covered include classroom management, organizational tools, and mock interviews.

EDU 741 – Health and Learning Disabilities **Credits:** 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 750 - Quantitative Methods II **Credits**: 3
Prerequisite: EDU 650
Doctoral students will use the introductory knowledge developed during Qualitative and Quantitative Methods I to develop a complex understanding of quantitative research design and methodologies. Students will apply parametric and non-parametric, multivariable, and multivariate statistics, and other quantitative techniques to analyze and interpret data and datasets.

EDU 751 – Music Education Research and Design **Credits:** 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.

EDU 752 – Qualitative Methods II **Credits**: 3
Prerequisite: EDU 650
Doctoral students will use the introductory knowledge developed during Qualitative and Quantitative Methods I to develop a complex understanding of qualitative research design. Students will apply qualitative modes of inquiry with a primary focus on Grounded Theory Methods.

MUE 101 – 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
Prerequisites: MUS 123 – Ear Training 1 **Class Hours:** 3
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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 318/518A - Elementary Music Education Methods **Credits:** 2
This class will examine the most popular music education methodologies for children. Students will evaluate and compare the methodologies and synthesize their own music curriculum. Students will immerse themselves in elementary music textbooks, read current articles on music education, examine case studies of practical teaching methods, and prepare demonstration lessons. This course is specifically designed for students enrolled in the program leading to the M.A.T. degree.

MUE 319/519A - Secondary Music Education Methods **Credits:** 2
This class will explore techniques and philosophies of teaching instrumental, choral, and general music to middle school and high school aged children. Students will learn how to use a Digital Audio Workstation and play the ukulele. Students will learn to make use of DAWs, ukuleles, and other instruments and resources in their music classroom. Students will also immerse themselves in the music education field by finding and reading/listening to relevant articles and media, examining case studies of practical teaching methods, and preparing demonstration lessons and curricular units.

MUE 320 - Choral Music Education Methods **Credits:** 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
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
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
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
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
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
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
A comprehensive review course that prepares students to take the New York State Music Content Specialty Test (CST).

MUE 518A - Elementary Music Education Methods **Credits: 3**
This class will explore techniques and philosophies of teaching instrumental, choral, and general music to middle school and high school aged children. Students will learn how to use a Digital Audio Workstation and play the ukulele. Students will learn to make use of DAWs, ukuleles, and other instruments and resources in their music classroom. Students will also immerse themselves in the music education field by finding and reading/listening to relevant articles and media, examining case studies of practical teaching methods, and preparing demonstration lessons and curricular units.

MUE 519A - Secondary Music Education Methods **Credits:** 3
This class will explore techniques and philosophies of teaching instrumental, choral, and general music to middle school and high school aged children. Students will learn how to use a Digital Audio Workstation and play the ukulele. Students will learn to make use of DAWs, ukuleles, and other instruments and resources in their music classroom. Students will also immerse themselves in the music education field by finding and reading/listening to relevant articles and media, examining case studies of practical teaching methods, and preparing demonstration lessons and curricular units.

MUE 520 – Guitar Methods **Credits:** 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
Prerequisite: Passing Score on 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
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
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
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
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
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
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
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
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 are covered along with reading choral scores.

MUE 590 – Vocal Methods **Credits:** 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
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
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 Courses

MUH 102 - Popular Music in America **Credits:** 3
Popular Music in America since 1840. The styles of popular music: their musical characteristics, origins, development, interaction with other styles, influence, and artistic expressions.

MUH 204 - World Music **Credits:** 3
Prerequisites: ENG 102 – 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
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
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
Study of musical development and composers from Impressionism and Expressionism at the turn of the century to current modes such as aleatory, electronic, and totally organized music; Debussy, Stravinsky, Berg, Hindemith, and Schoenberg.

MUH 309 - Romantic Era **Credits:** 2
Prerequisites: ENG 102 – 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
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
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
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 503 – The Swing Era **Credits: 3**
Intensive study of jazz and popular music of the early 1930's throughout the late 1940's. Influence of the Great Depression and World War II on the musical styles of the period. The big bands of Duke Ellington, Count Basie, Benny Goodman, Fletcher Henderson and Stan Kenton, as well as the small jazz ensembles of Coleman Hawkins, Teddy Wilson, Roy Eldridge and Art Tatum.

MUH 507 - Classical Music To 1840 **Credits:** 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 508 - Classical Music after 1840 **Credits:** 3
Study of music from 1840 to today, with emphasis on vocal and instrumental forms and historical, stylistic and aesthetic principles. Composers such as Wagner, Brahms, Stravinsky, Bartok, and Hindemith are explored and analyzed.

MUH 604 – Women in Music **Credits:** 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
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 607 – George and Ira Gershwin **Credits:** 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 608 - History of Film Music **Credits:** 3
History and analysis of music composed for film. Emphasis on the major composers of film music from 1894 to the present, such as Kerngold, Steiner, Waxman, Hermann, Raskin, Bernstein, Williams and others.

MUH 609 - Leonard Bernstein **Credits:** 3
A musical and historical chronology of one of America's most prolific composers: Leonard Bernstein; an exposé of the composer's works, controversial life, cultural achievements, and influence on modern music and theater.

MUH 614 - Early 20th Century Masterpieces **Credits:** 3
Study and analysis of major compositional trends of the early 20th century that influenced the world of music prior to WWII. Intensive examination and evaluation of seminal works that changed the course of musical perception throughout the rest of the century.

MUH 671 - Special Topics in Music History **Credits:** 3
Topics are selected each time a course is offered and are designed primarily to meet the needs of working professionals. May be repeated for credit. Variable credit.

MUH 703 - Contemporary Music Seminar **Credits:** 3
Study and analysis of major contemporary musical styles and composition techniques. Intensive examination and evaluation of composers whose works can be categorized as innovative, influential and trend setting.

MUH 705 - Jazz History and Literature 2 **Credits:** 3
Overview of jazz history from Bebop to the present. Various styles will be examined in detail exploring historical evolution, economic and social contexts, and important jazz figures. Students are expected to develop aural recognition of the characteristics of assorted styles and will practice historical research methods and scholarly writing while examining an influential jazz artist or body of music in depth.

Psychology Courses

PSY 101 - General Psychology **Credits:** 3
Study of the facts and theories concerning human behavior, including perception, motivation, personality, intelligence, emotions, and attitudes. Consideration of how these aspects of the human being are formed within our social system and how they are interrelated. Applications to learning problems, worker-employer relations, consumer behavior, and other life situations.

PSY 204 – Psychology of Addiction and Substance Abuse **Credits:** 3
Prerequisite: PSY 101
Students will study the role legal and illegal drugs and other substances on society, as well as the use and abuse of these drugs and substances, including medicinal drugs and alcohol. Addiction prevention and treatment effectiveness, substance abuse and dependence awareness, and the effects of a variety of substances and tehri addictive properties on human behavior will be examined.

PSY 301 - Educational Psychology **Credits:** 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.

Science Courses

SCI 112 - Physics of Flight/Drone Technology **Credits:** 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
An introduction to human biology including discussions of the normal structure of organs and systems, including a consideration of the more common diseases and dysfunctions in each system. The course presents basic concepts so that students may better understand problems of human concern resulting from recent scientific developments.

SCI 211 - Environmental Science **Credits:** 3
Introduction to basic ecological principles; a multidisciplinary survey of the environmental and ecological sciences. The evolution of the modern environment and the present human condition; pollution and misuse of natural resources; environmental problems, causes, and possible solutions.

SCI 213 Health and Fitness **Credits: 3**
Provides an introduction to basic health concepts. It includes an examination of the principles of human health, its relationship with personal fitness, nutrition, stress and an overall understanding of wellness. An overview of healthcare in the United States is discussed.

Sociology Courses

SOC 101 - Introduction to Sociology **Credits:** 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
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 351 - Social Problems **Credits:** 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.

Speech Courses

SPE 101 - Interpersonal Communications **Credits: 3**
This course focuses on the development of the interpersonal communication skills necessary for building and maintaining positive relationships. Topics include verbal and non-verbal communication in relationships, managing conflict, as well as cultural and gender considerations.

SPE 104 – Communicating Through Podcasts **Credits:** 3
This course focuses on the development of the interpersonal communication skills necessary for building and maintain positive relationships. Topics include verbal and non-verbal communication in relationships, managing conflict, as well as cultural and gender considerations. Several assignments will be done in the form of podcasts.

Student Development Courses

LAS 100 - The Modern Learner **Credits: 3**
This course is designed to assist new students with acclimating, connecting, and adjusting to the college campus and experience. This writing-intensive course, focused on oral and interpersonal communications, will teach students how to use electronic library holdings, the Canvas Learning Management System, the student portal on the College's Student Information System, Microsoft Office, and other institutional technologies. Through presentations, group work, and discussions, students will become familiar with college resources and learn strategies for academic success. Students will also be introduced to the values and ethical principles of the College and encouraged to reflect on their roles/responsibilities as college students. Topics include time management, study skills, stress management, goalsetting, course and career planning, self-assessment and awareness, and the development of wellness strategies.

Theatre Arts Courses

THR 107 - Musical Theatre 1 **Credits:** 3
An in-depth course examining musicals from the Golden Age to Contemporary Juke Box. Students will perform snippets and sections from American Musicals, working hands-on as groups working on songs, dances, and texts.

THR 111 – Stagecraft 1 **Credits:** 3
Survey of the stagecraft components of scenic design, construction, lighting and management that are essential to the successful presentation of live theatre.

THR 112 - Stagecraft 2 **Credits:3**
Stagecraft II builds on the foundational concepts introduced in Stagecraft I and expands students' understanding of technical production through focused, hands-on training. Emphasizing the applied disciplines of lighting, sound, and projections, the course offers deeper exploration into how these systems function, how they are designed, and how they are safely implemented in a theatrical environment. Students gain practical experience with equipment operation, troubleshooting, communication protocols, and professional production workflows.

THR 121 - Acting 1 **Credits:** 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
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
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
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 206 - Voice and Diction 2 **Credits:** 3
Prerequisite: THR 160
Continuation of Voice and Diction 1 with an emphasis on Shakespeare. Examining Shakespearean poetics, use of iambic pentameter, vocal expression in classical dramatic texts, and emphasis on stage projection for lengthy classical plays and monologues.

THR 207 - Musical Theatre 2 **Credits:** 3
Prerequisite: THR 107
A continuation of Musical Theatre 1. Advanced study of the fundamentals of singing, dancing, and acting techniques (the triple threat) required for Broadway, off-Broadway, and regional theatre performances, from Golden Age musicals to contemporary works. Special focus will be on one or two areas of the triple threat.

THR 221 - Acting 3 **Credits:** 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
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
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 241 - Movement for Actors 2 **Credits:** 3
Prerequisite: THR 141
Advanced movement techniques incorporating Laban, Suzuki, Viewpoints, Michael Chekhov's Psychological Gesture, Mime, Circus Techniques, and other advanced movement skills.

THR 246 – Improvisation **Credits:** 3
Building on the work of Viola Spolin and Keith Johnston, actors will learn the craft of improv comedy and working spontaneously with an audience. Improvisations will be developed and honed.

THR 249 - Stage Combat **Credits:** 3
Introduce students to the skills required for combat, including hand-to-hand, judo, rapier and sword, and bamboo sticks.

THR 270 - Stage Management **Credits:** 3
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 272 Acting for Camera 2 **Credits: 3**
Pre-requisite: THR261
Continuation of the study of acting for film and television, with a special emphasis placed with on-camera auditions, casting directors, agents, self-taped auditions, resumes, and commercials. Continued focus on creative collaboration between actors and directors will also occur. When students are not acting on camera, they are expected to fill various production crew roles (camera op, boom op, grip, etc.) during in-class shoots

THR 280 – Scenic Design **Credits:** 3
Scenic design skills and concepts related to the demands and requirements for the stage and cinema.

THR 321 - Acting 5 **Credits:** 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
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
Prerequisites: THR 224 – Acting 4 **Class Hours:** 2
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
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 372 Acting for Camera 3 **Credits:3**
Pre-requisite: THR272
Intermediate work with on-camera acting. Special attention to studio versus location work, close-ups and continuity, improvisation on film, character development, and director's perspectives. Continued focus on creative collaboration between actors and directors will also occur. When students are not acting on camera, they are expected to fill various production crew roles (camera op, boom op, grip, etc.) during in-class shoots.

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 /Makeup **Credits:** 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 382 - Computer Assisted Drafting **Credits:** 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 412 - Theatre Workshop **Credits:** 3
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
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
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
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
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
Prerequisites: THR 352 - 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 452 - Production/Rehearsal/Performance 8 **Credits:** 2
Prerequisites: THR 450 - 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 472 Acting for Camera 4 **Credits:3**
Pre-requisite: THR372
Advanced work on performing for camera. Selected scenes from films are analyzed and performed on camera, with special attention to close-ups, master shots, retakes, and shooting out of sequence. Career-preparedness for the film industry will be a major focus as well. Continued creative collaboration between actors and directors will also occur. When students are not acting on camera, they are expected to fill various production crew roles (camera op, boom op, grip, etc.) during in-class shoots.

THR 481 - Rendering for the Stage **Credits:** 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.

Theatre Arts – Dance Courses

DAN/ENS 131 - Ballet Techniques 1 **Credits:** 1
Class Hours: 3
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/ENS 134 - Jazz Dancing 1 **Credits:** 1
Class Hours: 3
Exploration of movement for the actor. Study of the fundamentals of Jazz dancing techniques such as, isolations, weight shifting, flexibility, strength, and musicality.

DAN/ENS 135 - Jazz Dancing 2 **Credits:** 1
Prerequisites: DAN 134 **Class Hours:** 3
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/ENS 136 - Tap Dancing 1 **Credits:** 1
Class Hours: 3
Study of the fundamentals of Tap dancing used in Broadway and Rhythm style performances. Prepares Students for a range of musical theatre performance.

DAN/ENS 137 - Tap Dancing 2 **Credits:** 1
Prerequisites: DAN 136 **Class Hours:** 3
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 140 – Modern/ Contemporary Dancing **Credits:** 1
Prerequisite: DAN 131 **Class Hours:** 3
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 150 - Hip Hop Dancing **Credits:** 1
Class Hours: 3
Students will earn the foundation of hip-hop dancing, utilizing street choreography and other aspects of hip-hop from contemporary dance.

DAN 201 - Dance Ensemble 1 **Credits:** 1
Class Hours: 3
Students learn the basics of dancing in an ensemble. Styles can be ballroom, jazz, theatrical, Salsa, Afro-Caribbean, or modern dance. Offered every Spring term, students will perform live to an audience at the end of the term.

DAN 260 – Dance Topics **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.

DAN 301 Dance Ensemble 2 **Credits:** 1
Prerequisite: DAN 201 **Class Hours:** 3
This course focuses on developing students' dance skills specifically when it comes to understanding, retraining and performing choreography in an ensemble setting. Students experience a rehearsal setting and will focus on learning and perfecting one routine to be performed at the in-house Senior Showcase Gala.

ENS 301 Ballet Techniques 3 **Credits: 1**
Pre-requisite: Ballet Techniques 2 or Placement Test
A continuation of the exploration of ballet dancing at an intermediate level, offering students the ability to develop complex techniques in ballet. Focus will be placed on intricate footwork, increased technical difficulty, faster combinations, advanced adagio work, high level of musicality, precision, and artistic expression.

DAN302 Choreography 1
Prerequisite: DAN201
Students are introduced to the creative processes, compositional tools, and performance considerations essential to crafting original choreography. Through guided exploration, students will study fundamental principles of movement invention, spatial design, musicality, dynamics, thematic development, and structuring of dance works. Students will create short studies, refine their artistic voices, and develop the ability to communicate intention through movement. Emphasis is placed on critical thinking, creative risk-taking, and the ability to give and receive constructive feedback. By the end of the course, students will present fully realized choreographic pieces that demonstrate conceptual clarity, coherence, and personal expression.

DAN/ENS 332 – Ballet Techniques 2 **Credits:** 1
Prerequisites: DAN 131 **Class Hours:** 3
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.

DAN 334 - Theatrical Dancing **Credits:** 1
Prerequisite: DAN 135 – Jazz Dancing 2 **Class Hours:** 3
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/ENS 335 – Jazz Dancing 3
Credits: 1
Prerequisite: DAN 135 **Class Hours:** 3
Course in advanced training in Jazz Dancing, with increasing difficulty in movement, tempo, rhythm, and complex dance choreography.

DAN/ENS 336 – Tap Dancing 3 **Credits:** 1
Prerequisite: DAN 137 **Class Hours:** 3
Advanced tap training. Students develop complex tap sequences and choreography, creating a repertoire of tap performances.

DAN 384 - Advanced Theatrical Dancing **Credits:** 1
Prerequisites: DAN 334 **Class Hours:** 3
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.

ENS401 Ballet Techniques 4 **Credits: 1**
Pre-requisite: Ballet Techniques 3 or Placement Test **Class Hours:3**
A continuation of the exploration of ballet dancing at an advanced level and an introduction to pointe and partnering, offering students pre-professional artistry work in ballet. Focus will be on perfection of techniques, artistic expression, preparation for professional performance, very complex fast-paced combinations, mastery of turns, grand adagio, and ability to adapt to different stylistic nuances (such as Balanchine, Vaganova). Taking this class in pointe shoes is based on approval from Professor after the first two weeks of the semester.

DAN402 Choreography **Credits:1**
Prerequisite: DAN302
Choreography II builds upon the compositional foundations established in Choreography I, guiding students toward greater refinement, sophistication, and intentionality in their creative work. Students will deepen their understanding of choreographic structure, thematic development, and movement invention through advanced exploration of spatial design, dynamic contrast, musical interpretation, and conceptual clarity. Students will experiment with expanded improvisational strategies, develop longer and more complex phrases, and engage in collaborative creation processes. Emphasis is placed on cultivating a distinct artistic voice, crafting fully realized works, and applying critical analysis to both personal and peer choreography. By the end of the course, students will produce polished pieces that demonstrate advanced compositional skills, strong performance direction, and thoughtful artistic vision.

DAN/ENS 415 – Jazz Dancing 4 **Credits:** 1
Prerequisite: DAN 335 **Class Hours:** 3
Capstone course in Jazz Dancing. Students are expected to choreograph several Jazz performance pieces, to be used for auditions and professional presentations.

DAN/ENS 416 Tap Dancing 4 **Credit:** 1
Prerequisite: DAN 336 **Class Hours:** 3
Study and mastery of advanced tap skills. Builds on foundational techniques covered in Tap III. Focus on advanced rhythms, increasing speed, sound clarity and choreography

Theatre History Courses

THH 191 - Introduction to Theatre **Credits:** 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.

THH205 Dance History in Film **Credits:3**
Explore foundations of dance as a cultural form through film. Topics covered include the development of ballet, jazz, tap, and modern dance on film.

TTH 301 – Theatre History & Dramaturgy **Credits**: 3
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
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.

Theatre Music Lessons

See, Cross Listing, Music Courses – Applied Music Lessons - TML

Film and Television Courses

FLM 121 – Introduction to Film and Television **Credits:** 3
Lab Hours: 1

An introduction to basic filmmaking and television skills, technology and techniques including cinematography, audio, aesthetics, planning, shot composition, continuity, editing, screen/teleplays, analysis and more. Safety on set is the top priority followed by etiquette, respect and professionalism. The integration of these principles and practice will be utilized daily.

FLM 131 – Television Production **Credits:** 3
Lab Hours: 1

This introductory course exposes students to the technical, aesthetic and collaborative foundations of live multi-camera video production in both studio and remote environments. Students develop hands-on skills operating broadcast cameras, audio equipment, production switchers, and communications systems while learning the workflow of a broadcast control room. Emphasis is placed on studio-based production as well as remote event coverage preparing students to adapt to various content such as music performances, lectures, theater productions and other live events.

FLM 132 – Remote Television Production
Prerequisites: FLM 131 **Credits:** 3
Lab Hours: 1

Focusing on the place of television in society and technology, students study advanced single-camera setups, special effects and electronic news gathering, electronic field production and editing.

FLM 145 - Digital Photography **Credits:** 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.

FLM 146 - Digital Studio Photography **Credits:** 3

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.

FLM 200 – Multi-Cam Virtual Production **Credits:** 3
Prerequisite: FLM 131 or MAC 121

This course offers an introduction to the technology and art of using virtual sets for film and television broadcasts. Students will learn the fundamentals of green screen production, including proper lightning, camera placement, keying techniques, and identifying appropriate uses. The course provided in-depth instruction on designing and building virtual environments, planning for multi-camera setups, and executing live-camera switching within those environments. Alongside technical skills, the course emphasizes practical storytelling applications for both cinematic and live broadcast contexts. Students will gain hands-on experience using tools such as Adobe Photoshop and the VIZRT Virtual Set Editor, with discussion on how these skills translate to other platforms like Adobe After Effects and Unreal Engine.

FLM 204 - Script Writing **Credits:** 3
Prerequisites: ENG 102

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.

FLM 215 - Film and Television Lighting 1 **Credits:** 3
Prerequisites: FLM 121

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.

FLM 223 Virtual Production 1 **Credits: 3**
Prerequisite: FLM 121

Explores the filmmaking processes that are now aided by software, including free game engines such as Unreal and Unity. By pre-visualizing and prepping during pre-production, creating in-camera real-time lighting and effects and utilizing free digital assets such as exotic photo-realistic location backgrounds and objects during production and working with virtual production designers and editors, filmmakers will develop a whole new set of skills that are sought in today's industry.

FLM224 Intro to Drone Cinematography **Credits: 3**

This introductory course on drone cinematography is designed to provide students with a comprehensive understanding of drone technology, cinematography techniques, and practical hands-on experience in flying drones and capturing cinematic footage. Students will explore different drone models. They will also learn essential cinematography skills, including reading light, adjusting camera settings, and applying these skills to create cinematic film projects in various genres.

FLM 226 Cinematography 1 **Credits: 3**
Prerequisite: FLM 121

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.

FLM 231 Editing 1 **Credits:** 3
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.

FLM 233 – Narrative Film and Television **Credits:** 3
Prerequisitie FLM 121
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.

FLM 237 – Production Design: Film and Television **Credits: 3**
Prerequisite: FLM 121
Production design and art direction for films and television production. All elements of production design are examined for the moving image, including features of color, texture, and line when considering location, set, props, wardrobe, and special effects in a larger scheme of period authenticity or thematic tonality of the film.

FLM 240 - Audio for Film and Television **Credits:** 3
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.

FLM 241 - Comics to Film **Credits:**3
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.

FLM261 - Acting for the Camera **Credits:** 3
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.

FLM 301 – Producing 1 **Credits: 3**
Prerequisites: FLM 233 or PRO 250
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 or television project.

FLM 304 Screenwriting **Credits: 3**
Prerequisite: ENG 102 or PRO 250
Writing short-form films and television with attention to the use of language, character, plot, structure, and formatting. Students will learn about copyright, festivals, competitions, and sources to potentially get their screenplays in the hands of producers. They will also create stories with their peers and learn the value of honest feedback to enhance their creativity. The writers will understand that you cannot write when only inspired. Writing is work and must be done daily.

FLM 305 - Film Aesthetics **Credits:** 3
Prerequisites: FLM121
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.

FLM 310 – Experimental Production **Credits:** 3
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.

FLM 328 – Post-Production: Sound for Film and Television **Credits:**3
Prerequisites: FLM 240
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.

FLM 331 - Cinematography 2 **Credits:** 3
Prerequisites: FLM 226
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.

FLM 332 - Cinematography 3 **Credits:** 3

Prerequisites: FLM 331

Camera and lighting technique, including advanced digital cameras, and Arriflex Super 16mm Advanced SR3, provide the environment for a study of complex camera movements and action shots. Period, mood, and genre are considered as well as the advanced use of the lens, and lighting technique for the creation of both storytelling and visual effect. Integration of production and post production will be discussed.

FLM 334 - Editing 2 **Credits:** 3

Prerequisite: FLM 231

This class blends practical exercises with the aesthetics and artistry of editing to help students discover new techniques for post-production. Students will learn how to use the editing software's many tools and workflows to gain an in-depth understanding of professional techniques and industry practices. They will analyze editing from films and television while learning and applying techniques to edit various genres.

FLM 336 – Commercial Production **Credits:** 3

Prerequisites: FLM 121

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.

FLM 371 – Directing Film and Television 1 **Credits:** 3

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.

FLM 372 – Documentary/ Non-Fiction Production **Credits:** 3

Prerequisites: FLM 121

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.

FLM 407 - Producing 2 **Credits:** 3

Prerequisites: FLM 301

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.

FLM 408 Advanced Scriptwriting **Credits: 3**

Prerequisite: FLM 204 or 304

Intensive workshop in the analysis, revision and completion of full-length scripts for film and television 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.

FLM 425 – Senior Project 1 **Credits:** 3

Prerequisites: FLM 301

Pre-produce/produce an individual film or television project that demonstrate advanced skills. This is the first part of two classes that complete the Senior Project. The cinematic or television project includes scripts, storyboards, shot lists, budgets, location scouting/management, capturing audio, principal photography and various other pre-production/production elements. Students will collaborate together in key crew positions to pre-produce a 7–12-minute narrative, sound motion picture or television project.

FLM 426 – Senior Project 2 **Credits:** 3

Prerequisites: FLM425

Production/post-production of a 7–12-minute narrative, sound motion picture or television project. Production tasks include principal photography and/or pick-ups. Post-production tasks include editing, sound design, coloring, titling and credits. Completed films will be presented for review in class. Productions will be evaluated by a jury during the Luminaries.

FLM 440 - Special Topics in Film/Television **Credits:** 3

Prerequisites: FLM 233

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.

FLM 442 - Advanced Film and Television Production Workshop

Credits: 3

Prerequisites: FLM 237

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.

FLM 443 -Editing 3 **Credits:** 3

Prerequisites: FLM 334

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.

FLM 445 – Horror Production **Credits:** 3

Prerequisites: FLM 233

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.

FLM 471 Directing Film and Television 2 **Credits:** 3

Prerequisite: FLM 371

The study and application of pre-visualization and planning of a short film according to a specific detailed directional 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, subset, tone, rhythm.

FLM 474 – Cinematography 4 **Credits:** 3

Prerequisite: FLM 332

The study of professional level cameras and lighting equipment, featured in the industry contemporarily. Practice in the most advanced digital and video film cameras to capture and produce more complex visual effects in clarification of story and theme. Continued practical experience in workshop settings toward authority with short selection and crew responsibilities, with the addition of professional location and work with guest professionals in the field

BOARD OF TRUSTEES

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Coordinator of Graduate Studies and Music Education

John Machado, *Mus.B., M.M.*
Audio Recording Technology Department Chair/ and
Director, Institute of Audio Research

Tyrone Robinson, *B.S., M.F.A.*
Musical Theatre Head/ and
Summer Stock Artistic Director

Sharon Ryba-Pertz, *B.S.*
Interactive Media Arts Department Chair

ADMISSIONS OFFICE STAFF

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Vice President of Enrollment and Marketing

Jerry Cohen, *B.S., M.S.*
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Marissa Gargiulo, *B.A***.**
Admissions Office Coordinator

Sydney Mountain, *B.S.*
Admissions Counselor/
Women's Basketball Head Coach

Dylan Zimmer, *B.B.A.*
Admissions Counselor

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Athletic Director/
Men's Head Baseball Coach

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Men's Head Soccer Coach

Mike Glancy, *B.S, M.A.*
Assistant Men's Soccer Coach

Roy Jimenez
Assistant Men's Basketball Coach

Evan Leider, *B.S.*
Head E-Sports Coach

Sydney Mountain, B.S.
Women's Head Basketball Coach/
Admissions Counselor

Ettore Morelli, *B.S.*
Assistant Men's Soccer Coach

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Athletic Trainer

Mike Topel, *B.S., M.B,A.*
Assistant Men's Soccer Coach

Brendan Wells, *B.A.*
Assistant Men's Soccer Coach

Caitlin Zowak, *B.S., M.S.*
Sports Information Director

College Business and Bursar Office Staff

Hubert Stachura, *B.S., M.B.A.*
Vice President of Finance and Administration

Karen Friedrich, *B.A.*
Bursar

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Staff Accountant

Career Services Office Staff

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Director of Career Services

Mary Durcan, *B.A.*
Career Services Associate

Facilities and Plant Operations Staff

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Director of Maintenance and Facilities

Edward Connolly
Lead Maintenance Technician

William Golden
Daniel Waring
Maintenance

Salnave Jean-Gilles
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Trezile Hilaire
Custodian

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Director of Financial Aid

Christine Fishlinger, *B.A.*
Assistant Director of Financial Aid

iFTC: The Sound Stream Staff

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Co-General Manager

Jodi Vale-Amato, *B.S., M.A.*
Co-General Manager

Library/Learning Resource Center Staff

John Vansteen, *B.S., M.L.S.*
Library /Learning Resource Center Director

Evan Leider, *B.S.*
Library/Learning Resource Center/Head E-Sports Coach

Production Staff

Laura Alberts, *B.A.*
PAC Lighting Director

Monica Athena, *B.A.*
PAC Front of House Manager

Alexander Gazza, *B.F.A.*
Staff Editor

Joe Kenny, *B.F.A.*
PAC Technical Director

Michael Peters, *B.A., M.A.*
PAC Live Stream Technical Director

Kevin Schwartz, *B.S.*
Thomas Wolkowitz, *B.B.A*
Live Sound Engineers

Nicole Monteleone, *B.F.A.*
Film and Television Equipment Room Manager

RESIDENCE LIFE OFFICE STAFF

Anthony Huttie, *B.S., M.A.*
Director of Residence Life

Nubaha Bhuiyan, *B.A.*
Area Director

Karen Pilarte-Delgado*, B.S.*
Area Director

STUDENT LIFE STAFF

Lindsey Meakem*, B.A.*
Director of Student Activities

Brian Blair
Public Safety Office Coordinator

Michael Cavalli, *B.S., M.S.W.*
Associate Dean of Campus Life

Angela Jasur, *B.S., M.S.*
Dean of Students

Derrol Rhodes, *B.S., M.P.S.*
Higher Education Opportunity Program Director

Keyshawn Evans, B.A., M.S.Ed.
Higher Education Opportunity Program Counselor

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Student Access and Disabilities Services Director

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Learning Specialist

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Areana Nunez*, B.A, M.A., LMHC*
College Counselors

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Daoning Dai, *B.S., M.S.Ed.*
Director of Information Technology

Seth Kleinman, *B.S.*
IT Support Specialist

REGISTRAR'S OFFICE STAFF

Anna Nieves, *B.B.A., M.B.A.*
Registrar

Cynthia Catalano, *A.A.S.*
New Student Advisor

TITLE IX OFFICE STAFF

Dana Gioe*, J.D.*
Senior Title IX Coordinator

Faculty

Audio Recording Technology Faculty

JOHN MACHADO, *Professor*
Director, Institute of Audio Research at Five Towns College
Mus.B., Mus.M., Five Towns College
Prof. Machado is a professional audio engineer, producer, and educator with more than 40 years of experience in the recording, broadcast, and entertainment industries. His career encompasses a broad range of audio production, including music recording and production, live broadcast audio, post-production, film, television, radio, and theatre. Throughout his career, Machado has worked on projects ranging from independent productions to major label recordings, bringing together technical expertise, musical knowledge, and a deep understanding of contemporary audio technology. He has had the opportunity to work with some of the most prominent artists in contemporary music. His professional credits include work with Metallica, Ed Sheeran, Dave Matthews, John Mayer, and Brandi Carlile, to name just a few. He has also been engaged in collaborative projects with leading audio industry brands such as AVID, Audiomovers, Eventide, iZotope, STL Tones, and Abbey Road Studios. Prof. Machado's industry certifications include Avid Pro Tools for Music Production and Post Production, Video Game Audio, and related professional workflows, as well as certified in iZotope RX and Dolby Atmos. As a seasoned educator and Director of the Institute of Audio Research at Five Towns College, he is particularly interested in the intersection of musical creativity and recording technology, and how to best prepare students sound engineers to navigate the rapidly evolving landscape of modern music production. Prof. Machado is also a talented guitarist, who continues to work professionally at clubs and musical venues around the tri-state region.

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.

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 COHEN
B.A., *Goddard College*
M.A., *New York University*
Veteran recording engineer, producer, and educator with over 20 years of experience in the professional audio industry. He has engineered and produced projects for major and independent artists across a wide range of genres, with album credits including Talib Kweli, Pharoahe Monch, Matisyahu, Eric Krasno, Ledisi, Nigel Hall, and Devotchka amongst others. His extensive session history also features work with artists such as Kendrick Lamar, Soulive, Lettuce, Bernard Purdie, Vampire Weekend, Chairlift, Gilbert Gottfried, and Aaron Neville.

PHIL PAINSON, *Instructor*
AVID Pro Tools Certified

BRUCE PENN, *Instructor*
See, Cross Listing in Film and Television Faculty

JAMES SABELLA, *Instructor*
A veteran of the music industry with more than 40 years of experience. His professional career started in the mid 0s with guitar session work at various studies as well as club performances. He was signed to RCA and MCA Records in the 1980s. He then went on to build Sabella Studios and received independent and major label recognition for his work, including platinum records such as It Takes a Nation of Millions to Hold Us Back (Public Enemy), and Marcy Playground's self-titled debut release.

ROGER REMONDINO, *Assistant Professor*
Diploma, Center for Media Arts (NYC)
Veteran live sound engineer with 38 years of professional experience. His career has taken him from concert stages and performing arts venues to major live events and large-scale productions, giving him an extensive background in both the technical and practical sides of professional live sound. Live sound credits include events featuring three Presidents of the United States—Bill Clinton, George W. Bush, and Joe Biden—as well as working with internationally recognized artists and ensembles such as Branford Marsalis, Paco de Lucía, Tower of Power, Dave Mason, Robert Cray, the Berlin Philharmonic, and the Cincinnati Symphony Orchestra. His theatrical credits include working with the New York Opera production of Man of La Mancha, among many other productions and performances. In addition to Front of House, his expertise includes Monitor Engineering, Technical Direction, and Production Management. His technical expertise includes large-format digital consoles, PA system design, optimization and alignment, RF coordination, digital audio networking, and modern live-production workflows. Prof. Remondino serves as Front of House Engineer and oversees audio operations for CenterPoint Church on Long Island, a multi-campus organization with seven locations serving approximately 3,500 people each week. In addition to mixing Front of House, he provides audio oversight across all seven campuses, helping maintain consistency, technical standards, and professional production practices throughout the organization.

Business Faculty

DONNA LATORRE, *Associate Professor/ and*
School of Business and Court Reporting Chair
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.

KARYN CERNERA-BUSH*, Assistant Professor*
Vice President of Enrollment and Marketing
B.A. Adelphi University
M.F.A., Pratt Institute
D.M., Colorado Technical University
See, Cross Listing, Interactive Media Arts Faculty

DAVID M. COHEN, *Professor, Business*
College President
B.A., State University of New York at Oneonta
J.D., New York Law School

BARRY HEYMAN, *Assistant Professor,*
Music Entertainment Industry Studies Program Coordinator
B.M., New York University
J.D., New York Law School
Licensed attorney with specialization in 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.

JANET KAPLAN, *Professor, Business*
Senior Vice President and General Counsel
B.A., Emory University
M.A., Stony Brook University
J.D., Benjamin N. Cardozo School of Law

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

TYWANA WILLIAMS, *Assistant Professor*
A.A., SUNY Farmingdale
B.S., M.S. University of Phoenix
Ph.D., Walden University
Business executive with over 30-years of C-Suite experience developing leadership and operating systems, and providing support to organizations undergoing executive-level transitions and succession planning. Professional experience includes Founder at E2LI, LLC, Vice President of Operations at Spero Lighting East, Inc., and Owner/Operator at Small Business Solutions. Related experience includes Board Member at Melville Chamber of Commerce and at The Knox School. Memberships include American Psychological Association, American Foundation of Suicide Prevention, Bay Shore Camber of Commerce, and National Society of Leaders and Success.

Adjunct Business Faculty

ANNA BARONE, *Instructor*
B.A., *Baruch College*
Financial Advisor and Medicare Specialist with over 16 years of experience in the financial services industry. She specializes in retirement planning, investment strategy, and helping individuals navigate complex financial decisions with clarity and confidence. Anna has worked with leading financial institutions, including Fidelity Investments, where she advised clients on portfolio construction, asset allocation, and long-term financial planning. She also served as President of Wright Wealth Management Group, where she led a team of advisors and provided comprehensive financial guidance to individuals and families. In addition to her advisory work, Anna serves as a FINRA Arbitrator, where she evaluates financial practices and investment recommendations for suitability and compliance. This role reflects her strong commitment to fiduciary responsibility and ethical standards within the industry. Anna is passionate about financial education and has conducted numerous workshops and seminars focused on retirement planning, Medicare, and financial literacy. She brings real-world experience into the classroom, helping students understand practical applications of financial concepts.

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 30 years.

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.

DWAYNE FARRIS, *Assistant Professor*
BA., St. John's University
M.S. Alfred University
Ed.D., Concordia University

JAMES FAITH, *Instructor*
Mus.D., Honoris Causa, Five Towns College
Prof. Faith is the owner of J Faith Presents, a performing artist booking agency, concert, festival and events production company based in Port Jefferson, NY. He is also the co-owner of Island Artists Agency, a boutique booking agency and production company, as well as co-owner of the Great South Bay Music Festival, Long Islands longest running and largest music and arts festival. Faith has been booking entertainment and producing shows, large and small, for over 40 years. His professional venue credits include The Irrideom (NYC), The Space (Westbury, NY), Suffolk Theatre (Riverhead, NY), The Dix Hills Center for the Performing Arts (Five Towns College), as well as numerous other concert halls and venues in the tri-state region. Prof. Faith is a 2026 Inductee into the Long Island Music and Entertainment Hall of Fame (LIMEHOF), a LIMEHOF Board Member, and the recipient of an Honorary Doctor of Music degree from Five Towns College.

DANIEL HARVEY, *Instructor*
B.S. SUNY Plattsburg
Certified Public Accountant – New York State.
Experience includes Senior Director of Internal Audit at Pulsepoint, Inc., C.F.O. at Worldwide Branding, C.F.O. at Long Island Bagel Café Group, Manager- S.E.C. Practice at Raich Ende Malter & Co. LLP C.P.A.s, Principal Accounting Officer at Atrinsic, Inc., Partner at Cole, Roberts and Herbert, C.P.A.s.

ELIJAH JOHNSON, *Instructor*
B.B.A. Berkeley College
Creative entrepreneur, recording artist and music business strategist with a passion for building platforms that merge culture, education, and enterprise. As the CEO of TkACTN Media and Executive Director of The Too Alive Tour, he leads initiatives that empower independent artists and young professionals through hands-on music production, career development, and nonprofit leadership. Related experience includes Emergent Works, Roc Nation, and Emmis Communications. Recipient of the Long Island Young Professionals "30 Under 30" Award.

TODD R. KAISER, *Instructor*
B.S., Sienna College
M.B.A. Pace University

STEPHEN G. KASS, *Instructor*
B.S. SUNY Oneonta
M.B.A. SUNY Binghamton

CATHERINE KIMMEL, *Associate Professor*
B.S., SUNY Buffalo State College
M.B.A., Dowling College
Former Five Towns College Business Division Chair, and 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.

RICK MONTERO, *Instructor*
B.A. University of Central Florida
Creator and social marketing consultant, and the founder of Cartero Media, Inc. He specializes in organic social media growth: building audiences, creating content that connects, and turning engaged communities into real business results without relying on paid advertising. Rick's work spans content strategy, community building, and analytics, including custom systems that track how an audience moves from a first piece of content all the way to becoming a customer. That practitioner's perspective is what he brings into the classroom, teaching students not just marketing theory but how social media and digital marketing actually work in the field today.

CAROLANN P. MILLER, *Professor and Provost Emeritus*
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.

ANKA MILIN
B.S. Fordham University
M.B.A. Adelphi University

SHARON PEARL, *Instructor*
B.A., SUNY Binghamton
M.B.A., Pace University
Professor Pearl has over 20 years of 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.

JEFFREY POPLARSKI, *Associate Professor*
D.C. Life University
Dr. Poplarski is a Board Certified Chiropractic Sports Physician (CCSP). He holds the position as Adjunct Full Professor at SUNY Farmingdale State University in the Sports Management and Biology Departments and LIU Post in the Health, Physical Education and Movement Science Departments. Dr. Poplarski maintains an active practice in CCSP in Amityville and offers Chiropractic care, along with massage therapy, cold laser therapy, physical therapy modalities, nutritional counseling, podiatry, sports medicine rehab, sports performance assessments and peak performance personal training. His work in the sports medicine/sports performance field has been featured in ESPN SportsCenter, Sports Illustrated, NY Times, Amityville Record, Daily News, Newsday, Eastern Amputee Golf Association, Riverdale Press, LaJolla Light, Irish Times, News 12, USGA.com, US Open.com, The Californian, Your Extraordinary Life, and Long Island Golfer, among others

FEYGENS SAINT JOY, *Associate Professor*
B*.A., M.P.A., CUNY City College of New York*
Experienced marketing strategist, educator, mentor, and entrepreneur with over 30 years of industry expertise. He serves as an adjunct professor of Marketing and Business at several institutions. His teaching focuses on strategic marketing, digital marketing, integrated marketing communications, and the ethical use of artificial intelligence in business. Feygens is the founder of Brand Joy, a consulting firm that helps organizations create emotionally intelligent and customer-centered brand strategies. He also co-lead Community Joy, an initiative that develops inclusive, sustainable frameworks for community engagement. Through his teaching and consulting, Feygens inspires students and professionals to combine data-driven insights with creativity, empathy, and purpose in shaping the future of marketing and leadership.

SUSAN SAINT JOY, *Associate Professor*
B.S., SUNY Old Westbury
M.S., Pace University

MARK STONE, *Associate Professor*
B.A. Queens College
M.A. Long Island University: C.W. Post
Managing Partner of Sales Tax Defense LLC since 2006. The firm specializes in Sales and Use Taxes. Mark's work as a New York State tax auditor as well as a Tax Manager/Principle at several prominent accounting firms over the past 30 years has earned him a reputation as one of the top professionals for multi-state Sales and Use Taxes. He is frequently invited by various organizations to speak on Sales & Use Tax issues and serves as an Expert witness testifying in tax court on behalf of clients. Mark was also an adjunct professor at Long Island University C.W. Post.

JEFFREY SULTANOF, *Assistant Professor*
B.A., Queens College, City University of New York
M.A., Seton Hall University
See, Cross Listing, Music/Music Education Faculty

Court Reporting Faculty

MICHAEL BARFIELD, *Assistant Professor, and Court Reporting Program Director*
Court Reporting Certificate, Stenotopia Academy
Prof. Barfield has served as a Court Reporter for over 35 years, including over 34 years with the New York State Unified Court System. As a Senior Court Reporter for the State of New York, he worked on every type of case the court system has to offer, both criminal and civil. He has served as the Principal Court Reporter in both the New York County Supreme Court and the Suffolk County Supreme Court. As a freelance court reporter, Prof. Barfield has covered every type of legal case, from personal injury depositions to Securities and Exchange Commission hearings.

MICHELLE HOUSTON, *Instructor and Program Coordinator*
A.O.S., Long Island Business Institute

AUDREY SUMMER, *Instructor*
A.O.S., Long Island Business Institute

Adjunct Court Reporting Faculty

FRANCES BENNETT, *Instructor*
A.O.S. Long Island Business Institute

PATRICIA BURDEN-MARRERO, *Associate Professor*
B.S. Long Island University: C.W. Post College
J.D. Touro Law School

PEGGY CORSO, *Instructor*
A.O.S., Adelphi Business School

TODD EGLOW, *Assistant Professor*
B.S. Fairleigh Dickinson University
D.C., New York Chiropractic College

TONI FIGUEROA, *Instructor*
Court Reporting Certificate, Business Infomatics
Senior Court Reporter for the New York State Supreme Court, with extensive experience. Appointed Statewide Coordinator of the Office of Record Production, overseeing all matters related to Court Reporting and other related duties.

KAREN PERLMAN, *Instructor*
A.A., Stenotype Academy
A court reporter with more than 30 years professional experience. Experience reporting on a wide variety of litigation and producing transcripts in many different areas, including matrimonial, insurance and reinsurance, corporate, construction, patent law, medical and legal malpractice, SEC and FINRA matters, as well as arbitrations involving these and other areas of litigation. Certifications include Registered Professional Reporter (RPR) certification, Certified Realtime Reporter (CRR), and Registered Merit Reporter (RMR). Experience includes court reporter for the New York State Supreme Court. Stenograph Certified Training Agent (SG-CITA).

AMY THOMAS, *Instructor*
B.S., *SUNY Old Westbury*
After earning her bachelor's degree from SUNY Old Westbury in 2008, Amy began her court reporting education at Long Island Business Institute in 2009, graduating in 2012. She began her career as a freelance court reporter, gaining five years of experience before joining the New York State Unified Court System as an Official Court Reporter in 2017. Amy spent two years in Queens Criminal Court before passing the promotional examination for Senior Court Reporter and being promoted to Queens County Supreme Court. In 2022, she transferred to Suffolk County Supreme Court, where she currently serves as a Senior Court Reporter. With more than a decade of experience in the court reporting profession, Amy brings extensive experience in both freelance and official court reporting to her work.

Film and Television Faculty

THOMAS CALANDRILLO*, LMHC*
Professor and Assistant Dean of Institutional Productions and Technology, Communications Division Chair
B.P.S., Five Towns College
M.A., 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 co-founded American Media Productions. Under Tom's leadership, AMP obtained contracts for the 1998 – 2001 Jones Beach Concert series seasons, providing the technical engineering support and video directing for over 450 major venue concerts and shows. Calandrillo has provided similar services across the country and in many parts of the Caribbean, where he specializes in coordinating complex entertainment projects and performances. From aerial photography in the Bahamas for LeAnn Rymes to the logistical coordination of satellite transmission for live internet broadcasts for artists such as Andrea Bocelli and Dave Brubeck, Tom has earned an industry reputation as a top project manager. His knowledge and experience has earned him a spot on numerous national tours with some of the top bands as their IMAG/vision mixer video director. In 2001, Tom became President of Empire Production Support and 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.

BRIGETTE BOYLE, *Assistant Professor, Interim Film and Television Department Chair*
B.A., Fairfield University
M.B.A., Fordham University
Prof. Boyle 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, 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. *See also, Cross-Listing*, Mass Communication Faculty

MICHAEL PETERS*, Instructor*
B.A. SUNY Purchase
M.A., Adelphi University
An accomplished and award-winning television producer who is highly adept in the studio environment, expertly creating content for TV broadcast and live streaming. Has demonstrated excellence in pre and post-production; creating rundowns, assessing goals, and leading a team throughout the production process to finalization and distribution of content. His expertise resides in studio/field production, media quality control, camera operation, audio mixing/mastering, live streaming, social media, client relations, adobe suite, educational technology, remote learning, learning management software and instructional design. Previous experience includes Programming Manager/Master Control at North Shore Television.

ROMEO TIRONE*, A.S.C., Assistant Professor*
Emmy Award nominated cinematographer, director and producer with over 40 years of experience in television and motion pictures. Cinematographer for 60 episodes of *Dexter* (Showtime), and 25 episodes of *True Blood* (HBO). Additional Cinematography credits include *L.I.E.* (Lot47 Films), *Cry Wolf* (Universal), *12 and Holding* (IFC Films), and *U2 3D* (3ality Digital Entertainment). Director credits include *Dexter*, *True Blood*, *Manifest* (NBC Netflix), *The Tick* (Amazon), *Taken* (NBC), *Constantine* (NBC), *Once Upon a Time* (Disney/ABC), *Whiskey Cavalier* (ABC), *Paradise Lost* (Paramount), *Nurse Jackie* (Showtime), *FBI Most Wanted* (CBS*), Blindspot* (NBC), *Rectify* (Sundance), *Revenge* (ABC), *S.W.A.T* (CBS). Producer/Director credits include *Manifest*, *Paradise Lost*, *The Tick*, *Taken*, and *Constantine*. 2008 Primetime Emmy Award Nominee: Outstanding Cinematography for *Dexter*: *The British Invasion* episode. 2011 Online Film and Television Association Nomee: Best Direction in a Drama Series for *True Blood*. Member Directors Guild of America, American Society of Cinematography, and IATSE Local 600 Cinematographers.

Adjunct Film and Television Faculty

MARIA CAPP, *Instructor*
B.S. SUNY Old Westbury
A proud member of the PGA with multi-disciplinary expertise as an award-winning writer, director, producer, acting coach and as an advocate, guest speaker, committee and board member for several non-for-profits and industry festivals and markets. Maria has written three feature films, directed two and produced in partnership with curated relationships culminating in worldwide distribution.

ROBERT CELESTINO, *Instructor*
Robert Celestino is an award-winning filmmaker whose work has premiered at top international festivals, including Sundance (Mr. Vincent), Tribeca (Yonkers Joe), and Berlin (Leave). Known for grounded, emotionally charged storytelling, Celestino's films blend cinematic tension with deeply human character work. With more than three decades in the industry, Celestino has written and directed a wide range of projects - from political thrillers to crime dramas, neo-Westerns, and character-driven indies. His scripts are marked by precision, moral complexity, and an unflinching commitment to authenticity. As an educator, Celestino brings real-world experience into the classroom, emphasizing structure, voice, and emotional truth. His teaching style is immersive and collaborative, shaped by years of working with actors, writers, and producers at the highest levels of the craft. He has taught both introductory and advanced screenwriting, directing, and story development at Hofstra University and through numerous workshops and seminars. Celestino is currently developing several feature and television projects, including Countdown to Everything, Airball, Bird of Grace, and Bobby Comfort: American Outlaw.

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.

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.

JOSEPH LIVOLSI, Instructor
B.F.A. New York Institute of Technology
Joseph has been delivering inventive production solutions for over 40 years working with Fortune 500 Companies like Avon, GAP, Hertz, Goldman Sachs, Pepsico and T Mobile. Has filmed in countries such as Iceland, Germany, Italy and Cambodia, and New York, Paris, London and San Francisco. He is the owner of Crab Meadow Films.

JOHN MAREAN, *Assistant Professor*
B.A., SUNY Binghamton
M.F.A., Yale School of Drama
John Marean, co-owner of Intention Films and Media, 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, and Assistant Director.

JOSEPH MAZZOLA, *Associate Professor*
B.A. University at Albany
M.A. Hofstra University
Joseph Mazzola is a professional Drone Operator, Educator, and Entrepreneur with a passion for advancing the drone industry. He earned his FAA Part 107 certification in 2020. Shortly thereafter, he founded *Dreamscape Aerials LLC*, a start-up focused on delivering industrial and artistic drone applications across the United States. Over the past several years, Joseph has supported clients across a wide range of industries, including telecommunications, renewable energy, construction, marketing, and TV & Film, bringing innovative aerial solutions to complex challenges. His work bridges technical precision with creative vision. Joseph holds a Master's degree in Industrial-Organizational Psychology and is a certified Project Management Professional (PMP). This unique combination of expertise enables him to lead projects effectively while also understanding the human dynamics within emerging tech-driven industries. Recognizing that the drone sector is still in its formative stages, Joseph is deeply committed to expanding its practical utility, promoting workforce development, and contributing to the standardization and professionalization of this evolving field.

HAROLD NAIDEAU, *Assistant Professor*
B.A., Antioch College
B.F.A., Brooks Institute of Photography
M.B.A., Long Island University: CW Post College
See, Cross Listing, Interactive Media Arts

BRUCE PENN, *Instructor*
B.A., SUNY College at Oswego
M.A., SUNY Old Westbury
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 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.

Interactive Media Arts Faculty

SHARON RYBA-PERTZ, *Assistant Professor*
Interactive Media Arts Chair
B.S., CUNY College of Staten Island
Video and Film Editor with more than 25 years of experience working in news and documentary for television broadcast and entertainment industries. Professional credits include work for CNN, Discovery Channel, The History Channel, Travel Channel, BBDO, Ogilvy & Mather, Grey Advertising, and McCann-Erickson. An Adobe Certified Instructor and Adobe Certified Expert, Ryba-Pertz has provided professional digital media training for corporate, educational, and government clients including Bloomberg, Verizon, Getty Images, FDNY, and BOCES. She also developed specialized forensic imaging curriculum and instructional materials and provided professional Adobe Photoshop training for the New York City Police Department Forensics Unit and the New York Fire Department Counter-Terrorism Unit. Other credits include, Producer/Programmer for the 'Imiloa Astronomy Center at the University of Hawaii at Hilo, creating fulldome planetarium programming and scientific visualizations. Her work included collaborations with astronomers and the Polynesian Voyaging Society, with related artwork later exhibited at the Hayden Planetarium at the American Museum of Natural History. She serves as Director of the Five Towns College Long Island Media Arts Show (LIMAS). Prior teaching experience at the University of Hawaii.

Karyn Cernera-Bush, *Assistant Professor*
Vice President of Enrollment Services and Marketing
B.A. Adelphi University
M.F.A., Pratt Institute
D.M., Colorado Technical University
Experienced educator, administrator and digital arts professional. Credits include Graphic Designer for the Art League of Long Island and Marketing Director & Studio Manager for Barbara Prey Studios. Formerly Director of Marketing and Communications/Chair of Visual and Performing Arts at The Knox School, Chair of Graphic Design and Advertising & Design Communications at Briarcliffe College, Graphic Design Instructor at Katharine Gibbs, and Visual Arts & Art History Instructor at Dowling College. Keynote Speaker at GainGlobal Training Academy, Panelist: New York State Council for the Arts and Huntington Chamber of Commerce. Artist in Residence – Alpan Gallery (Huntington, NY), Recipient: 30 Young Professionals Under 30 - Huntington Chamber of Commerce.

Evan Leider, *Instructor*
B.S. Adelphi University
Evan Leider is the Head Esports Coach at Five Towns College, combining his passion for gaming and education to inspire the next generation of players and developers. He co-authored the textbook Game Development with Construct 2 with Dr. Lee Stemkoski, published by Apress. Evan has also shares his expertise as a guest on gaming-focused podcasts, discussing topics like gameplay engineering and game development.

Adjunct Interactive Media Arts Faculty

AUTUMN BEANE, *Instructor*
B.F.A. St. John's University
M.S. Long Island University: C.W. Post
Autumn Beane is a teacher and life-long learner of Graphic Design. She received her undergraduate degree in Graphic Design from St. John's University. Throughout her studies and client-based experience, she has gained proficiency in various Adobe programs. Her college internship at CBS sports provided her the opportunity to observe and collaborate with design professionals in the motion graphics department, then she was contracted by NBC in 2019 to develop print and set graphics for the Comic Con convention. Beane completed a graduate degree in art education at Long Island University and currently teaches graphic design/media arts at a school district on Long Island. She continues to develop as a designer through freelance projects in various areas including branding, editorial design, motion graphics animation, and digital illustration.

CRAIG DONNELLY, *Instructor*
B.F.A. Syracuse University
Motion designer, creative director, and founder of The Mood Inc., a boutique motion design studio specializing in broadcast, branded content, and live event visuals. Over a 12-year career at Saturday Night Live, Prof. Donnelly has designed motion graphics and visual content for one of television's most iconic live productions, helping shape the show's on-air visual storytelling during a major era of digital design evolution. Credits include work for NBC/MSNBC, HBO, SyFy, MLB Network, Grey Goose, New Balance, Verizon, Deloitte, and many other leading brands and media companies. Recent credits include large-scale live event visuals and branded campaigns featuring artists such as Jack Harlow, SZA, and Kehlani. His work blends storytelling, design, and emerging technology across motion graphics, 2D and 3D animation, broadcast design, and live visual experiences.

ROBERT FIELD, *Assistant Professor*
B.A., Long Island University: C.W. Post
M.A., Syracuse University
With over 20 years of expererience as an Illustrator, Graphic Designer, and Eductor, Robert Field has worked as a Biomedical Illustrator at memorial Sloan-Ketterig Cancer Center and as a Senior Graphic Designer and Manager at a Long Island based biotech company. He has freelanced for clients in science, technology, and business and has taught and guided students toward careers in the visual communications for decades.

JULIE HARING, *Assistant Professor*
B.F.A., Cooper Union School
M.A., New York Institute of Technology
M.S.Ed., Long Island University
Successful professional in the field of Motion Graphics, with extensive experience in digital design and animation. She has worked on projects in broadcast, medical simulation, virtual reality, and corporate events. Her clients include Cablevision, SmileTrain, Canon USA, Weight Watchers, and ABC. Professor Haring has also contributed o educational initiatives, including online course design for Canon USA and virtual exhibits for the Heckscher Museum and Huntington School District

WILLIAM MOORE, *Instructor*
B.A., Penn State University
Animator, designer, illustrator and educator with over 30 years of industry experience and over 10 years of teaching experience. Credits include both long and short format productions and commercials for MTV, Curious Pictures, and Hornet NYC. His many and varied client list includes Toyota, McDonalds, Saatchi & Saatchi and Disney UK. He has illustrated projects for PSFK and Simon and Schuster. Prior teaching experience includes New School University: Parsons School for Design, Kean University, and NYU.

HAROLD NAIDEAU, *Assistant Professor*
B.A., Antioch College
B.F.A., Brooks Institute of Photography
M.B.A., Long Island University: CW Post College
Harold has been a professional/commercial/fashion/ studio photographer in NYC for over 16 years and his work has been published in magazines around the world. Currently, his stock photography is represented and distributed worldwide by AdobeStock and Ge y images, and he is vigorously involved in AI imaging

RAJDEEP PAULUS, *Instructor*
B.A. Northwestern University
M.F.A. SUNY Stony Brook
(cross listed LAS)
Award-winning young adult fiction author. Her first book, *Swimming Through Clouds,* won several writing contests. Rajdeep studied English Literature at Northwestern University and has an MFA in Creative Writing and Literature from Stony Brook. She teaches College Writing and Diverse Fiction at various colleges in New York. In Raj's free time, she likes to read, watch movies, play basketball, and share coffee with friends and family.

ANTHONY J. PREVETE*, Instructor*
B.F.A., Five Towns College
Prevete is deeply passionate about unlocking the creative potential within individuals, focusing on providing the tools and encouragement needed to bring unique talents to the forefront. Dedicated to fostering innovation and excellence, he cultivates an environment where creativity thrives and individuals feel empowered to explore their full capabilities. Anthony is committed to preparing others for success in the ever-evolving field of interactive media arts, ensuring they are equipped to adapt and excel. His approach emphasizes dynamic learning experiences that inspire both personal and professional growth, driving innovation and creativity in every endeavor

GEOFF ROSS, *Assistant Professor*
B.A. SUNY University at Buffalo
M.F.A. Savannah College of Art and Design
2D animator with focus on animated segments for television, video games, and corporate videos. Creative Lead with The Sketch Effect, working on creating B2B animated videos. Previously, lead 2D animator with Floyd County Productions where he has worked on various film and television projects, including the FXX animated series *Archer*, the Netflix film *America: The Motion Picture*, Season 1 of Marvel's *Hit-Monkey*, and more. Additional editor and animation credits for Robbins Digital Media, Going Interactive, and Secret Sauce Studios. Production Assistant for Everyday Health (Sanjay Gupta), and Platinum Platypus. Specialties include 2D rigging, 2D animation, motion graphics, film/video production, film/video post-production, and cartooning.

NICK SELVAGGIO, *Instructor*
B.S., New York Institute of Technology
Managing Partner and Lead Developer at Sego Solutions. With expertise in developing high-volume web applications and content management systems, he has worked on projects for prestigious organizations, including NBC and the 9/11 Memorial. Nic specializes in creative coding, demonstrating mastery in HTML, XML, XSLT , CSS, and JavaScript (including Node.js). His work blends technical innovation with user-focused design, creating scalable and efficient digital solutions.

Adam Tatz, *Instructor*
B.F.A., University of Delaware
Adam Tatz is a Creative Director with over 14 years of industry experience, specializing in typography, web design, art direction, and page layout. He has worked with companies including American Express, Verizon, HP, SAP, Intel, Humana, and Pfizer on creative campaigns. Adam's expertise includes concept creation, UX design, phototyping, illustration, motion graphics, animation, and brand strategy.

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 Enrollment Initiatives
B.S., Ohio University
M.S., Hofstra University

MARSHA POLLARD, *Professor*
Provost and Chief Academic Officer
B.A., University of Florida
Ed.M., Harvard University
Ph.D., New York University
Dr. Marsha Pollard posses 22 years of experience in academic administration, strategic planning, and operational roles at top-ranked universities. She began her higher education career at NYU, where she held directorships with the School of Continuing and Professional Studies and School of Social Work. Dr. Pollard wen on to serve as the Associate Chief Academic Officer at SUNY Stony Brook. She later served as the Interim Executive Vice President for Academic Affairs at American International College. More recently, she served as Provost at Berkeley College. Prior to arriving at Five Towns College, Dr. Pollard served as Provost/Vice Chancellor for Academic Affairs and Professor of Educational Leadership with the University of North Carolina at Pembroke.

Adjunct Liberal Arts/General Education Faculty

ALISON S. BENNETT, *Instructor – Mathematics*
B.S., Long Island University: C.W. Post
M.S., Northwestern University

REENA BHASIN, *Instructor*
B.A., New York University
M.S.Ed., CUNY Queens College
NYS Teacher Certification: Biology & General Science (7-12)
Experienced and passionate educator with a proven track record of creating dynamic learning environments that build student confidence and enhance knowledge acquisition. Prior teaching experience includes Jericho Union Free School District, including teaching AP Environmental Science.

JENNIFER COCCHI, *Instructor - English*
B.A. New York University
M.S. Long Island University: C.W. Post

TODD EGLOW, *Assistant Professor – Science*
See, Cross Listing in Court Reporting Faculty

LORI A. DEWALD, *Instructor – Psychology*
B.A., Mansfield University
M.A., Chicago School of Professional Psychology
M.A., Messiah College

FREDERICK J. FERACO, *Instructor – Science*
B.A., M.S., Long Island University: C.W. Post

MAUREEN GREEN, *Assistant Professor, Sociology*
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.

RANDI KOHANIM, *Instructor, English*
B.S.W., SUNY Albany
M.A. New York University

CARL KIRSCHNER, *Professor Emeritus, Psychology*
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 400,000 students. Dr. Kirschner has experience in public, private and proprietary 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.

BRITTANY LINDO, *Associate Professor*
B.A. Syracuse University
M.S. Hofstra University
Prof. Lindo is an experienced English educator with a focused commitment to writing instruction and significant experience working with diverse learners.

SANDRA MARDENFELD, *Assistant Professor, Speech Communications*
B.A., SUNY 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 master's in magazine journalism at New York University and her bachelors in journalism at The State University College of Buffalo.

HAROLD NAIDEAU, *Assistant Professor*
See, Cross Listing in Interactive Media Arts

JACQUELINE, O'HAGAN, *Instructor, Mathematics*
B.A., M.S., Long Island University

NADINE PALUMBO, *Associate Professor*
B.A., SUNY Stony Brook
M.A., Hofstra University
More than 30-years of experience as an English teacher in the Jericho School District. Her artwork, a mix of surrealism and abstraction, has been included in exhibitions across Long Island and around the world.

RAJDEEP PAULUS, *Instructor, English*
B.A. Northwestern University
M.F.A. SUNY Stony Brook
Award winning author. Her manuscript, *Swimming Through Clouds*, was selected as Genesis Contest (YA Fiction) Semi-Finalist, NORWA (YA Fiction) Finalist (2d place), Women of Faith Full Manuscript Finalist (top 30 of 660 entries), Wisconsin FWA Finalist and Honorable Mention (YA Fiction). Midlife Collage Vignette winner for her story *A Man and His Ocean*.

ELIZABETH SALGADO, *Assistant Professor, Mathematics*
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 E.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, Psychology*
B.A., Indiana University
M.S., Psy.D., Nova Southeastern University
Tony's interest in psychology began at 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, FL. While attending this university, he earned both a master's degree and Doctor of Psychology 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. 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.

DAYNA TROISI, *Instructor*
B.A. Hofstra University
M.F.A. Hofstra University
Prof. Troisi has hundreds of bylines to her credit, across major publications. Her work has cemented her as a sharp, irreverent voice in pop culture. She is the creator of the course *SAD GIRLS, HONEY, a Workshop* that traces a lineage of melancholic muses from Emily Dickinson and Sylvia Plath to Lana Del Rey, SZA, and Mitski. Formerly the Executive Editor of GO Magazine, one of the nation's leading LGBTQ publications, she oversaw editorial direction, shaped cultural commentary, and amplified queer voices.

ERICA ZISMAN, *Instructor, Sociology*
B.A. St. Joseph's College
M.S.W. Adelphi University

Mass Communication Faculty

HOLLI HAERR, *Assistant Professor, Mass Communication*
Department Chair
B.A., Indiana University
M.S., Quinnipiac University
Prof. Haerr has been teaching Mass Communication courses at Five Towns since the Spring of 2016. She has previously worked for News 12 Long Island, FiOS1 News and 1010WINS as well as radio and TV stations in Washington D.C. She provides real world hands-on experience through the Mass Comm Lab and other courses.

LAURA ALBERTS, *Instructor*
PAC Lighting Director
B.A., SUNY Empire State College
Lighting Designer with more than 15 years professional experience coordinating light, sound, and video. Professional credits include Kansas, Eddie Money, The Gin Blossoms, and Buckcherry, and the Great South Bay Music Festival. Venue credits include Nokia Theatre, Irving Plaza, Mohegan Sun, Gramercy Theatre, Boulton Center, Five

Towns College Performing Arts Center, and the Javits Center. See, Cross Listing, Production Design Faculty.

BRIGETTE BOYLE, *Assistant Professor, Interim Film and Television Department Chair*
B.A., Fairfield University
M.B.A., Fordham University
Prof. Boyle 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, 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. *See also, Cross Listing*, Film and Television Department Faculty.

Andre Doughty, *Instructor*
B.A., M.A. New York Institute of Technology
Co-Manager iFTC: The Sound Stream

SHARON RYBA-PERTZ, *Assistant Professor*
Interactive Media Arts Chair
See, Cross Listing in Interactive Media Arts Faculty

THOMAS CALANDRILLO, *Associate Professor*
Assistant Dean of Institutional Productions and Technology
See, Cross Listing in Film and Television Faculty

JODI VALE-AMATO, *Instructor*
B.S. SUNY Fredonia
M.A., Grand Canyon University
Co-Manager iFTC: The Sound Stream

Adjunct Mass Communication Faculty

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.

AUTUMN BEANE, *Instructor*
B.F.A. St. John's University
M.A., Long Island University

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

MATTHEW "Striker" KAYE, *Assistant Professor*
B.A. Queens College
M.S. Mercy College
Prof. Kaye, also known professionally as "Striker" has professional play-by-play credits that include on-air roles with WWE, MLB, NHL Network, Triller TV, and more. A New York State certified teacher with a master's degree in Educational Psychology, he approaches play-by-play like a song or a symphony—where timing, rhythm, and emotion bring every moment to life. Well known and respected for pioneering the signature cadence style of commentary in WWE, he brings his background and experience as a musician, teacher, athlete, and broadcaster to the classroom and the broadcast studios at Five Towns Colleges to help aspiring broadcast students find their own voice and develop the knowledge, skills, and abilities necessary to tell the story behind every game.

SANDRA MARDENFELD, *Assistant Professor*
B.A., SUNY Buffalo
M.A., New York University
Ph.D., Rutgers University
See, Cross Listing, Liberal Arts/General Education Faculty

NICOLE PELLETIERE, *Assistant Professor*
B.A. SUNY Empire State College
M.A. New York University
Award winning former Senior Editor at Fox News and a former Senior Content Producer for ABC News and *Good Morning America*. Two-time Emmy Award winner, two-time Webby Award winner and two-time Webby People's Choice Award winner, Prof. Pelletiere brings extensive newsroom experience and passion for teaching the next generation of media professionals to her teaching. She is committed to helping students find their voice and grow as impactful storytellers.

DARIUS RADZIUS, Instructor
B.A. George Mason University

RACHEL STRAUSS,
B.S. CUNY Brooklyn College
Rachel "La Loca" Strauss is an Actor, Producer, Writer, Podcaster, and VO Artist. She is Host of the two-time WEBBY Award nominated and two-time Signal Award WINING Podcast, *Latinos Out Loud,* where after recording over four hundred and thirty episodes she's featured notable guests on the show such as Lin-Manuel Miranda, Dasha Polanco, Eugenio Derbez, Genesis Rodriguez and many more. Prof. Strauss featured in the production of *The Tuttle Twins*, where she voices the role of Mrs. Tuttle on the animated series, available on Amazon and on the Angel Studios app. Her voiceover work can also be heard on *La Cabina Telefónica* (Spotify Original), as well as in *Michelle Rojas is Not Okay*, an Audible/Broadway Video podcast. Prior College teaching experience includes CUNY Brooklyn College.

DAVID T. WEISS, *Instructor*
B.A., Curry College

Music/Music Education Faculty

KRISTI E. ADAMS, *Associate Professor*
Chair, School of the Performing Arts and Education, and
Music Department Chair
B.S., Dowling College
M.A., SUNY Stony Brook
More than two decades of professional experience as a music educator. Prof. Adams has extensive experience teaching sight-reading, vocal pedagogy, and professional singing techniques to students ranging from sixth grade through the college level. Most notably, Prof. Adams has directed both the Rhapsody in Pink Girls Ensemble and the Spartan Barbershop Chorus, an ensemble that competes internationally. Prof. Adams is the recipient of numerous achievements for her work, including the Jenkins Lifetime Achievement Award and special recognition by the New York State School of Music Association (NYSSMA) for being an expert on the male changing voice. She is also an accomplished dancer, who has trained professionally with members of the Joffrey Ballet and Julliard Ballet School. Her techniques include ballet, modern, lyrical, jazz, tap, and hip-hop styles.

JESSICA R. CHERTOCK, *Assistant Professor*
Mus.B., Five Towns College
M.M., New York University
Independent artist, songwriter, and Electronic Dance Music (EDM) topline writer based in New York City. With over a decade of professional songwriting experience, she has developed a writing repertoire that spans many genres, from pop and EDM to country/folk, and even R&B and hip hop. Recently she wrote from the legendary Motown group- The Spinners. She has worked with many renowned producers and DJs from around the globe and has had releases on labels such as Dim Mak, Dharma Worldwide, NCS, Soave, LoudKult, Spectrum Recordings, Future House Cloud, and many others. Her music has recently garned3ere support by multiple well-known producers and DJs, including Ste Aoki, Don Diablo, KSHMR, Timmy Trumpet, and others. Since launching her EDM career in April 2000, Chertock has amassed over 31 million streams on Spotify, and even more across all platforms. She is proficient in Logic Pro X, Melodyne, and Sibelius.

SUSANNE COLONERI, *Assistant Professor, Music Education Coordinator*
B.M., SUNY Potsdam
M.S.Ed. CUNY Queens College
NYS Certified Teacher: Music Education (K-12)
Musician and Music Educator with significant experience including more than three decades as Choral/Classroom Music Teacher at Patchogue-Medford UFSD. Related experience includes PMCT Buddy Mentor for new teachers, and service as a Cooperating Teacher for the Crane School of Music and Five Towns College at Patchogue-Medford. Member NAFME/NYSSMA and SCMEA

JENNIFER DARDZINSKI, *Professor*
Assistant Dean of Instruction,
Liberal Arts & Science Division Chair
See, Cross Listing in Liberal Arts/General Education Faculty

JOCELYN LEE, *Assistant Professor*
B.M. West Virginia University
M.M. Indiana University
D.M.A., SUNY Stony Brook

DAVID LOBENSTEIN, *Associate Professor, Music Education Coordinator*
B.M. SUNY College at Fredonia
M.F.A. California Institute of the Arts

JAMES MCCRANN, *Professor, Coordinator of Graduate Studies and Music Education*
B.S., M.A., Hofstra University
D.M.A., Rutgers University
Founding Conductor of the Five Towns College Wind Ensemble, Dr. James P. McCrann has extensive experience in both secondary and higher education. This experience includes directing symphonic bands and teaching graduate courses in conducting and music education. Formerly, 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). He earned a P.D. in Administration, and holds memberships 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). For his work, he has been 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.

FELIPE RONDON, *Assistant Professor*
Mus.B., M.M., Five Towns College
Additional studies at Josafat Roel Pineda Conservator (Lima, Peru). Music professional with significant experience, including Band Director at St. John the Baptist Diocesan High School, Music Director/Vocal Coach/Pit Conductor at Studio Theatre of Long Island, Choir Director at St. Luke's Roman Catholic Church, Vocal and Piano Instructor at Grace Music School, and others. Recipient of the 1st Place Award from ASCAP/MPL Paul McCartney Arranging Competition, 2021 Annual ASCAP Leonard Bernstein Award, and Five Towns College Award for Outstanding Scholarship in Music Competition. Freelance musician including performances in USA, Peru, Spain and France.

Adjunct Music/Music Education Faculty

EDWARD ADAMS, *Assistant Professor*
B.M., West Chester University of Pennsylvania
M.M., University of Nevada – Las Vegas Stony Brook
D.M.A., Five Towns College

STEPHANIE ARNELL, *Instructor*
B.M., SUNY Potsdam
M.M.T. University of Kansas

AARON BAHR, *Instructor*
B.M. Berklee College of Music
M.M. New England Conservatory

LAURENCE BALLEREAU, *Instructor*
B.S.Ed., Hofstra University
M.S. Long Island University

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 Feinstein's 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.

NIKHIL BARTOLOMEO, *Assistant Professor*
B.M., Ithaca College
M.M., Boston Conservatory at Berklee
D.M.A., Stony Brook University

Prof. Bartolomeo is a clarinetist, conductor, educator, technician, and woodwind doubler based in New York City. Engaging his diverse areas of interest, he enjoys exploring the intersection between classical music, jazz, and new music. Prof. Bartolomeo currently holds the position of second clarinet with the Schenectady-Saratoga Symphony Orchestra, and regularly performs with Albany Symphony, the American Modern Ensemble, Orchestra of St. Luke's, and others. As a recording artist, He can be heard on Bradley Ellingboe's *StarSong* playing clarinet, on Eric Schorr's *New York Pretending to Be Paris* playing multiple clarinets and saxophones, and on numerous releases by Albany Symphony including Michael Daugherty's *Blue Electra* and Viet Cuong's *Re(new)al*. A founding member and Co-Director of Voyager Reed Quintet, Prof. Bartolomeo has served as the in-house arranger for the ensemble, bringing several new works to the reed quintet medium. In 2024, he was appointed music director and principal conductor for the Lehigh Valley Chamber Orchestra.

FRANCIS D. BELLUCCI, *Instructor*
Frank Bellucci is a New York based drummer who excels in many genres, from rock to funk to hard bop and big band. He has performed at drum festivals around the world and has been featured on the social media drum site, Drumeo. Bellucci is listed on Drummerworld.com as one of the top 500 drummers in the world. He is the author of the highly acclaimed instructional book *Feet First*. Professional performance credits include Bucky Pizzarelli, The Carl Fischer Nouveau Big Band, Al Miller Big Band, Ray Anderson, The Dean Brown Band, Oz Noy, Chieli Minucci, Rachel Z and Jeff Berlin, to name a few. Bellucci continues to work professionally and has been a full-time musician for 48 years, playing an average of 300 gigs each year and earning the respect from his peers, including Vinnie Colaiuta, Steve Smith, Jim Chapin, David Garibaldi, Danny Seraphine, Terry Bozzio, Virgil Donati and Rod Morgenstein.

KIRSTEN BROWN, *Professor*
B.M. Stetson University
M.B.A., Stetson University
M.M., Westminster Choir College
Ed.D., Teachers College Columbia University
Soprano Kirsten Shippert Brown currently serves on the faculties of Sarah Lawrence College, Iona University, Kean University, and Five Towns College where she teaches voice lessons as well as courses in voice science, voice disorders, and oral communication. Dr. Brown has more than 10 years of experience working with singers of all different levels and backgrounds in the classical, musical theater, and CCM genres. She prides herself on effectively blending traditional vocal pedagogy, voice science, and creative and inclusive educational philosophies. Dr. Brown's most recent publication is her collaboration with Dr. Christopher Arneson on their book *Musical Theater Voice Pedagogy: The Art and Science* (Inside View Press, 2023).

ANTHONY CAIN, *Instructor*
M.M., Mus.B., Five Towns College
NYS Certified Teacher: Music Education (K-12)
Musician and Music Educator with significant experience including, Orchestra Director at Commack UFSD, Orchestra Director at Port Washington UFSD, and Artist-in-Residence at Deer Park UFSD. Related teaching experience includes String Teacher at All Music, Inc., at Suffolk Music Center, and private music instruction. Currently LISFA 6th Grade Suffolk Chairperson. Awards and honors include Provost's Award (Five Towns College), Stay on Long Island Scholarship (Suffolk County Community College), Graduate Music Incentive Scholarship (Five Towns College), Phi Theta Kappa and Tri-M Honor Societies. Formerly, Concert Master of the Five Towns College Orchestra and Pit Orchestra.

TATE CHU, *Assistant Professor*
B.M., California State University Fullerton
M.M., Manhattan School of Music
An operatic soprano, Prof. Chu maintains an active performance career spanning opera, concert, and musical theatre, with credits including her international debut in Germany (Suor Angelica), principal roles in La Bohème, Rusalka, Rigoletto, and Carmen, and performances with artists and ensembles such as Andrea Bocelli, Kathleen Battle, the Los Angeles Philharmonic, and Pacific Symphony. She has also recorded with SONY Classical Records, bringing both stage and studio experience to her artistic work. With over a decade of teaching experience, Prof. Chu works with singers across contemporary and classical styles. She is committed to investing in students' healthy vocal production, stylistic versatility, and expressive storytelling. In addition to private instruction, she conducts master classes in diction for singers, vocal workshops, and directs opera productions.

MARK COCHEO, *Associate Professor*
B.M. New England Conservatory of Music
M.M. New York University
M.A. Hunter College
Prof. Cocheo is a guitarist based in New York City. He plays regularly in the Broadway productions of MJ: The Musical, Back to the Future and Little Shop of Horrors. Prior to these shows, Mark performed in the Broadway productions of TINA, The Tina Turner Musical, Gettin' the Band Back Together, Bat Out of Hell, and Almost Famous. He has performed with Melissa Etheridge, Charlie Daniels, Kristin Chenowith, Gloria Gaynor, James Burton, James Moody, and Bucky Pizzarelli, among others. As a freelance guitarist, Mark has performed at many reputable venues such as Lincoln Center, The Blue Note, The Iridium, The Gramercy Theatre, and Joe's Pub. As a studio musician, he has played on dozens of recordings and his guitar work has been featured on Fox, MTV, ESPN, and FX. He has been on the faculty at NYU, LaGuardia Community College, Long Island High School for the Arts, and the National Guitar Workshop.

NICHOLAS DENTRONE, *Assistant Professor*
B.A., M.S. Long Island University: C.W.Post
Music educator and performer with more than 30 years of teaching experience across secondary school programs. His coursework includes guitar, Modern Music, Music Theory, Chorus, and band lessons, and he has authored curriculum across multiple strands aligned with programmatic outcomes. His pedagogy integrates STEAM-based learning through project-driven instrument and amplifier-building, facilitating authentic connections among design, electronics, and musicianship. He prepares students for classical and jazz adjudications with the New York State School Music Association (NYSSMA) and has served as an adjudicator for guitar and piano festivals. A former member of the New York State Music Technology Committee, he continues to advance interdisciplinary, technology-enhanced learning in K–12 settings. Additional studies in Electronic Technology at the Grumman Data Systems Institute. Recipient of the Goldberg Award from Suffolk County Community College for highest academic achievement in music, honorary induction into the TRI-M Music Honor Society, and a 2023 nomination for New York State Teacher of the Year.

JAMES DISSINGER, *Assistant Professor*
B.M., State University of New York at Potsdam
M.M., Florida State University
D.M.A., Stony Brook University

MEAGAN DISSINGER, *Assistant Professor*
B.S., Pennsylvania State University
M.A., CUNY Hunter College
Ed.D., Ed.M., Columbia University: Teacher's College
Experienced educator at the secondary and post-secondary levels. Prior collegiate teaching experiences include SUNY Potsdam: Crane School of Music, Messiah University, University of the Virgin Islands, Teachers College: Columbia University. Prior secondary school teaching experience includes Oyster Bay-East Norwich CSD, Sachem CSD, Miller Place UFSD, Port Jefferson UFSD, and Massapequa UFSD. Professional NYS Certification in Music PreK-12, National Board Certification in Music Early Adolescence – Young Adult, and U.S. Virgin Islands Professional Certification Class IV Music, Dance, Special Education: PreK-12. Board of Trustees and Committee Leader for The Dalcroze Society of America. Member National Association of Music Educators, The Dalcroze Society of America, American Choral Directors Association, National Dance Education Organization, and American Educational Research Association, among others.

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.

KATIE A. DUKE*, Assistant Professor*
B.M. Ithaca College
M.M., University of Southern California
D.M.A., SUNY Stony Brook

ANDREA ETTESTOL, *Instructor*
B.A. University of Agder (Norway)
M.A. , New York University

DIANA GOLDEN, *Associate Professor*
B.A., Cornell University
B.M., San Francisco Conservatory of Music
M.A., Royal Academy of Music: University of London
D.M.A., Rutgers University
New York City-based cellist Prof. Golden is a multidimensional artist who performs musical theater, orchestral chamber, and solo music, in addition to teaching cello and chamber music to college students and maintaining a private cello studio. Her expertise ranges from traditional to newly composed repertoire with a special focus on performing, teaching, and writing about Caribbean art music and other under-represented repertoires.

HAROLD GOLDSTEIN, *Professor*
B.M., M.M., Crane School of Music at SUNY Potsdam
D.M.A., Boston University
For over twenty years, Dr. Harold Goldstein has worked with musicians at all age levels and abilities, including directing the band program at Newfield High School in Selden, New York, where his responsibilities have included conducting the Wind Ensemble, Symphonic & Concert Bands, Jazz Ensemble, Pep Band, World Drumming Club, and Pit Orchestra. He also developed the curriculum for AP Music Theory and Jazz Improv classes and advises Newfield's chapter of the Tri-M Music Honor Society. He has served as Chair of NYSSMA All-State Band program, Co-Chair of the NYSCAME/SCMEA Suffolk County All-County Band, guest conductor of numerous regional honor bands, and is an active NYSSMA Woodwind All-State and Instrumental Major Organization adjudicator. He performs regularly with the Atlantic Wind Symphony and many local community theaters, bands, and orchestras. Prof. Goldstein was appointed Guest Conductor of the Five Towns College Wind Ensemble for the 2026-27 Season.

MASATORA GOYA, *Assistant Professor*
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. Additional studies include 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 as 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

JOHN KELLY, *Associate Professor*
Mus.B., Mus.M., Five Towns College
Professional guitarist, mandolin player and musical director. Featured soloist of Long Island Concert Pops. Performances with The Platters, The Coasters, Charo, and Robert Klein. Numerous radio and television appearances. Recipient of the Five Towns College Tony Mottola Award and the Lorraine Kleinman Award for Excellence in Teaching.

SODAM KIM, *Associate Professor*
BM., M.M., DePaul University
D.M.A., Boston University
Prof. Kim is a violinist and educator praised for her "graceful technique" and "beautiful sound." She is dedicated to sharing music with diverse audiences through both performance and teaching performance credits include Boston Philharmonic Orchestra, Austin Symphony Orchestra, Civic Orchestra of Chicago, Albany Symphony, and Harrisburg Symphony Orchestra, where she frequently serves as Assistant Concertmaster. Musical collaborations include the Juilliard, Borromeo, Audubon and Muir String Quartets. Prior teaching experience includes Boston University, Frisco Independent School District (Texas), and the Civic Orchestra of Chicago's community engagement programs. Studies with Ilya Kaler, Daniel Kobialka, Li Lin, Peter Zazofsky, and Ellen DePasquale.

PHILIP KUEHN, *Instructor*
B.M., M.M., The Julliard School

LISA LEVENBERG, *Instructor*
B.A. SUNY Fredonia
M.A., Long Island University

ROBERT F. LOMBARDO, *Assistant Professor*
B.S. Hofstra University
M.A. SUNY Stony Brook
Ed.D., Hofstra University

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.

JACKSON ALBERT MANN, *Associate Professor*
B.M., M.M., Berklee College of Music
M.F.A. Vermont College of Fine Arts
Ph.D. University of Maryland
Educator, editor, researcher, and writer whose work focuses on the historical intersection of folk music, trade unionism, and left-wing politics. His work has been featured in Jacobin Magazine, Monthly Review, and Counterpunch. Additional teaching experience at City University of New York.

JOANNA MATHENY, *Assistant Professor*
B.M., Crane School of Music at SUNY Potsdam
M.F.A., Boston Conservatory at Berklee College of Music
Voice teacher and theatre professional with over ten years of industry experience. Prof. Matheny received voice teacher certification through BroadwayVox Studios, where she focused on evidence-based, individualized vocal training. As both a professional performer and music director, Joanna brings firsthand experience directly into her teaching, guiding students from both a pedagogical and practical perspective. Her teaching emphasizes healthy vocal technique, stylistic versatility, and building confidence in singers of all levels.

LEIANN MCGRORY, *Instructor*
B.S., SUNY Potsdam
M.S., CUNY Queens College

TERRY NIGRELLI, *Assistant Professor*
B.M., Manhattan School of Music
M.M., The Julliard School

VALERIE A. NUZZOLO, *Assistant Professor*
B.M.E., Lee University
M.M., Ithaca College
D.M.A., Michigan State University

JEB PATTON, *Associate Professor*
B.A., Duke University
M.A., CUNY Queens College
A *magna cum laude* graduate from Duke University, Prof. Patton studied piano with Tibor Szasz, Douglas Buys, and Jane Hawkins. As a member of the Duke Jazz Ensemble under Paul Jeffrey, he performed with and/or arranged for more than 60 professional jazz artists, including 48 musicians from New York and more than 12 international jazz musicians from Italy, Monaco, and Portugal. Jeb was recently signed to MAXJAZZ and recorded "New Strides" as a leader in 2009.

MATTHEW PELLEGRINO, *Associate Professor*
B.M., SUNY College at Fredonia
M.M., D.M.A., Peabody Institute of the Johns Hopkins University
Award-winning composer, Fulbright researcher, and devoted music educator who focuses on bringing Korean traditional and contemporary music into classrooms and concert halls around the world. His work has been performed in New York, Chicago, Boston, Houston, Baltimore, Seoul, and Finland. In 2022 he was awarded a Fulbright Research Grant to conduct his doctoral research on traditional music in South Korea. He was then commissioned by the Dareumi Gahteum Project to compose and arrange an evening of music combining elements of the Western classical canon with Korean traditional melodies through an ensemble comprised of instruments from both cultures. His work, *Anxiety Cycles*, received its premiere at Symphony Center, Chicago IL as part of a co-commission by Sound Mind and the Civic Orchestra of Chicago for their musicians and mental health initiative. *Dear Mother: A Transracial Adoption Story* received a virtual ballet production in collaboration with Boston Korean Adoptees and KAAN: Korean American Adoptive Family Network. In 2016, his *Winter Unending, Invincible Summer* won the Charles B. Olson award, and has since been performed by The Guards Band of Finland, the Peabody Wind Ensemble, and recorded by the Encore Wind Ensemble. His works have been performed by The Guard's Band, the Civic Orchestra of Chicago, Peabody Wind Ensemble, University of Massachusetts at Amherst Symphonic Band, Fredonia State University Wind Ensemble, Kent State University New Music Ensemble, and MezzoBlasto Clarinet Quartet. Additional studies with Oscar Bettison, Rob Deemer, Sean Doyle, Karl Boelter, and Mark Dubois. Additional teaching experience at New York University.

JESTIN PIEPER,
B.M., Lawrence University
M.M., The University of Texas at Austin

MICHAEL RODGERS, *Assistant Professor*
B.S., Molloy College
M.A., Hofstra University
Formerly, District Coordinator for Music and Fine Art at the Valley Stream UFSD. Currently, Director of Music and Performing Arts for the Plainview-Old Bethpage C.S.D. Former Executive Board Member - Nassau Music Educators Association. Currently, member New York State School Music Association, National Association for Teachers of Singing, Suffolk County Music Educators Association, and National Association for Music Education. President, state executive council of the New York State Council of Administrators of Music Education.

ANTHONY ROMANO, *Assistant Professor Emeritus*
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., M.A., Hofstra University
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.

MICHAEL SUSINNO, *Instructor*
B.S., Indiana University
M.S., Long Island University: C.W.Post College
Advanced Graduate Certificate, SUNY Stony Brook
NYS Certified Teacher: Music Education (K-12)
Additional doctoral studies at Five Towns College Musician and Music Educator with significant professional experience including, Orchestra Director at Northport-East Northport UFSD, and Orchestra Director at Half Hollow Hills CSD. President at Long Island String Festival Association, and Personnel Manager at Park Avenue Chamber Symphony. Memberships include LISFA, SCMEA, ASTA, and NAfME. Recipient of the New York Liberty Medal conferred by the NYS Assembly.

MARGARET THIELE, *Professor*
B.M.Ed., Ohio State University
M.A., Eastern Michigan University
D.M.A., Boston University
Previously served as the Music Education Chair (2019-2022). Prior college teaching experience also includes Heidelberg University and Eastern Michigan University. Dr. Thiele taught elementary general music and choir in the public schools and ran a successful piano studio for over 20 years. She has presented research at conferences in Utah, Virginia, Nebraska, Florida, Wisconsin, Ohio, New York, and Michigan. Published articles have appeared in TI:ME, the FMEA *Research Perspectives in Music Education*, and the OMEA *Triad*. Professional affiliations include the American Orff-Schulwerk Association, serving as Chapter President and Vice-President of the Detroit Orff-Schulwerk Association, NAfME, and NASM serving as Region 6 Chair (2023 – present) and Vice -Chair (2022-2023).

CHRISTOPHER S. TIBALDI, *Assistant Professor*
B.A., Hofstra University

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.

ANTHONY R. 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.

JONATHAN WAXMAN, *Professor, Music History*
B.M.,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.

JUSTIN WEIS, *Assistant Professor*
B.M., University of Wisconsin-Whitewater
M.M., D.M.A., University of North Texas
Dr. Weis is a respected soloist and advocate for contemporary music through the euphonium and tuba. He has been an invited guest artist for regional tuba-euphonium conferences, as well as presenting guest recitals and classes colleges and universities including the University of Memphis and University of Wisconsin. Prior teaching experience includes University of North Texas and Collin College.

CHRISTOPHER WINK, *Instructor*
B.S.Ed., Hofstra University
M.M., Five Towns College

ROBERT WOTTAWA, *Associate Professor*
B.A., Franklin Pierce College
M.M., Long Island University: CW Post
Ed.D., 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.

TOMMY WU, *Assistant Professor*
B.M., SUNY College at Fredonia
M.M., D.M.A. SUNY Stony Brook

FRANK YOLANGO, *Associate Professor*
B.M., M.M., New School University: Mannes College of Music
Nearly three decades of secondary school teaching experience, including South Huntington UFSD, where his orchestra has earned NYSSMA Level 6 Gold as well as 1st place awards in national competitions. Additional double-bass studies with Homer Mensch. He has performed under conductors such as Kurt Masur, Leonard Slatkin, Yehudi Menuhin, and Sam Wong.

Production Design Faculty

JOSEPH KENNY, *Assistant Professor*
Production Design Program Head/ and
Five Towns College Performing Arts Center Technical Director
B.F.A., Adelphi University
See*, Cross Listing,* Theatre Faculty
Experienced technical director and theatrical design professional. Previous experience includes technical director and master carpenter at Hampton Theatre Company, Atlantic Theatre Company, John W. Engeman Theater, and others. AV Technician at Sensoryphile, and IT Director at Bravia Capital Partners. Related Experience includes Technical Expert at Apple Computers. Freelance scenic designer/master carpenter for shows including *Into the Woods*, *Wizard of Oz*, and *Boeing, Boeing*. Certifications include: PCNA, OSHA -10, Genius Certified Mac &iOS Technician, NYS Certification: School Violence Prevention, Child Abuse & Maltreatment.

LAURA ALBERTS, *Instructor*
B.A., SUNY Empire State College
Lighting Designer with more than 15 years professional experience coordinating light, sound, and video. Professional credits include Kansas, Eddie Money, The Gin Blossoms, and Buckcherry, and the Great South Bay Music Festival. Venue credits include Nokia Theatre, Irving Plaza, Mohegan Sun, Gramercy Theatre, Boulton Center, Five Towns College Performing Arts Center, and the Javits Center. *See*, Cross Listing, Theatre Faculty.

MONICA E. ATHENAS, *Instructor*
B.F.A., Adelphi University
See, Cross Listing, Theatre Faculty
Experienced Production, Stage, and Front of House Manager. Venue credits include CUNY Baruch College Performing Arts Center, KGM Theatrical, Five Towns College Performing Arts Center, and other regional venues.

MICHAEL PETERS, *Assistant Professor*
B.A. SUNY Purchase
M.A., Adelphi University
See, Cross Listing, Film and TV, Mass Communications

Adjunct Production Design Faculty

COLLEEN MURRAY, *Instructor, Set Design*
B.F.A., University of North Carolina School of the Arts
Certificate in Scenic Design: Pacific Conservatory Theatre at Allan Hancock College
Member of the U.S.A. 829 with significant production experience in regional theatre, Broadway, television and major motion pictures. Specializing in theatrical scenery. Related experience includes Scenic Designer for Main Street Theater and University of North Carolina School of the Arts. Assistant Scenic Designer at Pacific Conservatory Theatre, and UNCSA. Scenic credits include *Kevin Can Wait* (CBS Television), *The Many Saints of Newark* (New Line Cinema, HBO), *Gotham* (Warner Bros., Fox), *City on a Hill* (Showtime), *Inventing Anna* (Netflix), and *Kiss of the Spider Woman* (post production). Related experience at Production Resource Group (PRG), ShowMotion, Inc., Global Scenic, Gotham Scenic, Hudson Scenic Studios, and others

Theatre Faculty

DAVID KRASNER, *Professor*
Theatre Department Chair
B.F.A., Carnegie Mellon University
M.F.A., Virginia Commonwealth University
Ph.D., Tufts University
Theatre professor with more than 50 years of experience teaching acting, directing, and theatre history. Published author of 12 books and over three dozen articles on acting, modern drama, African American theatre, theatre and philosophy, and dramatic theory and criticism. Twice recipient of the Errol Hill Award from the American Society for Theatre Research for the best work on African American Theatre, and recipient of 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 to be one of the world's leading authorities on Stanislavsky Studies, acting, African American theatre history, and modern drama. Advisory/editorial board member of Stanislavsky Studies, Theatre Journal, and African American Review. Formerly the Dean of the School of the Arts at Dean College (Franklin, MA), Head of the B.F.A. Acting Program at Emerson College; Director of Undergraduate Theatre Studies at Yale University; and Head of the M.F.A. Graduate Directing Program at Southern Illinois University. Prior teaching experience includes American Academy of Dramatic Arts (N.Y.C.)

LAURA ALBERTS, *Instructor/ PAC Lighting Director*
B.A., SUNY Empire State College
See, Cross Listing, Production Design Faculty

JOE KENNY, *Assistant Professor*
Production Design Program Head/ and
Five Towns College Performing Arts Center Technical Director
B.F.A., Adelphi University
See, Cross Listing, Production Design

BECKY LONDON, *Associate Professor, Acting*
Faculty National Association of Schools of Theatre Accreditation Coordinator
B.A, M.F.A. Yale University
*O*ver three decades of professional and teaching experience in acting. Prior faculty appointments include, American Musical and Dramatic Academy (AMDA), Hofstra University, and The New York Conservatory for Dramatic Arts. Founding member of Singular Productions (Los Angeles). Performance Credits include *Daredevil: Born Again* (Marvel Studios/Disney), *Inside Amy Schumer* (Comedy Central), *Blue Bloods* (CBS), *Law & Order: SVU* (NBC), *All My Children* (ABC), *Quantum Leap* (MCA-Universal). Broadway Credits include *Marlen* (Cort Theatre). New York Theatre Credits include *Jewtopia* (Westside Arts Theatre), *Shanghai Moon* (Theatre for New City), *UBU* (Lincoln Center), *Isn't It Romantic* (Lucille Lortel Theatre), *Othello* (Theatre for a New Audience), among others. Regional Theatre Credits include *Blithe Spirit* (Baltimore Center Stage), *The Real Thing* (Old Globe Theatre), *Love's Labours Lost* (Yale Repertory Theatre), *Twelfth Night* (Walnut Street Theatre), *Beyond Therapy* (Caldwell Theatre), *The Taming of the Shrew* (Tennessee Rep), and more. Additional Training at University of London. Member SAG/AFTRA and Actors Equity Association. Winner Yale School of Drama, Oliver Thorndike Prize, Carbonell Award – Best Supporting Actress, New Hampshire Theatre Award – Best Actress. Formerly Academic Affairs Liaison, New York Conservatory for Dramatic Arts.

TYRONE ROBINSON, *Associate Professor*
Head of Musical Theatre/ and
Summer Stock Artistic Director
B.S., North Carolina A & T State University
M.F.A., New York University
Prof. Robinson is a director, educator, writer, and Broadway performer with nearly two decades of experience preparing emerging artists for careers in the professional theatre industry. A specialist in musical theatre, he has taught and served as guest faculty at SUNY Brockport, Atlantic Theater Company, DreamYard Project, Bethel Woods Center for the Arts, and New York City Center. An accomplished director working across regional theatre, new work development, and film. His directing credits include *Jelly's Last Jam* and *Chicken & Biscuits* (Bristol Riverside Theatre); *Pay No Worship* and *This Bitter Earth* (InterAct Theatre Company); *Ain't Misbehavin'* (The REV); *The Jury Experience* (Dallas); *Letters From May* (Kaufman Music Center); *Love, Uncensored* featuring Broadway star Joshua Henry; workshops of *Marathorn s*tarring Emmy Award winner Liz Callaway; and the New York and touring productions of *Owen and Mzee*. As a performer, Prof. Robinson has appeared on Broadway in *Pirates! The Penzance Musical (*Roundabout Theatre Company), *Swept Away*, and Disney's *Frozen*. His national touring credits include *The Book of Mormon* and *The Lion King*, where he served as a Mufasa cover. Television credits include the recurring role of Jerry Watkins on *New Amsterdam* (NBC), along with appearances on *The Blacklist (NBC)*, *Dear Edward* (Apple TV), *Lovecraft Country* (HBO), *FBI: Most Wanted* (CBS), and *Law & Order: SVU* (NBC). An ASCAP Foundation Frederick Loewe Award winner and recent New York State Council on the Arts (NYSCA) grant recipient, Prof. Robinson continues to develop new work for the American musical theatre. His writing credits include *Show Way* at The Kennedy Center, *Strong Inside* for Nashville Children's Theatre, *Catching the Moon: The Story of a Young Girl's Baseball Dream* for Children's Theatre of Charlotte, and commissions from TheatreWorksUSA and First Stage Milwaukee. He was selected for Chris Rock's Comedy Central Writers Program, where he worked alongside the writing staffs of *The Daily Show* and *The Colbert Report*.

Adjunct Theatre Arts Faculty

DANIELLE ALIOTTA, *Instructor, Dance*
B.A., Goucher College
M.A., Adelphi University
Prof. Aliotta is an educator, director, choreographer, and coach. Venue credits include performances at Ogunquit Playhouse, John W. Engeman Theater, Town Hall, Symphony Space, among others. Prior teaching experience includes various New York City public schools and Long Island school districts. Featured performances at The Long Island Musical Theater Festival, The Engeman Theater's Children's Theater Series, various long island high schools and middle schools' theater and dance programs, as well as dance competition teams. Member Actors Equity Association.

MONICA E. ATHENAS, *Instructor, Stage Management*
B.F.A., Adelphi University
See, Cross Listing, Production Design Faculty

EMILY BOYD-DAHAB, *Instructor, Theatre History*
B.A. University of Chicago
M.F.A., M.A., Columbia University
Experienced dramaturgist, elected to Beta of Illinois Chapter of Phi Beta Kappa. Additional Studies include Post-graduate specialization in Classical Acting at the London Academy of music and Dramatic Arts. Additional acting training includes, William Esper Studio, Shakespeare & Company, and The Globe Theatre. Honors and awards include: Semi-Finalist: The O'Neill Playwriting Conference, and Winner: NYC Midnight Rhyming Story Challenge.

KEVIN BURNS, *Instructor, Dance*
Actor, director, choreographer, and performer. Directorial credits include *Little Mermaid*, *Disney's Beauty And The Beast*, *The Rocky Horror Show*, *Rent*, and *A Christmas Story*.

CAROLINE COPELAND, *Instructor, Dance*
B.A., Goucher College
M.F.A., Sarah Lawrence College
Prof. Copeland-Nizam has over 70 productions and 50 choreographic credits in film, opera, theatre, and concert dance. Stylistically, her work as a performer and choreographer spans centuries and includes working at the Metropolitan Opera, The New York Baroque Dance Company, the two-time GRAMMY award-winning Boston Early Music Festival, as well as with independent contemporary choreographers like Yvonne Rainer, Robert Battle, Seán Curran, Trebien Pollard, Elke Rindfleisch, and JoLea Maffei. Her choreography has been presented at the Allen Room/Jazz at Lincoln Center, Alice Tully Hall, The Kennedy Center, Metropolitan Museum of Art, Public Theater, and Philipzaal Den Haag. Prior teaching experience at Hofstra University, SUNY Purchase, including guest lecturer for Juilliard's Historical Performance program.

JENNA N. GIANNONE, *Instructor, Voice*
B.M. Westchester University of Pennsylvania
M.A., SUNY Stony Brook
Vocal Instructor for over a decade, coaching Broadway performers.

RICHARD F. HARRIS, *Instructor, Voice*
B.M., Manhattanville College
M.M., Five Towns College
D.M.A., Five Towns College
Vocal instructor with more than 15 years of experience.

JULIA KROWIAK, *Instructor, Dance*
Dance instructor and choreographer, teacher of Jazz, Ballet, Modern and Hip Hop.

ROCHELLE MARTIN-VECCHIO, *Instructor, Dance*
B.F.A., Long Island University
M.S., Hofstra University
Ballet instructor and choreographer.

HENRY McDANIEL, *Instructor, Acting*
B.A., M.S., Harding University
M.F.A., Indiana University

THOMAS MCDOWELL, *Instructor*
B.S. SUNY Potsdam
M.S., CUNY Queens College
New York City based vocal coach and performer. Member of AEA.

CORINNE MINOR, *Instructor, Voice*
B.M. Western Carolina University
M.M. New York University
Voice teacher, music director, and performer with over 15 years of experience, specializing in Opera/Classical and Musical Theater. Performance and Directorial credits include work at Westhampton Beach Performing Arts Theatre, East End Arts, Music Academy Foundation, Bated Breath Theatre Company and New York University, among others.

LARRY RAIKAN, *Instructor, Voice*
B.A., College of William and Mary
M.A., CUNY Queens College
M.F.A., University of North Carolina: Greensboro
Professional credits include residency at the Light Opera of Manhattan, New York Opera ensemble (three seasons), and New York Shakespeare Festival. Broadway credits include *Al Jolson, Tonight,* starring Larry Kert (Eddie Cantor), *Woman of the Year* (Lauren Bacall and Harry Guardino), *Baby,* and *Big River*. Touring Company credits include Can-Can (Chita Rivera and the Rockettes), *How to Succeed in Business* (Ralph Macchio), and *Follies* (Sondheim). Prior teaching experience at the Unviersity of West Hartford (Hartt School).

GLYNIS RIGSBY, *Instructor, Acting*
B.A. University of California
M.F.A Yale School of Drama
Professional credits include work with composer Bora Yoon, screenwriter Dan Pulick (*Rite of the Serpent Skirt*), Jasmin Rainieri (*The Devil's Mistress*), and Jane Ray (*Beautiful, Radiant Things*). Directing credits include Anna Ziegler's *Best Friends Forever* (BFF) Phillip Ridley's *Mercury Fur* (The Tank, NYC), *Sunken Cathedral* (PROTOTYPE), and *Britannia Triumphans* (Yale Center of British Art). Prior teaching experience at New York Film Academy and New School University.

RAY RODRIGUEZ, *Instructor, Stage Combat*

B.F.A. Adelphi University

Actor, Fight Director, and Choreographer with significant professional experience. Certified Teacher: Society of Fight Directors AEA/SAG-AFTRA. Prior teaching experience includes The Actor's Studio, Adelphi University, New York Film Academy, National Stage Combat Workshops, SUNY Potsdam, North Carolina School of the Arts, New York University, and American Musical and Dramatic Academy, among others. Additional certifications include CPR, First Aid, Movement and Biomechanics. Recognized Advanced Actor/Combatant – Society of American Fight Directors, among others.

CHRISTINA RUSSO, *Instructor, Voice*

B.S., Hofstra University

M.M., SUNY Binghamton

Private vocal coach and member of the Long Island Studio of Music.

SHOREY WALKER, *Instructor, Show Business*

B.F.A., University of Miami

Actor and owner-manager of The Growing Studio, an organization helping actors meet agents and casting director. Instructor, the Business of Show Business.

Private Music and Musical Theatre Instruction

BASS
Mark Verdino

CELLO
Diana Golden

CLARINET
Nikhil Bartolomeo

GUITAR
Mark Cocheo
Thomas Guarna
John Kelly

PERCUSSION
Frank Belluci
Christopher Tibaldi

PIANO
Scott Ballin
Jocelyn Lee
Jeb Patton
Jesse Pieper

SAXOPHONE/FLUTE
Laurence Ballereau

TRUMPET
Aaron Bahr

TROMBONE
James Dissinger
Terry Nigrelli

TUBA
Justin Weiss

VIOLIN
Sodam Kim

VOICE
Kirsten Brown
Tate Chu
Nicholas Connelly
Joanna Matheny

VOICE – MUSICAL THEATRE
Jenna Giannone
Richard Harris
Joanna Matheny
Thomas McDowell
Corrine Minor
Larry Raikin
Christina Russo

Distribution of Faculty by Division/Department

Division/Department	Full Time	Adjunct	Total
Audio Recording Technology[2]	2	7	9
Business	6	17	23
Court Reporting	3	7	10
Film and Television	3	8	11
Interactive Media Arts	2	11	13
Liberal Arts and Science	3	17	20
Mass Communication	5	9	14
Music/ Music Education[3]	7	50	57
Production Design	2	1	3
Theatre	3	14	17
Totals	**36**	**141**	**177**

[2] All members of the Full-Time Audio Faculty also hold rank within the Music Department

Program Advisory Committees

Audio/Sound Recording PAC

ALVEREZ, MIKE
Lead Audio Engineer/Project Leader and Associate Audio Services Manager, Frost Productions

COOPER, MATT
Audio Production Teacher, Milliken Technical Center

D'ALESSANDRO, NICK (Mono the Maker)
Producer and Mixing Engineer, SIRIUS XM

DONOHOWER, MIKE
President, Techshop NY

FULTON, ALEX
Executive Music Producer, Storefront Music

KRIVONOS, ANDREW
Owner/Engineer, The Brewery Studios (NY and LA)

MAZZARACO, MICHAEL
Audio Engineering Teacher - H.B. Ward Technical Center

VALENTINE, GRANT
Staff Engineer, Sear Sound

WANG, CHARLES
Music Performance and Production, Bayside High School

Business Administration PAC

ASH, DEREK
E-Commerce Director, Sam Ash LLC

BELTRAN, JERRY
A&R Marketing , Jerry, Inc.

HOLLOWAY, BIRTINY
Manager, Meta

LEVY, CRAIG –
Vice president /Branch Manager, M&T Bank

MELKER, JASON
Studio Manager, Dream Studios

RIZZO, MICHELE
Director, Patchogue Theatre for the Performing Arts

RODRIZQUEZ, MELANIE
VP Marketing, Better Noise Music (AI Powered Ma Strategist, Digital Marketing and Promotions)

SEJEVA, JAMES
Senior Brand Manager, Korg USA

Film and Television PAC

CAPRIA, ROBERT
Creative Director, Actuality Films

CUSUMANO, GREG
Freelance Editor, Writer, Director

EDLITZ, MARK
Intellectual Property, Licensing & Entertainment, Atomic Entertainment Group

FRANK, KENNETH
Independent Filmmaker, In the Garage Productions

REDDING III, JAMES
Freelance Rerecording Artist, Sound Designer, Sound Editor

VISCARDI, JAMES
VP Business Development, Image Comics

Interactive Media Arts PAC

ADCOCK, GARY
Creative Technologist in Media and Entertainment

BEINING, DAVID
ARTS Lab, Former Director of Immersive Media

BUSH, DAVID
Vanderbilt Museum, Planetarium Director

COOPER, HOLLIS
Cohart, Project Leader

D'AMPRISI, BEN
Sunnax, Sale Representative

DIRIWAECHTER, DIANA
Educator, Savannah College of Art and Design

GEARY, KEN
BAE Systems, Inc. 3D and Digital Media Specialist

JICCKAKI-GOLAN, YAEL
UX Researcher, Design Thinking

JOHNSON, TONY
Animated Code, Principal Owner

MANN KARBA, CHRISTINA
Producer, Disney

POPP, PETER
Softmachine Immersive Productions, CEO

SELVAGGIO, NICK
Sego Solutions Web Design, CEO

SIP, ROBIN
Mirage 3D, Director

Mass Communication PAC

COLLURA, CHRISTOPHER
PR Account Representative

FUENTES, STARR
Executive Assistant and Social Media Relations, Brooklyn Chamber of Commerce

MOCHI, ARTI
Producer, Newsday TV

STEWART, JOSH
Long Island Editor, Newsday

WRIGHT, WILL
Broadcast Journalism Coach, Formerly NBC, CNN, WOR TV

Music Performance PAC

MILEY, CHRISTOPHER
Professional Woodwind Musician, Professor at Nassau Community College & New York University

O'GARA, HEATHER
Professional Clarinetist and Co-Founder of The Ember Winds Project

ROSE, JAMES
Professional Trumpeter, Composer, and teacher at West Bronx Academy

SCHIEDLING, JUSTIN
Professional Percussionist and teacher at Grace Music School

Music Education PAC

BERNSTEIN, KAREN, *M.A., M.Ed.*
Supervisor of Fine and Performing Arts, Mineola UFSD

CREIGHTON, DENNIS, *M.A., M.M., M.S.*
Director of Choirs, Shoreham-Wading River HS

RODGERS, MICHAEL, *M.A*.
Director of Music and Performing Arts, Plainview-Old Bethpage CSD

ROMEO, ANTHONY, *D.M.A.*
Director of Bands, Seaford HS

STUCKEY, MARK, *M.A.*
Director of Art and Music, Commack CSD

UZZI, JIM, *M.A*
Supervisor of Music (*retired)*, South Country CSD

Theatre PAC

AMBUSH, BENNY SATO
Artistic Director - Venice Theatre (FL)

BENNETT, MICHAEL
Professor of Theatre, Univ. Of Wisconsin at Whitewater

CASSERA, MICHAEL
Casting Director, Michael Cassera Casting

KNOPF, ROBERT
Theatre Chair (Emeritus) - University of Buffalo

YOUNG, HARVEY
Dean of the School of the Arts - Boston University

KOWLESSAR, GREGORY
Actor - FTC Alumni

Academic Calendar

FIVE TOWNS COLLEGE
2026-27 ACADEMIC CALENDAR

FALL 2026	
Residence Halls Open for New Students	August 31st
Residence Halls Open for Continuing Students	September 1st
New Student Orientation	September 1st
Fall 2026 Classes Begin	September 2nd
Labor Day – College Closed	September 7th
Last Day to Add a Class	September 8th
Last Day to Drop All Courses at 100%	September 8th
Convocation Ceremony	September 10th
Last Day to Withdraw from All Courses at 60%	September 15th
Last Day to Withdraw from All Courses at 40%	September 22nd
Last Day to Withdraw from All Courses at 20%	September 29th
Fall Graduation Applications Due ($25 Late Fee Applied After 10/8)	October 5th
Midterm Exam Week	October 12th – 16th
Spring 2027 Registration Dates Students who do not register by November 24th will lose the Tuition Lock!	
Graduate and Doctoral	October 26th
90 or more Earned Credits (Seniors)	October 26th
60-89 Earned Credits (Juniors)	October 29th
30-59 Earned Credits (Sophomores)	November 4th
Less than 30 Earned Credits (Freshmen)	November 9th
LATE REGISTRATION FEE BEGINS	November 25th
Residence Halls Close	November 24th
Thanksgiving - *College Closed*	November 25th – 28th
Residence Halls Reopen	November 29th
Spring 2027 Tuition Due	December 1st
Last Day to Withdraw	December 11th
Fall 2026 Classes End	December 11th
Final Exam Week	December 14th – 18th
Residence Halls Close	December 18th
Holiday Recess – *College Closed*	December 24th - January 1st
Fall Degrees Conferred	January 4th

SPRING 2027	
Martin Luther King Day – *College Closed*	January 18th
Residence Halls Open	January 18th
New Student Orientation	January 19th
Spring 2027 Classes Begin	January 20th
Last Day to Add a Class	January 25th
Last Day to Drop All Courses at 100%	January 25th
Last Day to Withdraw from All Courses at 60%	February 1st
Last Day to Withdraw from All Courses at 40%	February 8th
Last Day to Withdraw from All Courses at 20%	February 15th
President's Day – *College Closed*	February 15th
Spring Graduation Applications Due ($25 Late Fee Applied After 2/25)	March 1st
Midterm Exam Week	March 1st – 5th
Summer and Fall 2027 Registration Dates Students who do not register by April 1st will lose the Tuition Lock!	
Graduate and Doctoral	March 8th
90 or more Earned Credits (Seniors)	March 8th
60-89 Earned Credits (Juniors)	March 10th
30-59 Earned Credits (Sophomores)	March 15th
Less than 30 Earned Credits (Freshmen)	March 17th
LATE REGISTRATION FEE BEGINS	April 9th
Residence Halls Close	March 19th
Spring Break – No Classes	March 22nd –26th
Residence Halls Reopen	March 28th
Summer 2027 Tuition Due	April 15th
Last Day to Withdraw	May 4th
Spring 2027 Classes End	May 4th
Final Exam Week	May 5th – 11th
Residence Halls Close for Non-graduating students	May 11th
Spring Degrees Conferred	May 12th
Class of 2027 Commencement Exercises	May 13th
Residence Halls Close for Graduating Students	May 13th

SUMMER SESSIONS 2027	
Summer 2027 15-week and 6-week Session I Classes Begin	May 17th
Memorial Day – *College Closed*	May 31st
Fall 2027 Tuition Due	June 1st
Summer Graduation Applications Due ($25 Late Fee Applied After 6/16)	June 17th
Juneteenth Observed – *College Closed*	June 18th
Classes End – 6-week Session I	June 28th
Independence Day – *College Closed*	July 5th
Session One Degrees Conferred	July 9th
Classes Begin – 6-week Session II	July 7th
Classes End – 6-week Session II	August 17th
Classes End – 15-week	August 25th
Session Two Degrees Conferred	August 30th

Dates subject to change.

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