

Your First Year at Stony Brook



2013-2014





Your First Year at Stony Brook 2013–2014

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Stony Brook University*

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Foreword

Dear New Stony Brook Student,

Welcome to the class of 2017! I am delighted that you are here for what I know will be an exciting and rewarding educational experience. Your college experiences will help to shape the rest of your life. As you no doubt know by now, Stony Brook's faculty rank among the best in the country. We pride ourselves on providing our undergraduates opportunities to work with members of the National Academies and MacArthur Fellows, as well as over 100 recipients of the Chancellor's and President's Awards for Excellence in Teaching. Those of you interested in research will also have the chance to work alongside our highly regarded researchers on varied and groundbreaking projects.

President Stanley, the faculty, and I have a strong commitment to our students. One portion of that has been the creation of the First-Year Seminar courses that help to ease your transition into university life. We trust these materials will be of great use to you throughout your time as a Stony Brook student. While you are on campus, make sure you take the time to sample all Stony Brook has to offer both in and out of the classroom.

The Staller Center for the Arts has a full program of theatrical, musical, and artistic events that augment our formal educational opportunities. From the first day of each month all Stony Brook students with valid IDs may purchase a ticket to any Staller Center professional presentation that month at half price. Our NCAA Division I athletics and varied recreational programs infuse the campus with enthusiasm, as well as a lively spirit of competition. Your Undergraduate College will also be sponsoring activities and programs throughout the year. I urge you to get involved in the activities that interest you right from the start.

The campus and the experiences you will have here are yours for the creating. I look forward to the energy you and your classmates will bring to Stony Brook. I wish you all the best as you embark upon this exciting journey.

Sincerely,
Charles L. Robbins
Vice Provost for Undergraduate Education and Dean of the Undergraduate Colleges



Letter from Assistant Dean of the Undergraduate Colleges

The first year of college is a time of excitement, transition, and perhaps some apprehension. This course is designed to help you discover all that Stony Brook has to offer and make a seamless transition to University life. Each week, you will have the opportunity to discuss important topics that are essential to your success with your peers in your Undergraduate College. Your instructor will be an important resource as you learn practical policy information, as well as develop foundational skills that will serve you through your academic career.

We have created this course and textbook to directly support the factors that help students succeed: effective study and test taking habits, good relationships with faculty and fellow students, critical thinking skills, communication skills, involvement outside the classroom and many others. There are many resources available to you as you navigate your first year at Stony Brook, and this textbook highlights many of them. I encourage you to take full advantage of what this course offers and participate in class discussions.

I wish you great personal and academic success this year. Welcome to Stony Brook!

Sincerely,
Jean Peden
Assistant Dean and Director of the Undergraduate Colleges.

Introduction

THE FIRST-YEAR SEMINAR AT STONY BROOK

This course is designed to enhance your first-year experience at Stony Brook University and help you hone the skills necessary for success. It is a semester-long opportunity to get acquainted with Stony Brook, taught by staff who know and understand the campus community. You will be encouraged to use critical thinking skills to set goals and make responsible decisions regarding academics, your major, career planning, and social relationships. The course will also explore the purpose of higher education and your role in the university environment.

Course Description

The First-Year Seminar is intended to integrate students into their Undergraduate College and into the University community by providing information about Stony Brook and a forum for discussion of values, intellectual and social development, and personal as well as institutional expectations. This seminar is required for all first-year students.

Common Content and Experiences

Although the 101 courses are taught in over 140 sections across six Undergraduate Colleges, they share common goals:

- To assist you in understanding your personal development as a Stony Brook undergraduate
- To establish a mentoring relationship between you and your First-Year Seminar Instructor
- To develop a strong community in your Undergraduate College
- To increase your understanding of University procedures, computer systems, University publications, academic advising and the course registration process at Stony Brook University
- To increase your awareness and utilization of student support services available on campus
- To provide opportunities to interact with and learn from peers in your Undergraduate College

The First-Year Seminar Textbook

The First-Year Seminar is an opportunity to learn in community with other students in your Undergraduate College. This textbook is meant to serve as a companion to this experience. It provides important materials and activities to help you make a successful transition into Stony Brook University and into college learning. It includes information about campus resources, involvement opportunities, and academic success. Numerous websites are listed that include additional information

and areas of special interest. We encourage you to take an active role in your learning and to take advantage of these resources.

Acknowledgments

We would like to express our sincere gratitude to the following people for their assistance and contributions. Without their efforts, this publication would not be possible.

Stony Brook University Students

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University Departments

Academic Judiciary
Campus Recreation
Career Center
Center for Prevention and Outreach
Department of Residential Programs
Division of Information Technology
Division of Student Affairs
EOP/AIM
Office of University Communications
Office of Diversity and Affirmative Action
Student Activities
Student Life and Leadership
Student Athlete Development
Teaching, Learning + Technology

"Stony Brook University will be your home away from home. You will receive a valuable education, be at the center of diversity, establish new friendships, meet distinguished faculty and staff and gain promising experiences through the many opportunities offered."

—KAREEM, STONY BROOK STUDENT

ABOUT STONY BROOK



Stony Brook University was founded in 1957 as the State University Long Island Center. When the College opened in September of that year, there were fourteen faculty members and 148 undergraduate students. Today, the undergraduate student population has grown over one hundred times that number to over 15,500! The College was originally housed on an estate in Oyster Bay that is now Planting Fields Arboretum. Ward Melville, a local philanthropist, donated a large parcel of land in Stony Brook to the State University. In 1962, the College moved to the Stony Brook site and became the State University of New York at Stony Brook. From that moment, Stony Brook quickly grew to great stature as a premier research university both nationally and worldwide. In 2001, Stony Brook was admitted to the Association of American Universities, a group of 62 elite North American research universities founded in 1900. A number of recent studies show Stony Brook to be among the top universities in the world-based on our research and education. As we say around here, "Stony Brook is Red Hot!"

Stony Brook University is situated on Long Island's North Shore, 60 miles east of New York City and 50 miles west of Montauk Point. Physically and academically integral to Stony Brook is its academic health center, which includes a number of schools and programs in the health professions as well as the Stony Brook

University Hospital. A study published by Johns Hopkins University Press (*The Rise of American Research Universities*, by Hugh Graham and Nancy Diamond, 1997) places Stony Brook among the top three public research universities in the country in terms of per capita faculty research productivity. Stony Brook University Hospital has been ranked among the top 15 teaching hospitals in the country.

Stony Brook is also known for its distinguished and accomplished research faculty. In October 2003, Paul Lauterbur was awarded the 2003 Nobel Prize in Physiology or Medicine for his invention of nuclear magnetic resonance imagery (MRI) technology at Stony Brook, and James Glimm, Chair of the Department of Applied Mathematics, received the National Medal of Science for his work on shock wave theory. This medal is the highest civilian award bestowed by the government, and is awarded annually to about ten people. In 2005, Robert Aumann, a founder of Stony Brook's Center for Game Theory, shared the Nobel prize in Economics, while a second Stony Brook mathematician, Dennis Sullivan, received the National Medal of Science. And as recently as the fall of 2007, four faculty members, Robert Cess, Minghua Zhang, Edmund Chang, and Marv Geller, in the School of Marine and Atmospheric Science were recognized for their contributions to the Intergovernmental Panel on Climate Change (IPCC) that led to the award of the Nobel Peace Prize. This Nobel Peace Prize was shared with former Vice President Al Gore for their combined efforts to control global warming. In keeping with a tradition of improving upon excellence, Stony Brook has a five-part mission:

- To provide comprehensive undergraduate, graduate, and professional education of the highest quality;
- To carry out research and intellectual endeavors of the highest international standards that advance theoretical knowledge and are of immediate and long range practical significance;
- To provide leadership for economic growth, technology, and culture for neighboring communities and the wider geographic region;
- To provide state-of-the-art innovative health care, while serving as a resource to a regional health care network and to the traditionally underserved;
- To fulfill these objectives while celebrating diversity and positioning the University in the global community.

As noted above, Stony Brook enrolls more than 24,000 students, over 15,500 of them undergraduates, most of whom attend full time. Stony Brook offers more than sixty majors to its undergraduate students through the College of Arts and Sciences (CAS), the College of Business (COB), the College of Engineering and Applied



MRI invented by Paul Lauterbur. John H. Marburger, III, looks at the MRI developed

Sciences (CEAS), the School of Health, Technology, and Management, the School of Journalism (SOJ), the School of Medicine, the School of Dental Medicine, the School of Nursing, the School of Social Welfare (SSW), the School of Marine and Atmospheric Sciences (SOMAS), and the School of Professional Development (SPD). New York State's provisional teaching certification is available in the sciences, mathematics, foreign languages, social studies, English, and in Teaching English to Speakers of Other Languages (TESOL).



R/V Seawolf. SOMAS operates several research vessels, both small and very large!

THE UNDERGRADUATE COLLEGES AT STONY BROOK

Structure

The Stony Brook Undergraduate Colleges are academic and social communities, each the size of a liberal arts college. Every year, between 400 and 450 new first-year students join each college. The colleges are named for the distinct themes that drive their academic and social lives. These themes are not tied specifically to particular majors, but broadly designed to appeal to a wide range of student interests. The six colleges and their themes are as follows: Arts, Culture, and Humanities (ACH); Global Studies (GLS); Human Development (HDV); Information and Technology Studies (ITS); Leadership and Service (LDS); and Science and Society (SSO).

The notion of organizing a university around colleges is very old. The college system of Oxford and Cambridge dates back to medieval times and the colleges still form the core of these institutions. In the United States, the undergraduate college or house systems of Harvard and Yale date to the 1930's. Among public universities, the University of California at San Diego, one of the best models by any measure, is organized around undergraduate colleges, each with its own distinct theme, flavor, and core curriculum. The University of California at Santa Cruz is also college-based, and was originally set up very much along the lines of Oxford and Cambridge. What all these institutions share with Stony Brook is the fact that the colleges are not an optional element or a special program for just a few students, but an integral organizing element of the university.

In order to get new students off on the right foot, professional academic advisors are assigned to each college. The Undergraduate College Advisor helps individual students to plan their course of study and is available to assist students with any academic questions or concerns that they may encounter. Each College Advisor also teaches a number of sections of FYS (First Year Seminar) 101 every fall. FYS 101 is a small one-credit seminar course in which new students are introduced to the university through positive interactions with students and staff. By the end of the first semester, each student will have developed a connection with their instructor and/or college advisor that should last throughout their undergraduate career.

Each College is headed by a Faculty Director who is a full-time tenured member of the Stony Brook faculty. The Faculty Directors are identified and appointed personally by the University Provost, who ensures that each is a respected teacher with a strong research program in a field closely related to the theme of their college. For example, the Faculty Director of the Undergraduate College of Leadership and Service could also be a faculty member in the College of Business or Political Science Department. Other Faculty Directors have come from the departments of Mechanical Engineering, Comparative Literary and Cultural Studies, Biochemistry, Music, Ecology and Evolution, Sociology, and Africana

Studies. The Faculty Director oversees all academic activities of the college, which include first-year seminars taught by members of the college faculty, the college Living Learning Centers for upper-class students, faculty-student dinners, and special academic events held throughout the year.

The College Faculty Director, college faculty, and Undergraduate College Advisors work closely with Student Affairs staff. For students living on campus, each college is linked to one of Stony Brook's six residential quads so that residential first-year students in the college live together in the quad associated with their Undergraduate College. Students of Information and Technology Studies reside in Mendelsohn quad, students of Science and Society in Roth quad, and so on. The Quad Director, the Residence Hall Directors, and the Resident Assistants all work together with the Faculty Director, college faculty, and Advisors in organizing college programs in the quad. All college activities, regardless of where they are held, are open to both residential and commuter students.

For first-year students, the primary academic component of their undergraduate college is the academic seminar program. In the fall semester, students are enrolled in FYS 101, a one-credit introduction to the university, taught in small groups by the college advisor or another staff member. In the spring semester, faculty members teach the one-credit seminars (FYS 102) for small groups of students. These seminars are less formal than other academic courses and seminar leaders are encouraged to explore topics of their own choosing that will appeal to first-year students. Both seminars foster contact and build relations between faculty and students that are expected to last throughout a student's career at Stony Brook.

Beyond the First Year

Undergraduate College life extends beyond the first year. Students interested in representing their Undergraduate College in an official capacity can apply to be Undergraduate College Fellows. Fellows plan programs, support orientation activities, and serve as teaching assistants for FYS 101 courses. Applications for the Undergraduate College Fellows program are due near the end of a student's first full semester. Upper-class students may also join one of the Living Learning Centers that have been an important part of Stony Brook life for many years. These have been fully integrated into the colleges, so that each college has within it one or more thematically linked Living Learning Centers (LLC). The College of Science and Society, for example, is home to the Environmental Studies Living Learning Center, while the College of Leadership and Service houses two Living Learning Centers: Leadership Development and Community Service Learning. Each Living Learning Center carries with it an academic minor featuring courses that are incorporated into the life of the Living Learning Center.

Once they join an Undergraduate College, students remain affiliated with it throughout their Stony Brook career. Not all students elect to remain

as involved in college life beyond the first year as those in the College Fellows program or those who take part in Living Learning Centers, but all members of the college are always invited to participate in programs throughout their career at Stony Brook University.

STONY BROOK TRADITIONS

Stony Brook has a number of traditions that together mark the passage of the academic year. Some of these recur weekly or monthly while others occur on an annual basis.

Battle of the Undergraduate Colleges

The Battle of the Undergraduate Colleges was created in 2010 and is designed to promote and encourage Stony Brook spirit and UGC pride. Throughout the course of the academic year, there will be a series of events where each UGC will have the opportunity to earn points. The events cover a wide range of categories, including school spirit, community service, athletic and academic teamwork. Points will be awarded to each UGC based on how each team ranks in each event.

What is your Undergraduate College's current standing? To view this and see a full list of events visit: [Battle of the Undergraduate Colleges](#)

Campus Life Time

Campus Life Time takes place every Wednesday during the academic year from 1:00 pm to 2:00 pm. During this time, no lectures are scheduled and many of the year's most exciting events take place. A great time for residents and commuters alike to get involved with student life, Campus Life Time often has carnivals, student expo fairs, live entertainment, speakers, and free food and giveaways. It is a great time for students to meet up with friends and enjoy a break from the daily grind of classes.



Diversity Months

Each month during the academic year is devoted to the celebration of a different aspect of our diversity: Hispanic Heritage Month (October), Diversity of Lifestyles Month (November), Diversity of Religions Month (December), Black History Month (February), Women's History Month (March), and Asian-American Month (April). Campus clubs and organizations join faculty and staff in developing and promoting educational, cultural, recreational, and social programs that take place during each of these months.

Red Hot Fridays

We celebrate the many achievements of our students and faculty in academics, scientific and medical research, community service, and athletics by declaring our pride with a catchy phrase; *Stony Brook is Red Hot!* To show our unity and spirit, a new campus tradition has been born; all students, faculty, and staff proudly wear Stony Brook red every Friday.

"First On Us"—Staller Center for the Arts

Stony Brook has begun a new tradition to welcome and introduce students to the Staller Center for the Arts. All new students receive a voucher during "Experience Stony Brook" for a FREE ticket to any performance at the Staller Center. All students are encouraged to take advantage of this great opportunity—simply visit www.stallercenter.com for a complete listing of upcoming performances and bring your completed voucher to the Box Office on the first floor of the Staller Center for one ticket to the performance of your choice. Not only is your "first on us," but you will also receive a special half-price discount on all future ticket purchases at the Staller Center.



Donka: A Letter to Chekov

Midnights at Stony Brook

At midnight during finals week, Stony Brook students are still hopping (or screaming). Midnight Breakfasts bring thousands out to the Stony Brook Student Union to eat their favorite breakfast foods and get a second wind while studying for finals. It is a great diversion where students can laugh, socialize, and take a well-deserved break from their studying endeavors.

"Midnight Screams" offer another final exam diversion. A kind of wake-up call, students all across campus who are studying for finals open their windows or step outside to let loose ear-curling screams. The camaraderie and cool air rejuvenates students and gets them motivated for a few extra hours of late-night studying.

"Sandy Shore": Our Alma Mater

The University's First Alma Mater was written in 1962 by the founding member and head of the University's Music Department, Isaac Nemiroff. Our current Alma Mater, Sandy Shore, was adopted in 1985 through a competition after Dr. Peter Winkler wrote the winning submission. Winkler is a professor in the Department of Music. His lyricist, Winston Clark has worked on several other compositions over the years. Carol Marburger, wife of President John Marburger, is credited as being the guiding spirit behind this alma mater.

STONY BROOK FALL SEMESTER EVENTS

Homecoming/ Wolfstock

Stony Brook's first NCAA football game took place in 1983, and the University celebrated its first official University-sanctioned Homecoming Weekend the following year. A highlight of the weekend is the Homecoming King and Queen Competition, along with the Homecoming Parade. In 2002, Stony Brook's annual Homecoming Weekend was named Wolfstock. Events at Wolfstock over the years have included the football game, Homecoming Parade, Float Contest, Wolfstock Village, alumni get-togethers, music, children's rides, hospitality tents, and expo areas.



Undergraduate College Commons Day

Stony Brook welcomes the author of the First-Year Reading to campus every Fall Semester. The author gives various presentations, interviews, and book signings throughout the day. There is also an awards luncheon with the Creative Expressions Assignment Winners.

Student Faculty Staff Retreat

This tradition brings together members of the campus community for the first weekend of November each year to examine critical issues and make recommendations to improve campus life. Campus Life Time, extended Library hours, the Student vs. Faculty/Staff Challenge, and the WebEvent Calendar are direct outgrowths of this initiative.

STONY BROOK SPRING SEMESTER EVENTS

Chill Fest

As an exciting start to the spring semester, the Student Activities Center (SAC) collaborates with various campus departments to plan a full schedule of social, athletic and academic events that begins with Opening Activities in January and lasts through February. Activities have traditionally included First Night Out, Winter Barbecue, Bingo for Books, Scooping out Success, Men's and Women's Basketball games, Open Mic Nights, RHA Superbowl Extravaganza, Involvement Fair, Ski and Snowboarding Trips, and much more. A complete calendar of activities is updated and posted annually on the SBU website.

URECA Celebration (Undergraduate Research and Creative Activities)

The Annual URECA Celebration in April showcases the research and creative talents of all of our students. Faculty, staff, students, and the local community come out to see just how special our students are. It is a day of learning, excitement, interaction, and good food.

Earthstock

Celebrated in late April on or around Earth Day, this day features exhibits, displays, lectures, and concerts to promote and support environment-friendly living. Although Earth Day celebrations have been in existence for a number of years, it was officially named Earthstock in 2004.



Strawberry Festival

Just imagine strawberries all along the academic mall: strawberry shortcake, strawberry crepes, chocolate covered strawberries, and just plain strawberries! Students, faculty and staff come out in the hundreds to enjoy this fun-filled day in the sun. This event has been traditionally held on the last Wednesday in the month of April during Campus Life Time, and includes entertaining music and dance performances.

Diversity Day

Diversity Day was the brainchild of the President's Student Advisory Council, conceived as a way to bring individuals of different backgrounds together for a day of celebration and togetherness. The campus celebrates its diversity every Spring semester during Strawberry Festival, promoting and celebrating our strengths and our differences. Diversity Day is a time to celebrate the many dimensions of difference including culture, religion, age, sexual orientation and nationality.

Roth Pond Regatta

Get Ready! Set! Go! This is what you'll hear at the Roth Pond Regatta, while makeshift boats race across the pond for first place. The craziest part of this event is that you'll see boats unlike any you've ever seen before—and with good reason. The boats for the regatta must be made of only cardboard and duct tape. Many faculty and staff also participate in this event, and spectators are quite amused at the sight of professors' boats sinking into the water as they doggy paddle to land. The Roth Yacht Club names an admiral, a vice admiral, an honorary commodore and various other nautical appointments to preside over the event.

This event is a tradition held on the last Friday of April. Started in the year 1987, the Roth Pond Regatta is a day of fun and excitement even featured on many popular television networks. There is a barbecue and great entertainment throughout the day.



Shirley Strum Kenny Student Arts Festival

Stony Brook students display their creativity, talent, and diversity at the Shirley Strum Kenny Student Arts Festival. A week-long schedule of events includes ongoing exhibits of undergraduate student research, student artwork, dance and musical performances, film presentations, the annual Student Talent Showcase, and the culminating celebration.

Ring Ceremony

What better way to celebrate your accomplishments as a Stony Brook student than joining together with friends, faculty, staff, and alumni to receive your class ring! Then, eat and drink to all you have come to learn and enjoy at Stony Brook University. The Ring Ceremony began as a new tradition in 2006. Held in March or early April, the event invites Juniors to share in a ceremony that bonds all Stony Brook students past and present with a class ring, all designed with a common look and feel.

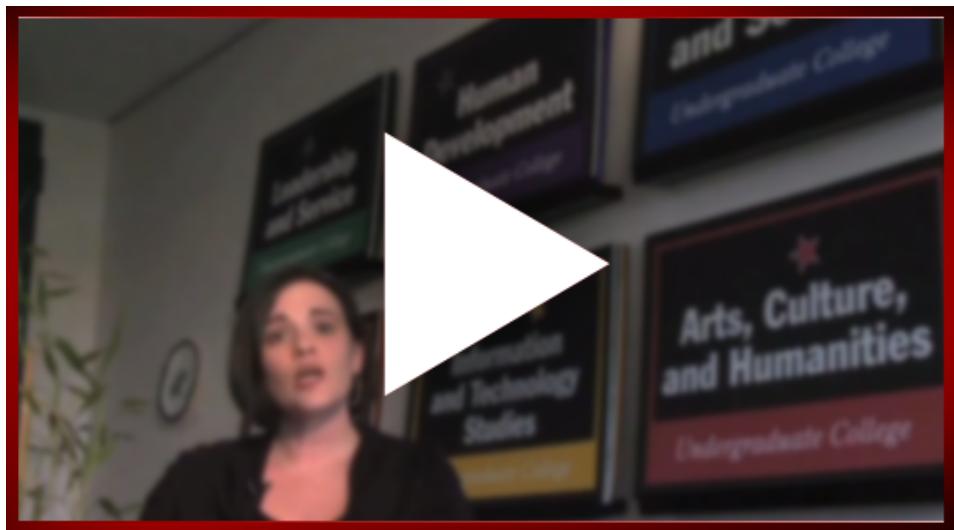
The Undergraduate Colleges| 2

"Coming to Stony Brook and being part of the College of Leadership and Service was an important way for me to get involved. I was very involved in extracurricular activities in high school so it was important for me to join something. I love meeting new people and enhancing my academic experiences."

— ADAISHA, STONY BROOK STUDENT

Each incoming freshman is assigned to one of six Undergraduate Colleges: Arts, Culture, and Humanities; Global Studies; Human Development; Information and Technology Studies; Leadership and Service and Science and Society. The colleges are named for distinct themes around which academic and social life revolves; the system is intended to let students explore a wide range of interests, both within their intended majors and across the academic spectrum. The Undergraduate Colleges are small but vital communities, offering individualized support while tailoring the first-year experience for students with similar interests.

While each College has its own personality, there are many experiences that will be the same for every first-year student.



A COMMITTED TEAM OF FACULTY AND STAFF

Faculty Director

The Faculty Director is a tenured member of Stony Brook University who provides intellectual and academic leadership for the College. The Faculty Director brings knowledge and experience in an area related to the theme of each college. The Faculty Director works closely with the

Quad Director, the Undergraduate College Advisors, and other team members affiliated with each college to bring relevant courses, lectures, and social activities to students. The Faculty Director is available to meet with students one-on-one to discuss their personal interests and goals.

Undergraduate College Advisor

The Undergraduate College Advisor(s) provide individual and group academic advising for first-year students on campus. Primarily, their role is to assist students with planning their academic schedules, help students make the transition into the college environment, assist students with setting goals for their future, and help students take advantage of the myriad of resources available for them on campus. The advisors also coordinate the orientation and opening programs for new students, teach and administer 101 classes, and plan events and programs.

Quad Director

A Quad Director (QD) within this college serves as a specialist in the area of student community development. This person strives to make lasting impressions through creative social and educational programming efforts within the residence halls. The QD directly supervises four professional staff members—Residence Hall Directors (RHDs)—that live in the halls and oversee all building concerns. The RHDs have impressionable interactions through first-year meetings to discuss reasons for attending the university and aspiring goals. In addition, they work to make their experiences more fulfilling and worthwhile. There are approximately 30 Resident Assistants (RAs) in the Quad, who live on each floor to assure quality customer service care while focusing on first-year transitional and developmental concerns.

Shared Curriculum

The Undergraduate College curriculum requirements include two consecutive one-credit seminars designed to connect the new Stony Brook student to campus resources, faculty, staff and the Stony Brook community. Students will not only be engaged in academic and social activities, but will learn with faculty, staff and other students in their Undergraduate College.

Freshman 101 Seminar:

In the fall, each freshman is enrolled in a College-specific seminar. It is a semester-long opportunity to get acquainted with Stony Brook, taught by staff who know and understand the campus community. The course is designed to give new students the skills they need for success—both academic and social—while exploring aspects of each College’s respective themes. Some of the topics covered in the course include: study skills, test taking and test anxiety, health/well-being and success in college, academic citizenship, time management, academic and career planning, introduction to campus resources, and how to get involved on campus.

Freshman 102 Seminar:

The Undergraduate College Spring Seminars are small, interactive courses designed to introduce first-year students to thought-provoking and interesting subjects. The seminars offer a unique opportunity to explore ideas, learn from peers and get to know faculty in small, intimate classroom settings. Faculty from departments across campus will instruct seminars that focus on a current intellectual interest. These topics are quite diverse and include a broad range of academic disciplines. By taking these seminars, students will learn in a small community with faculty and other students who share their interests.

Battle of the Undergraduate Colleges

Started in the 2010-2011 academic year, this year-long competition was designed to promote and encourage Stony Brook spirit and Undergraduate College pride.

Throughout the course of the academic year, a series of competitive events are held, where students from each Undergraduate College will have the opportunity to earn points for their UGC. The events cover a wide range of categories including school spirit, creativity, community service, athletic and academic teamwork.



UGC Battle College Bowl

Points are awarded to each Undergraduate College based on how their College ranks in each event. Think your Undergraduate College is the best? Prove it!

The winning Undergraduate College will receive the UGC Cup which will remain in their Undergraduate College Center through the following academic year. Wear your college color with pride at each of these events to show your Stony Brook swagger!

To learn more about the Battle of the Undergraduate Colleges, visit: [Battle College Bowl](#)

College Fellows

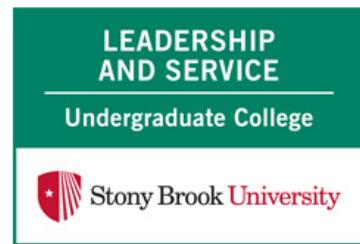
College Fellows are students who are recognized as emerging leaders in their Undergraduate College. They have distinguished themselves both academically and in their co-curricular pursuits. Through a two-semester sequence of courses, the Fellows learn to be effective peer mentors and representatives of their Undergraduate College. Qualified students may apply for this program during the fall semester of their freshman year. Those accepted will register for an Undergraduate College Fellows Seminar during the following Spring. This seminar covers four main content areas: student development theory, scholarship on mentoring and leadership development, concepts of teaching and learning, and programming and event planning. In the fall of their sophomore year, the Fellows will register for an Undergraduate College Fellows Practicum in which they will be partnered with a 101 instructor as a Teaching Assistant.

To apply visit: [College Fellows](#)

College Interns

College Interns learn about contemporary issues in higher education, community building, and teaching at a research university through hands-on work with staff task managers, and they also participate in reflection discussions with their assigned faculty mentor. Students selected for the internship enroll in their Undergraduate College's 488 Course and engage in the collaborative and developmental work of Undergraduate College initiatives.

The Undergraduate Colleges



ARTS, CULTURE AND HUMANITIES

"A Liberal Arts College
Experience within a Research
University"

RESIDENTIAL QUAD: TABLER

COLOR: RED

UCOLLEGES.STONYBROOK.EDU/ACH

ARTS, CULTURE
AND HUMANITIES

Undergraduate College



Overview

The [Undergraduate College of Arts, Culture and Humanities \(ACH\)](#) seeks to unite first-year students who share a common interest in creative expression and exploration through the use of various media. Common examples of such media have included:

Because the ACH experience is not strictly academic, involvement in the College is based on interest in these activities rather than on choice of major or career goal.

Theme-specific programming offered through ACH allows students to think critically about the ways in which art and culture are present in our everyday lives and how it enriches us--often times without our full awareness.

The goal of ACH is to provide a tightly knit community in which first-year students are given the opportunity to further develop and study various forms of creative expression and how they are used to illustrate the differences and similarities among cultures.

The Tabler Center for Arts, Culture, and Humanities

- Performance Space
- Art Gallery
- Practice Rooms
- Digital Arts Laboratory
- Classrooms
- Conference Room
- Dining Area
- Faculty Director Office



- College Advisor Office

UNDERGRADUATE COLLEGE OF GLOBAL STUDIES

"GLS Makes a World of Difference"

RESIDENTIAL QUAD: ELEANOR ROOSEVELT

COLOR: ORANGE

UCOLLEGES.STONYBROOK.EDU/GLS

GLOBAL STUDIES

Undergraduate College



Overview

The [College of Global Studies](#) is here to assist you in the transition to a new community, new friends, new opportunities and new knowledge. We want to help you start on your journey to becoming a student of Stony Brook and the world. We hope to help you discover and become involved in the various aspects of University life, to find support for defining and pursuing your own goals as a student, and to expose you to the world as a place to learn and live.

We anticipate that your transition into a research university may not be trouble-free, so we hope to equip you with a vast amount of resources that can assist you with this navigational process. As a new college student, you may not yet be fully aware of all the opportunities for education and personal development that Stony Brook has to offer. Our programs will lend a hand in your discovery of all the resources here and to develop a taste for the cultural and educational diversity of the Stony Brook community.

We look forward to helping you develop not only as a student but also as a global citizen. People conduct their lives on a global basis, and they travel physically, electronically, even emotionally to the furthest corners of the globe as part of their daily existence. The GLS community will confront the problems and embrace the enriching experiences that globalization brings, including world inequality and war as well as exotic cuisines and remarkable music. Becoming a global citizen will enhance and enrich the rewards of any profession you select, from engineering, to medicine, to literature, to business.

By participating in the College of Global Studies, you will make your life at Stony Brook richer and we hope you will form friendships and develop interests and skills that will last a lifetime.

Center for Global Studies and Human Development

- Programming Space
- Classrooms

- Lounge Area
- Faculty Director Office
- College Advisor Office



UNDERGRADUATE COLLEGE OF HUMAN DEVELOPMENT

"HDV Cares"

RESIDENTIAL QUAD: KELLY

COLOR: PURPLE

UCOLLEGES.STONYBROOK.EDU/HDV

HUMAN DEVELOPMENT

Undergraduate College



Stony Brook University

Overview

The theme of the [College of Human Development](#) is *What Makes Us Human?*; a question that is applicable to all students, no matter what you plan to major in. As a member of HDV, you will explore what makes us human through our connections to the seven dimensions of Health and Wellness (Physical, Intellectual, Emotional, Social, Spiritual, Environmental and Occupational). One of our missions in the College of Human Development focuses on creating a strong sense of community among students, faculty, advisors, and staff. Advisors in Kelly Quad will open your eyes to the vast academic opportunities of this great University and our HDV will help you explore a wide range of educational and career opportunities.

We have an enthusiastic group of faculty and staff who are dedicated to helping you experience a successful academic and social transition to Stony Brook University. As a team we will host programs for you throughout the semester, such as "So You Want to Go to Medical School" and "Inside the Faculty Lounge".

College is a time of eye-opening pleasures - academically, culturally, and socially. The Undergraduate College of Human Development is committed to guiding you through what should be a wonderful and life-enhancing experience. We look forward to our new adventure together!

Center for Global Studies and Human Development

- Programming Space
- Classrooms
- Lounge Area
- Faculty Director Office
- College Advisor Office



UNDERGRADUATE COLLEGE OF INFORMATION AND TECHNOLOGY STUDIES

"We made it!"

RESIDENTIAL QUAD: MENDELSON

COLOR: YELLOW

UCOLLEGES.STONYBROOK.EDU/ITS

INFORMATION AND
TECHNOLOGY STUDIES

Undergraduate College



Stony Brook University

Overview

What does technology mean to you? How does it affect your life, and the lives of those around you? How does information play a role in your life? How has the way people transfer, use, and create information affected our history and our society?

As you think about this, you might first focus on jobs in technology fields, on what you know about people in those occupations, or on how technology has advanced the transmission of information. You might think of engineers, who spend their time designing and building devices in response to needs. You might think of others whose occupations involve a high level of technological expertise, like information technology or IT professionals, research scientists, or computer hardware and software developers. Perhaps you recall reading about some sort of cutting-edge technological development in the news, like fuel cells, nanotechnology, genetic engineering, or robotic exploration of distant worlds. You might think about computers, cell phones, or the Internet.

But that is just a small part of the picture.

Jobs in technology, advancements in science and engineering research and the impact of technological successes and failures—all these do affect our lives, and all are represented in many of the fields you may study at a major research university like Stony Brook. But let's think about this a bit more. You may have read about those latest technological achievements on your smart phone or through a blog. Your knowledge of world events might come to you through emails or through webcasts, or even through a podcast on the device that plays music that helps you get through the day. Many of us see the world through advanced polymer lenses or eyes modified by lasers, eat food with teeth repaired through the latest dental technologies, wear clothes chemically modified on the nanoscale to resist stains, and sneakers made with “smart-materials”. Still, it's not just the technology we use to listen to music or which we wear or drive or have implanted into our bodies to improve our quality of life that is most critical in determining how successful we are—as students or employees or as innovators and creators of the future. It is the essential role of information in our lives, and how skillfully we use the interface between technology and that information.

Center for Information and Technology Studies

- Classrooms
- Conference Room
- Craft Room
- Gallery
- Lounge Area
- Faculty Director Office
- College Adviser Office



UNDERGRADUATE COLLEGE OF LEADERSHIP AND SERVICE

"The Skills to Lead, The Spirit to Serve"

RESIDENTIAL QUAD: H

COLOR: GREEN

UCOLLEGES.STONYBROOK.EDU/LDS

LEADERSHIP
AND SERVICE

Undergraduate College



Stony Brook University

Overview

Students in the Undergraduate College of Leadership and Service are encouraged to actively explore community service and leadership. Experience in community service and strong leadership skills are central to professional and personal accomplishment. This exploration and leadership development is valuable for all students, regardless of their major(s) or area(s) of interest. By regular exposure to various leadership opportunities, students from diverse backgrounds and interests learn to meet challenges that bring about personal and social change.

Leadership is the ability to garner the commitment and support of others to achieve a common goal. Leadership is providing people with a sense of purpose and direction. It is convincing others to join, gaining their commitment, motivation, and willingness to exert energy to accomplish a common goal. Leaders organize peoples' efforts around a shared vision. Leadership, by necessity, is relationship-oriented. It is how you motivate and inspire others to help a team to work together effectively. Leadership is about change and transformation. It is bringing about change within a team and/or in yourself as a leader. Leadership often requires courage and willingness to take risks. Leaders act as change agents for their community or organization. A strong leader is willing to stand up for his or her beliefs, even when they are unpopular.

Although some people may have natural leadership qualities, leadership is a skill that can be taught and learned. Leadership takes place in businesses, governments, nonprofit and community organizations, and in colleges. During your first year at college you will learn about your personal strengths and weaknesses while developing new skills. This is a great time to discover your own leadership skills and learn what makes a successful leader. Being involved in your college community can help foster and enhance your natural and developing talents.

Service learning is about reflecting on what YOU gain from helping others. Leadership and service are often interdependent. Being involved in community service, on or off campus, teaches you about leadership and being a leader teaches you about helping others. Service learning is what you learn and gain through these endeavors. It is important to evaluate and think about the positive impact you've had on yourself and others directly and indirectly involved.

You will learn to evaluate service learning through personal growth and reflection. What changes have you made? Are you motivated to continue these efforts? How has your service been of value to others within the community? Did you promote awareness or educate others? What have you learned about yourself through this experience?

Center for Leadership and Service

- Banquet Space
- Conference Space
- College Advisor Office



UNDERGRADUATE COLLEGE OF SCIENCE AND SOCIETY

"Science can change the world!
The world can change science."

RESIDENTIAL QUAD: ROTH

COLOR: BLUE

UCOLLEGES.STONYBROOK.EDU/SSO

SCIENCE
AND SOCIETY

Undergraduate College



Stony Brook University

Overview

The overarching theme of the **College of Science and Society (SSO)** is to explore, analyze, and challenge the dynamic relationship between science and society. Emphasis on imagination, research, and discovery in a social context ensures that students in this College are well-rounded and intellectually prepared to meet the challenges of our complex and changing world.

SSO students are provided with opportunities to meet researchers on the forefront of contemporary science and technology, interact with Nobel Laureate faculty, and even influence the future of Stony Brook University through curricular projects on sustainability.

The Science and Society team is here to help our students have a successful, fun, and stimulating first year through intellectually rewarding events and activities, personalized advising, and an introduction to the exciting and interesting ways that science and society interact.

Center for Science and Society

- Classrooms
- Conference Room
- Dining Area
- Faculty Director Office
- College Advisor Office



First Year Reading

Each year, a book is selected for the entire incoming class to read as part of the First-Year Reading Experience. The book is given to each freshman. Over the course of the fall semester, we engage in a dialogue about the book through a variety of events and activities—including a visit by the author on Undergraduate College Commons Day. All freshmen have the opportunity to explore this book with their peers, instructors, and the broader campus community. Ideally, you will continue this dialogue, both in and outside of your classes, and bring your own experiences and viewpoints to bear on the issues raised in the book. The University does not necessarily endorse the viewpoints expressed by the author, but discussing issues like these are an important part of higher education.

Past selections include:

<i>365 Days-365 Plays</i> by Suzan-Lori Parks (2012)
<i>Here's What We'll Say</i> by Reichen Lehmkuhl (2011)
<i>The Brief Wondrous Life of Oscar Wao</i> by Junot Diaz (2010)
<i>Sounds of the River: A Young Man's University Days in Beijing</i> by Da Chen (2009)
<i>God Grew Tired of Us: A Memoir</i> by John Bul Dau (2008)
<i>Sailing Alone Around the Room: New and Selected Poems</i> by Billy Collins (2007)
<i>Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time</i> by Dava Sobel (2006)
<i>The Things They Carried</i> by Tim O'Brien (2005)
<i>Angela's Ashes</i> by Frank McCourt (2004)
<i>Interpreter of Maladies</i> by Jhumpa Lahiri (2003)
<i>The Tipping Point</i> by Malcolm Gladwell (2002)
<i>The Color of Water</i> by James McBride (2001)

Creative Expressions

One of the activities centered on the book is the Creative Expressions assignment. This allows students to creatively express, through a variety of mediums, their interpretation of the book and its personal meaning. Every student in a FYS 101 class participates in the Creative Expressions contest. The purpose of the Creative Expressions Assignment is to have students reflect on and think critically about the First-Year Reader. Additionally, it creates an opportunity for students to be recognized for outstanding work.

Entries from each FYS 101 section will be chosen as finalists for their Undergraduate College. Of those finalists, a smaller number of students will be selected to represent their College in the Undergraduate College Commons Day contest. The winners from each Undergraduate College will receive a plaque and will be invited to have a private lunch and discussion session with the author of this year's First-Year Reader.

The Assignment

Create a project that represents your reaction to the First Year Reading. In your representation, consider how it relates to your personal, social, or academic life. You may comment on a specific chapter, theme, or on the book as a whole.

Students may choose from two categories:

Written Word: Submissions in this category may include essays, poems, and short stories

Artistic Expressions: Submissions in this category include, but are not limited to, paintings, drawings, collages, songs, videos, and animation

For more examples of past Creative Expressions, visit:

<https://ucolleges.stonybrook.edu/first-year-reading/creative-expressions/gallery>

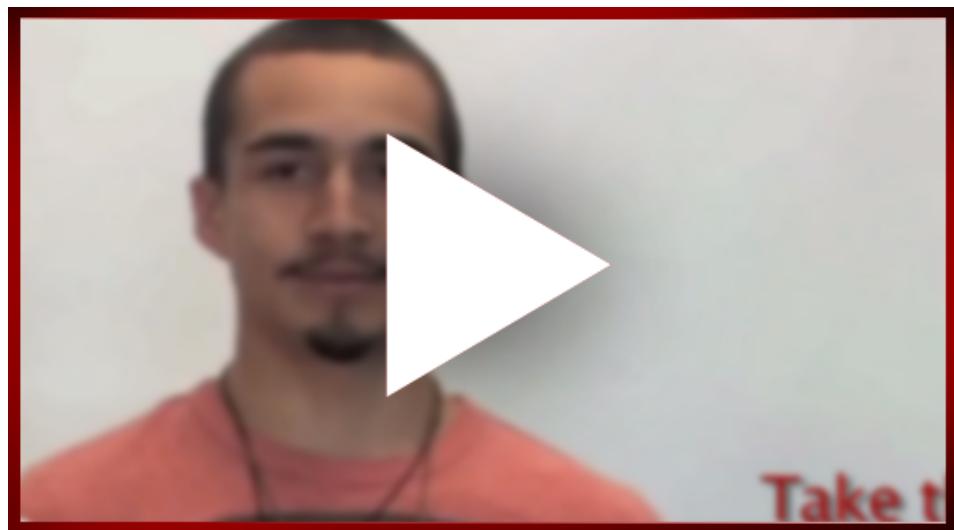


2008 Uncredited

Respect and Civility in Our Campus Community

3

Building a Community of Respect



There are over 24,000 graduate and undergraduate students on Stony Brook's campuses. Each student has been selected for their academic excellence and their unique experiences. Each student comes from a different background and is pursuing different educational goals.

As a campus community we have a responsibility to respect each student, faculty, and staff member as a human being and an individual so that each one of us can achieve our goals. It is in our personal and academic interests to learn from one another, and this can only be achieved by listening and communicating with each other in respectful ways.

How do we demonstrate that respect? Civility is the language of respect. Civility refers to a set of organizing principles, rules, and societal norms that govern our behavior as members of a community. In a community in which each of us may have different goals, different ways to show respect, and differing societal norms, it is important to build some shared community guidelines. On campus there are layers of these guidelines, including the Code of Conduct, the Terms of Occupancy for Residence Halls, class ground rules, the Community Pledge, as well as unwritten expectations like “appropriate classroom behavior” and “civil discourse.”

The following discussion outlines some of these, and they are by no means fixed or comprehensive. These guidelines and expectations will change as we grow as a university and a community. Committees that decide campus guidelines typically have at least one student member, and your actions help define behavioral norms both on and off campus. As you read consider the following discussion questions:

- What does civility mean to you? How does your own conception relate to the guidelines and expectations outlined in this chapter?
- What kinds of civil and uncivil behaviors do you experience on campus? How do the civil behaviors foster community? How are the uncivil behaviors disruptive to others?
- What elements of civil discourse could you incorporate into your daily interactions?

Civility, n

1 Polite, courteous, and considerate behavior or speech appropriate to community interactions.

(adapted from the www.dictionary.com, accessed February 2013)



The 25 Rules of Considerate Conduct

[From Choosing Civility. Copyright © 2002 P. M. Forni. (St. Martin's Press, 2002)]

1. Pay attention
2. Acknowledge others
3. Think the best
4. Listen
5. Be inclusive
6. Speak kindly
7. Don't speak ill
8. Accept and give praise
9. Respect even a subtle "no"
10. Respect others' opinions
11. Mind your body
12. Be agreeable
13. Keep it down (and rediscover silence)
14. Respect other people's time
15. Respect other people's space
16. Apologize earnestly and thoughtfully
17. Assert yourself
18. Avoid personal questions
19. Care for your guests
20. Be a considerate guest
21. Think twice before asking for favors
22. Refrain from idle complaints
23. Give constructive criticism

24. Respect the environment and be gentle to animals

25. Don't shift responsibility and blame

Using Civil Discourse

While communicating your ideas with others, the following are “best practices” to follow to create a civil discourse, or a discussion that is both respectful and productive. These are also great tips in constructing a college-level academic paper, also!

- **Construct an argument that includes both reasoning and evidence.**¹
In other words, be clear about how you are making your assertion and support it with the best facts you can find. Stating both reasoning and evidence furthers the discussion and challenges us to come up with more solid reasoning and better evidence.
- **Separate the person from the problem.**² Focus on the issues and avoid personal attacks. Thoughtful people can come to opposite conclusions.
- **Find common ground.** When working within a group, it may be difficult for all members to agree on one correct method of carrying out an intended goal. Stylistic differences and opposing viewpoints can potentially lead to conflict if not properly managed. The key here is to remain focused on that common goal and work to incorporate different ideas and voices in an effort to get to a “yes” answer from all parties involved.
- **Consider the difference between the intent and impact of what you say and do.** When you communicate with people, the “**intent**” of your words or actions may not be understood as you intended it to be. The “**impact**,” or the way in which what you said was understood, will influence the behavior of the other person. Have you ever experienced a misunderstanding with a friend or classmate over something that you felt you had clearly communicated? Did you ever have an unexpected impact on a person with whom you were communicating and had no idea why? You may have said something that you intended to mean one thing, yet to the person who heard it, it may have had a very different impact.
- **If speaking from your own experience, use “I” statements.** Experience is a great teacher and you have a lot of knowledge from those experiences that can make very valuable contributions in class and out. But it is important to realize that others will have very different experiences that are equally valuable. By using “I” statements that acknowledge your experience, you create statements that avoid making others’ experiences seem less valid.
- **Keep an open mind.** As you persuade others of your point-of-view, allow yourself to carefully consider any opposing ideas. You must recognize that as you are free to express your views in a civil manner, do not encroach upon the right of others to do the same.

- **When you disagree, consider the non-verbal ways of showing respect:**

Do: listen actively, nod, and make eye contact. Express your opinions without personalizing.

Do not: interrupt, shout, raise your voice, stare, glare, roll your eyes, point, or get in someone's space.

Bias-Free Communication

One way civil discourse can quickly become uncivil is through use of biased language. Bias typically involves predisposition on an issue or built-in stereotypes about a group of people that may make it difficult to be neutral when communicating with others. When bias exists in individual attitudes, it is often reflected in the language and in the way that individuals interact with each other. Many times, we do not intend to exclude or offend others by the words we choose. We may simply lack information about, and sensitivity to, certain words or phrases. Being aware and mindful of our language, both written and oral, can help create a supportive and inclusive climate.

(Michigan State University, Guidelines for Communicating in a Diverse Community,
<http://www.inclusion.msu.edu>)

Guidelines for Achieving Bias-Free Communication

- **Be aware of words, images and situations that suggest that all or most members of a group are the same.** Stereotypes often lead to assumptions that are unsupportable and offensive.
- **Avoid qualifiers that reinforce stereotypes.** A qualifier is added information that suggests what is being said is an exception to what is expected.
- **Identify people by identity characteristics only when relevant.** Very few situations require such identification.
- **Be aware of language that, to some people, has questionable racial or ethnic connotations.** While a word or phrase may not be personally offensive to you, it may be to others.
- **Be aware of the possible negative implications of color symbolic words.** Choose language and usage that do not offend people or reinforce bias. In some instances, black and yellow have become associated with the undesirable or negative.
- **Avoid patronizing language and tokenism toward any racial or ethnic group.**
- **Substitute substantive information for ethnic clichés.** Don't let ethnic clichés substitute for in-depth information.
- **Review media to see if all groups are fairly represented.**

(Taken from the Anti-Defamation League, 2007. Originally adapted with permission from Without Bias: A Guidebook for Nondiscriminatory Communication, Second Edition with permission from John Wiley & Sons, Inc. © 1982.)

Civility in our Campus Community

So far, we have addressed general practices and principles of civility and civil discourse. There are also layers of expectations for community behavior specific to the Stony Brook campus.

Stony Brook University's [Community Pledge](#) is a voluntary pledge to create a campus community that promotes diversity and supports every member of the community. The Stony Brook community has come together to affirm that no one should suffer abuse because they are different in any way. The spirit of the pledge is to create a community of respect for everyone on our diverse campus, no matter their race, religion, gender, sexual orientation, level of ability, or any other difference.

As a member of the Stony Brook University community, I agree to promote equality, civility, caring, responsibility, accountability, and respect. I recognize the importance of understanding and appreciating our differences and similarities.

Therefore, I pledge the following:

- I will not encroach on the rights of others, either as individuals or as groups.
- I accept the obligation to listen to and understand the beliefs and opinions of others, and to treat others fairly.
- I am accountable for my own behavior. I accept that I am, in part, responsible for the welfare of the community itself.
- I will stand up for the dignity of every member of this community.
- I will celebrate and express pride in our community's diversity in all its forms: race, gender identity, differing abilities, religion, sexual orientation or any of the dimensions which makes each person uniquely human.

[Click to sign the pledge.](#)

The Conduct Code

Every student who attends Stony Brook University has digitally signed the Conduct Code via SOLAR. The University Student Conduct Code governs the behaviors of any student who has chosen to be a part of the Stony Brook University community. The Code provides an overview of the rules and regulations that are in place. It is

designed to protect the rights of the community while respecting the rights of each individual. You should be able to carry on your daily business safely, peacefully, and productively while you are here; these rules and regulations have been designed to accomplish that goal. For all students, the Student Conduct Code supports compliance with the state and federal laws related to drugs, alcohol, weapons, discrimination, sexual assault or abuse, and racial, sexual, or sexual-preference harassment. The University Student Conduct Code is available on the Office of University Community Standards website and can be accessed:

<http://www.stonybrook.edu/sb/newstudents/policies.shtml>

(Adapted from the Stony Brook University Student Conduct Code)

Do you know? Some facts to know about the Code of Conduct:

- Even if you are 21 and legally allowed to have alcohol in your room there is a limit how much you can have. No individual student who is 21 or older may possess in their room more than six (6) 12 oz. bottles/cans of beer OR ½ gallon of wine OR 0.5 or ½ liter of spirits at one time.
- The University defines hazing as endangering the mental or physical health of another for the purpose of affiliation with any organization.
- The code may be applied to off-campus violations when students are participating in University-sanctioned activities, such as sporting events, field trips, conferences, or are exercising privileges granted to Stony Brook students.
- The code explains who hears cases of academic dishonesty.

In the Classroom

Both academic freedom and freedom of speech are foundational principles of academic institutions. Students and professors have the freedom to teach and learn whatever they think is a worthy topic. That freedom is key to academic discovery of all types. If Galileo had not pursued his hypothesis that the earth revolves around the sun against immense societal and religious pressure to believe otherwise, we might still believe that Earth was the center of the universe. Lively debate is not only welcome across campus, but in the context of a small seminar class, students are expected to form their own opinions and share them with the class.

But while no one can take away the freedom to pursue any subject of inquiry, the means and methods have rules of engagement to make sure everyone is treated with respect. In addition to the basic rules outlined in the Conduct Code, each class may have rules of engagement outlined in the syllabus. Instructors and students may also create a set of “ground rules” for class discussion.

What are ground rules?

Ground Rules are a list of rules of engagement that a class or group agrees upon, especially when discussing particularly sensitive topics. The idea of Ground Rules is to create an environment where everyone feels comfortable expressing their opinions, their thoughts and feelings.

Create Ground Rules for your UGC 101 class.

What would make you feel comfortable sharing your thoughts and opinions in class? In creating ground rules, you might consider the following:

1. How will people participate in class discussion? Raised hands? Holding and then passing a hacky sack around? Coming to the front of the room? Can the class members simply shout out the answer?
2. What behaviors do you want to encourage?
3. What behaviors do you want the class to avoid? Shouting? Cell phone use during class? Interrupting?

In the Residence Halls

Living in a residence hall at Stony Brook University can be an exciting and valuable experience. Living on campus can be an integral part of students' education by fostering the development of the individual and enriching their academic experience. Guiding the efforts to enhance the development of the individual resident are the principles of preparing the individual to make a positive contribution to the campus and in society. The Residence Hall staff challenges residents to examine their value systems, and by teaching and modeling such characteristics of citizenship as interdependence, acceptance of differences, and pride in and responsibility for one's community (Adapted from the Campus Residences Mission Statement).

Residence Hall Communities

The communities that develop in residence halls and even on individual floors start from the very beginning. Resident Assistants hold floor meetings during the first week of school to discuss their community expectations and for residents to get to know each other. Throughout the year, the Resident Assistants continue to ensure that these expectations are being met, to serve as a resource for residents, and to provide educational and social programs for their community. Campus Residence staff encourage residents to be active in their communities through participating in Hall Council, attending events, holding their peers accountable for their actions, and working with each other to create a welcoming and enjoyable community.

Residential Community Standards

Living in Undergraduate Residence Halls offers resident students a unique opportunity to interact with people from different parts of the country and world. As a resident, you will be living with or near people who are of varying ages and who have varying cultural norms. It is important to the Division of Campus Residences that residents of Campus Housing celebrate these cultural differences, while abiding to the following rules and regulations which have been implemented for the health and safety of all parties. Though your cultural norms may be different from those of your room/apartment/suite mates and/or neighbors, there are still certain rules and regulations by which you must abide in order to live within Campus Housing (*This is from the beginning of the terms of occupancy*).

One of the campus documents that govern the behavior in the residence halls is the [Terms of Occupancy](#) for Undergraduate Residence Halls and West Apartments.

This document outlines residence hall policies, occupancy guidelines, financial obligations, standards of living, safety, and security, information about emergency maintenance/custodial situations, and minimum standards for conditions of residential facilities. You agreed to the Terms of Occupancy when going through your room selection, as well as when you signed for the key to your room. You are responsible for knowing and understanding what is in the document. The document can be found on the Campus Residences website and is available:

<http://www.studentaffairs.stonybrook.edu/res/rules.shtml>

Did you know that according to the Terms of Occupancy:

- You cannot have a stand-alone microwave.
- You must gain consent in writing from all of your roommates/suitemates and have your RHD sign a guest form before you can have someone stay overnight.
- Each person in a residence hall will be held responsible for any damage beyond normal wear and tear to their assigned room or quarters, the furniture, fixtures (including window fixtures), equipment, and structural components contained therein.
- There are quiet hours Sunday to Thursday from 11pm to 10am, and Friday and Saturday from 2am-10am. There are also courtesy hours in effect 24 hours a day. During these hours you should take measures to not disturb other residents and if a resident asks you to be quiet, you should respect this request.
- You cannot have halogen or spider lamps.

Roommate/Suitemate Agreements

Another document that is available to you is a roommate/suitemate agreement. This document can assist you in having conversations with your roommates about living preferences. While it might seem silly, it is important to talk about who is going to be responsible for the cleaning, what items roommates will share, what your preferences are for studying, sleeping, and having guests, and how you are going to communicate about your differences.

Off-Campus

Living, working, or spending time off-campus also comes with responsibilities to the community at large. Whether you live at home, in an apartment, or in a shared house, whether you go to the mall on the weekends, or take the train to New York City, building a good rapport with your neighbors helps build your own network as well as develops the reputation of the University. Our community service and our positive interactions with the community have already established Stony Brook's excellent reputation in the surrounding area and abroad. This reputation is what makes employers and businesses want to hire Stony Brook students and contribute to the life of the campus community.

Did you know that off-campus violations can have repercussions on-campus too? As

discussed earlier, the Code of Conduct allows the University to take judicial action for serious violations that occur off-campus. A party off campus that results in underage drinking can be prosecuted in Suffolk County and result in judicial action on campus, too. Matty Punnett, Director of the Office of University Community Standards, sees these actions as primarily educational. She says, "The most important thing for students to understand is that even if you live off campus, you are still part of the University. We have resources to help you with whatever situation you might encounter: CPO, the Ombuds Office, Disability Support Services, the Dean of Students' Office, and the Counseling Center."

Civility On-line

- **Remember the human being at the other end of the post.** Don't post anything you wouldn't say to someone's face.
- **Take responsibility for your own content.** Make sure you cite all content on your page that is not yours.
- **Take responsibility for other people's comments on your pages.** No matter whether you have started a blog or you just have a Facebook page, set the level of discourse high and take down comments that are inappropriate. Follow copyright rules and do not defame or threaten other people.
- **Stay positive. Be constructive.** Online forums often tend towards the negative, and it is easy to get sucked into engaging with negative discussion. Your negative responses are unlikely to move other contributors and will serve to make you look bad.
- **Remain professional.** Follow the guidelines in your posts for civil discourse discussed earlier in this chapter. Before you click "share" think about whether you would want a potential employer to see your post. Comments linger. Uncivil or inappropriate comments, photos, and videos can remain attached to your name even after you have deleted them. Some human resources departments find ways around facebook restrictions and can reconstitute old posts that you think you have deleted.

Civility in Cyberspace (Cyber Ethics)

The explosion of social networking and the ubiquitous sharing and posting of so much information online has changed the way we communicate. We must ensure that users understand their responsibilities for conducting themselves online. An important component of that is Cyber Ethics. Cyber Ethics refers to the code of responsible behavior on the Internet.

We should all employ the basic tenets of Cyber Ethics to be good "cyber citizens." In the same way that each culture teaches its citizens the ethics of business, education, government, etc., those who use the Internet must be taught ethical practices in every aspect of its use. The power of the Internet means that anyone can communicate at any time, with anyone, anywhere. While this has undeniable benefits, there can also be negative consequences. Anonymous posting to blogs,

websites and social media can encourage bad behavior by eliminating the need to stand behind the words used. A significant issue of increasing concern is cyber bullying. What were once comments confined to the school yard or hallways are now magnified by the power and anonymity of the Internet. Developments in electronic media offer new forums for bullies, and the actions can range in severity from cruel or embarrassing rumors to threats, harassment, or stalking. The effects can be far-reaching and long-lasting.

What Are The Rules Of Ethical Cyber Activity?

The basic rule is do not do something in cyberspace that you would consider wrong or illegal in everyday life.

When determining responsible behaviors, consider the following:

- Do not use rude or offensive language.
- Do not be a bully on the Internet. Do not call people names, lie about them, send embarrassing pictures of them, or do anything else to try to hurt them.
- Do not copy information from the Internet and claim it as yours.
- Adhere to copyright restrictions when downloading material, including software, games, movies, or music from the Internet.
- Do not break into someone else's computer.
- Do not use someone else's password.
- Do not attempt to infect or in any way try to make someone else's computer unusable.

We were taught the rules of "right and wrong" growing up. We just need to apply the same rules to cyber space!

Resources For More Information

Computer Crime & Intellectual Property Section -- United States Department of Justice

<http://www.justice.gov/criminal/cybercrime/>

Microsoft Safety & Security Center

<http://www.microsoft.com/security/online-privacy/cyberethics-practice.aspx>

Cyber Bullying Prevention Lessons- NCSA and CyberSmart!

<http://cybersmartcurriculum.org/cyberbullying/ncsa/>

Teaching your children acceptable behavior on the Internet

http://us.norton.com/library/familyresource/article.jsp?aid=pr_cyberethics

Cyber Citizen Partnership

<http://www.cybercitizenship.org/>

Division of the Center for Internet Security, MS- ISAC

www.msisac.org/awareness/news/

"The chief object of education is not to learn things but to unlearn things."

GILBERT CHESTERTON

As a member of the entering class of Stony Brook University, you are likely to be among the majority of people today who believe that all people should be treated with respect and dignity regardless of their skin color, sexual orientation, religion, national origin, etc.



What is Diversity?



Diversity can be defined in different ways. It refers to, at its most basic level, the myriad of differences that exist among peoples and groups in our society and in the world.



Beyond that, when we discuss the concept of diversity at Stony Brook University we are referring to the positive value of both exploring our differences and discovering our common humanity. To do so, we commit to creating an educational working atmosphere that honors and respects all individuals regardless of race, sex, gender identity, sexual orientation, disability, socioeconomic status, religious beliefs, national origin, culture, or age. We acknowledge that because of our history, exploring diversity requires openness, awareness, and willingness to learn about various groups' experiences, struggles and achievements. We seek to participate in society as fully valued members of the community.

Why Does Diversity Matter?

At the beginning of this chapter, the quote by Gilbert Chesterton suggests that education's purpose is primarily to "unlearn things" as opposed to "learning things."

Though you might think this is an extreme position, if you consider what we've discussed so far in this chapter, in some ways, education must play a significant role in giving all of the members of society an opportunity to evaluate what's been handed down as assumptions; to determine the truth, and consider the nature of the world that we now want to live in. As you continue your higher education, you will have the chance to stop and become aware of the many preconceptions that we've incorporated into our personal viewpoints without even our awareness. College gives us the opportunity to explore and discover the broader and richer reality of the world.

As you begin your higher education, you will have the chance to become aware of the many preconceptions that we've incorporated into personal viewpoints without our awareness. Your college experience provides the opportunity to explore and discover the broader and richer realities of the world. Regardless of which field(s) you go into after graduating, you are likely to find yourself working and interacting with people from various countries, cultures and backgrounds.

- In a study conducted by Kochan et al (2003), it was found that “racial diversity had a positive impact on business portfolio growth in financial services”.

Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi , A., Jehn, K., Leonard, J., Levine, D., & Thomas, D. (2003). The effects of diversity on business performance: Report of the diversity research network. *Human Resource Management*, 42, 3-21.

- “Far from being just another feel-good initiative, diversity in the workforce has become a competitive advantage for manufacturers.”

Selko, A. (2008) The Business Case for Diversity. *Industry Week*.

Why is Diversity Important at Stony Brook University?

Since its founding, Stony Brook University has been a leader in bringing together a wonderfully diverse group of students. Recognizing the critical role that students play in enriching the learning experiences of their peers, the University seeks to ensure that the campus provides a realistic learning environment which reflects the “real world” that graduates will experience in their careers.

Students, staff, faculty, and administration strive to fulfill the University’s Mission:

- to provide comprehensive undergraduate, graduate, and professional education of the highest quality;
- to carry out research and intellectual endeavors of the highest international standards that advance knowledge and have immediate or long-range practical significance;
- to provide leadership for economic growth, technology, and culture for neighboring communities and the wider geographic region;
- to provide state-of-the-art innovative health care while serving as a resource both to a regional health care network and to the traditionally underserved;

- to fulfill these objectives while celebrating diversity and positioning the University in the global community.

College Prowler rates Stony Brook University as an “A” in the area of diversity. This rating reflects “the presence and acceptance of students of different ethnicities, native countries, economic backgrounds, religious beliefs, and sexual orientation. Grades are based on student ratings of the diversity of the student body as well as their personal circle of friends in the following areas: economic status, ethnic heritage, national origin, political affiliation, religious background, and sexual orientation. Student reviews of the acceptance of the campus community to different groups of minorities are also factored in. Statistics that represent how diverse the student body is in regards to race, national origin, and state of residency are also a contributing factor.”

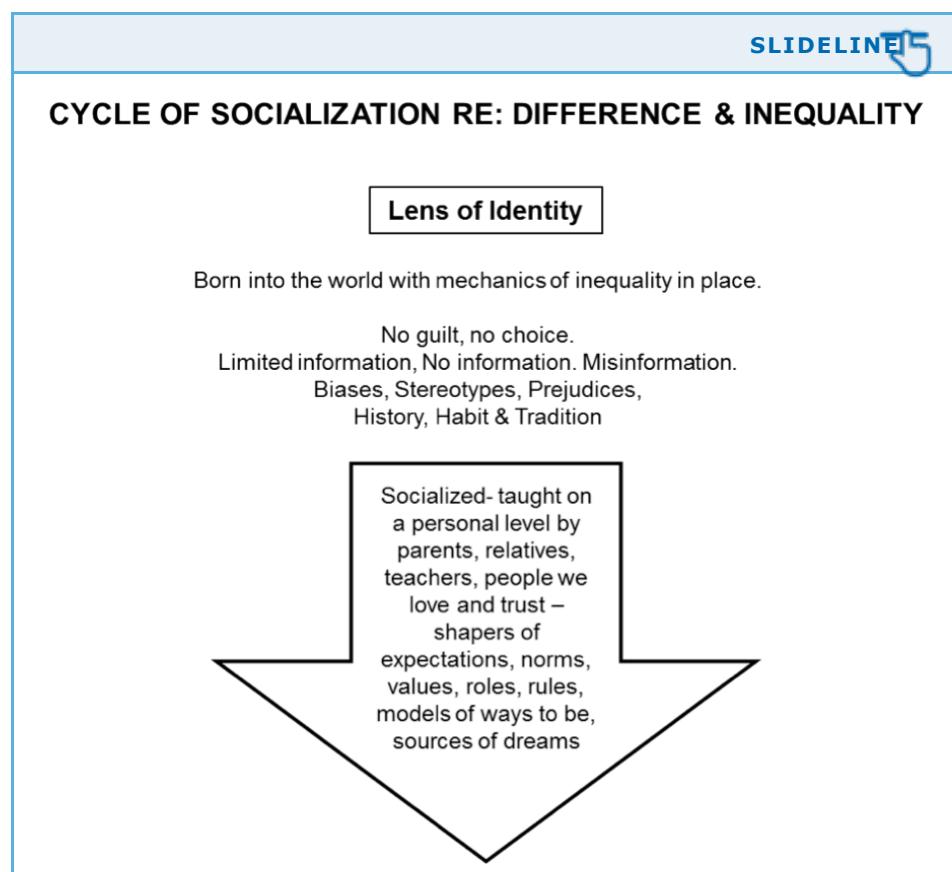
What Role Can You Play?

Get to know your peers! As a first year college student in a new environment, you have an opportunity to get to know more about the lives and stories of your fellow students who may have very different backgrounds from you. These interactions will not only help you form lasting friendships, but can help you understand more about how members who identify as part of different groups experience the world. This can serve as the first step in “unlearning” assumptions about people of different races, religions, sexual orientations, ability levels, and other characteristics. It can also help you recognize privileges you may never realized you have. Conversations with your roommates and classmates after class, late at night, at programs, and in the dining halls can be remarkably constructive as long as you challenge yourself to get to know people from different backgrounds. Consider joining clubs that will give you even broader experiences in areas you are interested in. **This is your education.** Share your experiences and background, and take this opportunity to learn, increase your awareness, ask questions, and seek to expand your horizons.

The Cycle of Socialization

Research has shown that we all have been socialized into a world of inequality. The world that you and others around you were born into was already constructed. As you know from your studies, society is a result of a long, complicated, and often traumatic history of people belonging to different groups seeking to find their ways in the world. But often, they did so through efforts to dominate other groups. For example, the Romans sought to dominate the known world in Europe and the Middle East. The Catholics sought to dominate the Muslims through the Crusades. The Incas dominated a huge area of what is now South America, while Muslims, Manchus, and Russians, among countless others, dominated certain groups different from theirs.

The Cycle of Socialization Re: Difference & Inequality details the ways that we first inherit this socially constructed inequality, the impact that it has on us, and once we are made aware of this, the choices we have of whether to continue or challenge this underlying inequality. Think critically about this theory and its possible supporting evidence of past societies.



How have you been impacted and what choices do you currently make to either continue or challenge this model?

Your Diversity Education

As part of this current generation of supportive and accepting community members, you are likely to be open to learning more about diversity and further exploring its benefits to your undergraduate college career and future professional working environment. Here are some of the many ways you can educate yourself on this important topic:

Take Advantage of Learning Opportunities on Campus

Learning about other groups and cultures is built into our required general education curriculum, the Stony Brook Diversified Education Curriculum (DEC). These classes can increase your awareness of those different from you by exposing you to people, cultures and ideas different from those you've experienced before. There are introductory courses in many different DEC categories that will help you begin your exploration and challenge you to see the world from new perspectives. Some of these DEC courses are listed below.



DEC Courses

AFS 101, 102 - Themes in the Black Experience I and II (DEC F)

AAS 211 - Asian and Asian American Studies Topics in the Social Sciences (DEC F)

AAS 212 - Asian and Asian American Studies Topics in the Humanities (DEC G)

ANT 102 - Introduction to Cultural Anthropology (DEC F)

AMR 102 - Making American Identities (DEC G)

DAN 102 - Introduction to World Dance Cultures (DEC D)

MUS 105 - Music Cultures of the World (DEC G)

RLS 102 - Eastern Religions (DEC B)

WST 101 - Introduction to Women's Studies in the Social Sciences (DEC F)

WST 103 - Women, Culture, and Difference (DEC G)

WST 112 - Introduction to Queer Studies in the Social Sciences (DEC F)

All students are required to take courses in DEC categories J “The World Beyond European Traditions” and K “American Pluralism.” Challenge yourself to select

courses that will help you learn more about people and cultures different from your own. These courses are typically taken in a student's junior or senior year, but some can be taken as long as the student has the appropriate prerequisites.

DEC J courses provide the opportunity to increase your understanding of a nation, region, or culture that is significantly different from the United States and Europe.

Possible courses to consider:

AAS 280 - Islam
ANT 311 - Immersion in Another Culture*
CCS 391 - Contemporary African Cinema *
LAC 200 - Introduction to Latin American and Caribbean Studies*
POL 337 - The Politics of Africa**
POL 357 - India's Foreign Policy**

DEC K courses enable you to build upon your knowledge of diverse traditions in order to examine in detail the role of these traditions in forming American society. Some DEC K courses explore our nation's diversity of ethnic, religious, gender, and intellectual traditions through a multicultural perspective. Others explore the relationship of a specific ethnic, religious, or gender group to American society as a whole.

Possible courses to consider:

AFS 277 - The Modern Color Line**
AMR 301 - Ethnicity and Race in American History**
CCS 324 - Jazz and American Culture*
CCS 390 - Latin American Cinema*
POL 330 - Gender Issues in the Law**
POL 347 - Women & Politics**
SOC 247 - Sociology of Gender

*Courses listed with * may have prerequisites but may be taken by those with U1 and or U2 standing. Courses listed with ** require extensive prerequisites and or U3 or U4 standing.*

A complete listing of all of the courses available for your consideration can be found in the [Undergraduate Bulletin](#).

Attend Student Club & Organization Meetings

Stony Brook University has nearly 350 recognized clubs and organizations providing scholastic, recreational, intellectual, and cultural enrichment. Some clubs and organizations of interest for students looking to expand their cultural awareness may include the Hindu Students Council, the Afghan Student Community, the African Students Union, the Asian Student Alliance, Brothers and Sisters in Christ (BASIC), and the LGBTQ, among many others. A directory of all campus clubs and organizations and their meeting times can be found on the SB

Life page of the Student Activities website. Challenge yourself to go to a club meeting that you've never been to before. For example, you do not need to be Asian to become a member of the Asian Student Alliance, nor do you need to be Afghan to be part of Afghan Student Community.

Seek out Programs, Events, Lectures, and Training Sessions

- **Wang Center Events** The Wang Center hosts films, art shows, musical and theater performances by Asian and Asian American artists and that provide insight into Asian and Asian American culture. Performances and films are often free of charge. Recent programs have included avant-garde Japanese dancing, a film screening about hate crimes against Asian Americans, and the comedian Aziz Ansari.



- **Festival of Lights** The annual Festival of Lights in December celebrates the rich traditions of people of different cultural backgrounds, faiths, and religious beliefs during the holiday season in December. This intercultural program highlights the most widely observed holidays such as Christmas, Hanukah, Ramadan/Eid-ul Fitr/Eid-Adha, Diwali, and Kwanzaa through performances, crafts, music, and traditional holiday foods.

Sheetal Gandhi in Bahu-Beti-Bawi One of many dance performances at Wang (March

- **Black History Month** For national Black History Month in February, Stony Brook organizes a series of events that highlight African American political, cultural and social events. In 2011, the event series featured programs such as the Stony Brook Gospel Choir, a regional conference on race (ERASE Racism), a prayer service for the victims of the earthquake in Haiti, and a banquet celebrating Bob Marley.

- **Diversity Day** During Strawberry Fest (late April/early May), many different groups from across campus get together to celebrate different cultures through music and dance performances, creative arts, and cultural trivia. Diversity Day is a festival to celebrate culture, religion, age, sexual orientation, nationality, and lifestyle every Spring semester. Through performances, poetry, arts, music, and educational booths, students learn about diversity and its positive impact here at Stony Brook University.

- **Journey Around the World: Multicultural Show and Food Tasting**



This event is an evening of performances and food presented by more than 20 cultural student groups.

- **Department-sponsored Lectures** The Women's and Gender Studies

Department, Hispanic Languages
Department, Africana Studies
Department, and the Humanities
Institute sponsor lectures that tackle
issues of race, religion, gender,
disability, and sexual orientation.
Watch for posters around campus, in
the corresponding departments, and
on departmental webpages.

- **Safe Space Foundations Training** [\[link\]](#)
is an introductory workshop open to all
who would like to learn more about the
LGBTQ community and resources on
and off campus for LGBTQ and allies.
- **UNITI Cultural Center** [\[link\]](#)
is a multicultural community center
that provides a home for the many
cultural clubs and organizations on the Stony Brook campus. The UNITI
Cultural Center Student Organization offers numerous cultural programs that
reflect the rich ethnic and social diversity represented at Stony Brook. The UCC
continues to grow as the campus community evolves.



Study Abroad

Another way to increase your awareness and knowledge of others is to immerse yourself in a place where you can converse and come to understand the unique experiences and cultures of those different from yourself. The **Office of International Academic Programs (IAP)** [\[link\]](#) at Stony Brook provides a variety of exciting opportunities for students seeking to enhance their undergraduate experience. These programs are not just for juniors and seniors. Many freshmen choose to go on short-term summer or winter programs to complete DEC requirements while learning about other cultures, and some sophomores may opt to participate in a semester-long study abroad program.

Participate in National Student Exchange

Think of the adventure, the diversity of people, culture, and the geography afforded to you as you chose one of nearly 200 U.S. and Canadian colleges and universities. Consider the impact on your personal and academic growth, the implications for your future, and the satisfaction of achievement. This is the **National Student Exchange**. [\[link\]](#)

Be an Ally

As discussed earlier, you are likely to be among the majority of people today who believe that others should be treated with respect and dignity regardless of the numerous dimensions of diversity that make up individuals. As a Stony Brook student, you have the unique opportunity to become an ally for members of our campus community who are not treated with respect.

An *ally* is broadly defined as a member of a dominant group who works to end oppression in his or her personal and professional life as an advocate for the oppressed population. It is important to note that an ally to any oppressed group or individual aims to serve as an open-minded friend and listener. However, an ally is not a spokesperson for the entire oppressed group. An ally is not a counselor, nor are they trained to deal with crisis situations. Rather, they connect individuals who are members of oppressed groups with support and help further their interests as they are able. An ally advocates with peers, leaders and even people in authority for fair and equitable treatment for all groups when faced with instances of injustice.

How to Become an Ally

There are four key things you can focus on to better prepare yourself to become an ally for any member of an oppressed group:

Awareness: It is important to become more aware of your identity and of the differences and similarities you share with members of the oppressed group.

Strategies to do this include:

1. Conversations with members of the oppressed community
2. Attending awareness building workshops
3. Reading about the history, lives, and cultures of the oppressed group
4. Self-examination and exploration

Knowledge/Education: You must begin to acquire knowledge about the oppressed group, such as what their individual experience is in our society/community and on campus.



Communication is an essential life skill. Students often confuse communication skills with public speaking skills. While public speaking is a valuable skill, good communication requires a variety of other tools.

Communication skills include speaking, listening, reading, and writing. Successful college students will learn and be comfortable using multiple communication skills and methods with a variety of constituents, including faculty, administration, parents, employers, and their peers. This chapter will help you get started. Specifically, we will discuss:

Communication Skills

- Active Listening
- Verbal Communication
- Written Communication
- Working in Teams

Communication Methods

- Written
- Email
- Face to Face
- Social Media

Communication with Various Constituents

- Communication with Faculty
- Communication with University Administration
- Communication with Parents
- Communication with Employers and the Community

- Communication with Other Students

Healthy Communication

- Characteristics of healthy communication
- Conflict resolution skills

Communication Skills

Active Listening

As mentioned earlier, many people equate “communication” with “speaking”, but communication actually begins with listening. Active listening is a way of attending, or paying attention, to the verbal and non-verbal aspects of a message in order to fully grasp the sender’s meaning before responding. Active listening is also referred to as reflective listening because the person receiving the message paraphrases the message and repeats (or reflects) it back to the sender for their verification or clarification.

Active listening involves verbal and non-verbal feedback. The person receiving the message should ask questions to be sure they understand the message, but should also demonstrate through their body language (facing toward the speaker, keeping posture open) and facial expressions (making eye-contact, smiling, nodding) that they are engaged with and focused on the sender and the message in a non-judgmental way. Do a self-check on your active listening skills: if you are planning your response while the other person is still speaking, you are not listening actively!

Verbal Communication

Basic speaking skills are essential for success in college. Students must be able to express themselves clearly when asking questions or presenting their ideas and opinions, and must be able to relate to others socially and academically. Verbal communication includes not only the words you say, but how you say them. Your tone of voice, formality or informality, and the speed and directness of your speech all impact the effectiveness of your verbal communication.

Strong verbal skills are invaluable not only to your success as a student, but also are integral to making the most of your education after you graduate. Successful internship and job candidates demonstrate verbal communication through the interview process, and the Stony Brook University Career Center is a great resource for practice and improvement with these skills.

Written Communication

Written communication consists of your written and/or typed work, including correspondence with University faculty and professionals, potential employers, internship supervisors, and peers, as well as your assignments (tests, term-papers, homework, etc.).

Clarity is a key element in written communication – you are not there to clarify or provide feedback to the reader, so your work must speak for itself. You will participate in activities and assignments that will contribute to an ongoing

improvement of your writing skills throughout your undergraduate career, so focus on the basics from the beginning:

- Use appropriate grammar and sentence style, and always check for errors in structure and spelling.
- Clearly state your purpose questions, concepts, ideas and opinions. Be sure to provide appropriate details.
- Do not use abbreviations or “texting spell.” The recipient of your written communication may not know what the abbreviation means or they may form unintended opinions of you by the spellings you use.

Here are a few examples of how written communication skills may impact effective communication between students and University professionals:

- A student sends an email to a professor that says, “I don’t understand the assignment.” They don’t include their name, class, or SBU ID. The professor does not respond.
- A student sends an advisor an email request for a letter of recommendation. The student includes their name and Stony Brook ID number, but they do not provide details on the opportunity they are applying for, or what qualities (personal, academic, etc.) they hope the advisor can describe. The advisor responds to the student with a request for additional information, but by the time the student answers back the deadline has passed and the student has missed the opportunity.

Working in Teams

Working in teams brings all of the communication skills and attributes we’ve discussed (active listening, verbal and written communication) into play. Students must navigate between different roles (group leader or member, etc.) and different responsibilities: oral presentation, writing or organizing components of assignment, conveying details to other members.

As with the other aspects of communication we’ve explored, clarity in communication between team members is absolutely essential for a successful group project and experience. When participating in a team assignment, it is important for students to clarify the instructions, as well as the details on how members will be graded by their instructor or supervisor. Team members need to communicate with each other to define goals and to determine who will be responsible for various aspects of the assignment. Here are some examples of how work done in teams can be impacted by communication issues:

- An instructor gives a group assignment to his class, and assigns students to specific teams. The students on team A decide amongst themselves that three of the four members will do individual sections of the project, and the fourth member will be responsible for organizing and submitting the assignment. At the end of the semester, one of the students meets with their academic advisor to discuss the grade of F they received for the class; the student relates that

although he did his part, the person responsible for submitting the project did not do so, and as a result all team members failed the assignment.

- A student is placed on a team for a group assignment; she quickly falls into the role of leader, and the other members seem comfortable following her instructions. After the project is submitted, the team members are surprised to find out that their rating of other group members' participation on the team, including willingness to collaborate and individual initiative, will factor into their final grades for the project.

Communication issues can contribute to conflicts within the group working as a team. We'll explore ways to use communication to avoid and resolve conflicts later in the chapter.

Communication Methods

College students today have many choices when it comes to communication – not only the use of face-to-face, telephone, and written communication, but also email, text messages, instant messaging, and social networks. Students often fail to use the appropriate communication method in the correct circumstance. While there may not be specific guidelines for certain communication methods, students may encounter difficulties by selecting an inappropriate method. For example:

- A student is directed to attend a face-to-face judicial hearing (the message includes deadlines and procedures that pertain to this hearing). The student misses the hearing and calls two weeks later to reschedule. They are told that the case is closed, and they are past the deadline to appeal.
- A student leader on campus is given a staff member's mobile phone to be used in case of emergency. Instead of calling the office, the student sends a text to the supervisor and says that they won't be in to work because they are sick. The staff member counts their absence as a no-show.

It is important to recognize that not all communication styles are appropriate in all situations. As a general rule, **written** communication – typewritten or printed on a computer, not handwritten – is appropriate for almost all academic assignments and papers.

Email is most appropriate for friends and family, but may also be appropriate for communication with faculty and university administrators, depending on the circumstances and the content of the message.

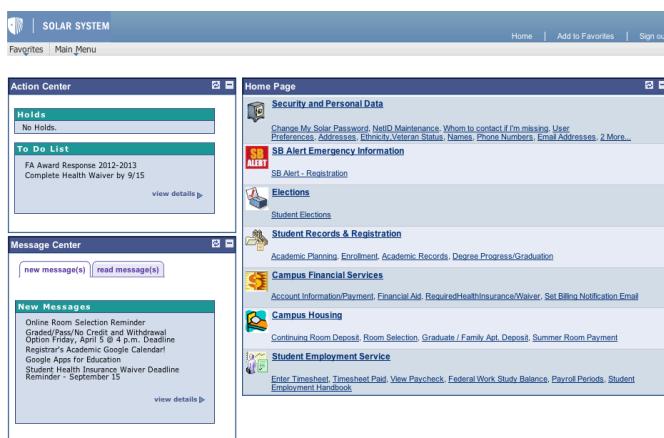
Face-to-Face communication includes making an appointment or walking into an office to see an individual. This method is usually best for conflict resolution, asking questions to clarify or ease confusion, and debating differing viewpoints, although some offices have specific policies and practices about dispute resolution that need to be followed.

Social Media, such as text messaging and instant messaging, are best used for social or “non-official” business. Students should not expect faculty or administration to use social networks for critical information. As an exception, the University uses the SB Alert system to send text messages to students in the event of an emergency.

Communication with Various Constituents

Communication with University Administration

Stony Brook University uses many ways for communicating with students; however, almost all communication that the university sends to students is “paperless,” meaning that it will be sent via e-mail, SOLAR or Blackboard. You are responsible for checking your accounts on a regular basis. If you live in the residence halls, you may also receive information on bulletin boards, in your mailbox, and from your RA/RHD. If you do not plan on using your Stony Brook email address as your primary email address, you should arrange in SOLAR to have messages forwarded from your school address to your primary email address. Students who fail to check and respond to these items by the designated deadline can have severe consequences, including increased tuition bills, loss of financial aid, deregistration from classes, loss of health insurance coverage, or loss of campus housing. Below are some examples of problems students have had when they fail to respond to notices from University administration:



SOLAR: A view of the interface and common

- A student does not follow through with his/her To-Do items in SOLAR and loses a financial aid award.
- A student ignores SOLAR messages about the Time Option Payment Plan and incurs late fees. They are not allowed to register for classes next semester because they have a balance due.
- A student does not respond to an email from his/her Academic Advisor alerting them that they are only registered for 11 credits on the final day of the add/drop period. The deadline then passes and the student is no longer considered to be

a full-time student and can lose his or her financial aid, housing, and/or health insurance.

- A student who lives in the residence halls ignores posters and notices about the housing lottery. They miss the deadline to participate in the housing lottery and are denied housing for the following year.
- A student who already has health insurance fails to waive their required Health Insurance and receives an additional charge on his/her tuition bill.

Here are some things you can do to make sure you develop strong communication with University administration:

- Thoroughly read all SOLAR Messages, Holds and To-Do items. You should check SOLAR at least once per week.
- Thoroughly read all emails or letters that come from the University. Remember when you receive a mass email, there is likely information that is important to all students, such as academic deadlines or policies. It is recommended that you check your email once a day.
- Be aware of and respond by all dates and deadlines. Most deadlines on this campus are “non-petitionable,” which means that if you miss the deadline, you cannot request an extension/exemption from the deadline.
- If any information that you receive is not clear, contact the office via phone, email or in person and politely request help or ask for clarification before the deadline.
- Always be professional in your communication with University administration. Sign your full name and include your SBU ID number in any email correspondence and have this information ready if you call or walk into an office.

Stony Brook is a large university and you may have to visit multiple offices to resolve a problem or a question on campus. Staff members are here to help you and treat you with respect, although it is expected that you will also be respectful of them and the policies they are required to enforce. If you are not sure where to go to resolve a problem, your Undergraduate College Advisor is usually a good place to start.

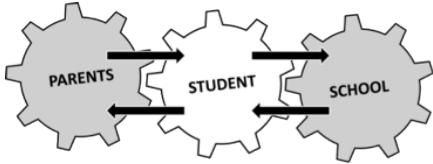
Communication with Parents/Guardians

Communication dynamics between students and their parents, guardians, or other involved family members change significantly during the college experience. As a college student, you are ultimately responsible for your own college career, and the responsibility to communicate with others and advocate for yourself to achieve academic success lies with you - the student, not with parents or other individuals such as teachers or administrators.

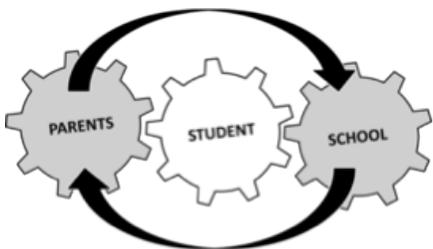
This means that the university may give information to the student, and the student

has the responsibility to pass that information on to the parent. Parents may provide information to students that should be passed on to the administration. Parents and university administrators rarely communicate directly with one another.

The student is the center of the communication model and communication flows through the student.



There are rare circumstances where parent/administration communication **may bypass the student**; however, this only occurs in emergency situations or after student-centered communication has failed.



Although your parents may have helped you apply to college, complete your Free Application for Federal Student Aid (FAFSA), and pay your college expenses, your college education is your responsibility. Parents do not have access to SOLAR, Blackboard or your email unless you have given them access to your account. It is your responsibility to make sure they are aware of items and deadlines such as bills or health insurance information when relevant.

Some students feel that giving their parents access to their accounts is “easier”; however, this philosophy has three potential problems:

1. By giving parents access to records/email, they also have access to grades, messages from faculty, and notices about disciplinary actions with which you may be involved.
2. Your parents may not regularly monitor your accounts – after all, they are not Stony Brook students; you are.
3. Giving your parents access to your accounts does NOT waive your responsibility as a Stony Brook student; you are still ultimately responsible for your college experience. Taking responsibility now will prepare you for responsibilities later in life, such as graduate school applications and tuition, job searches and negotiations, apartment leases, and paying rent.

Most disciplinary records at the college level are not shared with parents.

Depending on the severity of the incident and the risk to the student or others, parents may be notified at the discretion of university officials.

Despite the fact that parents are not notified, Stony Brook encourages open communication between students and parents. Many parents are “investing” in their student’s college education and deserve to know how this investment is helping their child to grow and develop. Parents often express shock and dismay that they are only informed of issues that their student is having after it is too late to help. Parents generally want to help and support their children. Communicating

with parents provides them the opportunity to offer support, yet also allows students to exercise independence and practice responsibility while alleviating some fear and stress that can often be associated with these new situations.

Students who fail to communicate regularly with parents may face circumstances that will likely need to be explained to them eventually, including:

- A student on academic first semester warning decides not to tell his/her parents. The following semester, the student is academically suspended and cannot return to Stony Brook.
- A student gets written up multiple times in the residence halls for policy violations. After his/her final warning, they are required to move out of campus housing.
- A student gets treatment/medication for a medical condition but does not tell his/her parents. During an emergency over winter break, parents and medical staff are unaware that the student has this condition or that they are on medication.

Here are some things you can do to make sure that you develop strong communication skills with your parents during college:

- **Talk to your parents** and keep them informed of how things are going. Use a communication style that works for everyone. Try discussing expectations about frequency and method of communication and remember, two-way communication is the key.
- **Take responsibility** for both communicating with them and informing them of academic and social issues you are dealing with. They won't always know what questions to ask, so you will have to offer information about how things are going – both good and bad.
- **Ask for help** when you are faced with a problem or issue that you can't resolve, but do not wait until it is too late for anyone to help you.

Remember that your education is your responsibility, but parents can help to support, encourage, and direct you throughout the experience. If you communicate early and often with your parents, they can work on solutions with you before problems get out of hand.

Communication with Faculty

One of the greatest differences from high school that students will experience in college is communication with University faculty. As you read in the Academic Success chapter, it is your responsibility to communicate with faculty both in and out of class. This may be intimidating at first in a large lecture classes, but faculty and teaching assistants are available to help you as long as you communicate with them appropriately and in a timely manner.

First and foremost, be sure to read your syllabus. If you are going to see your

professor, make sure to visit them during the office hours they have provided. It is also a good idea to let your professor know ahead of time that you are planning to stop by and what it is specifically you need help with. This will allow them to prepare ahead of time when possible.

Make sure to address your professor by the appropriate title. The syllabus will indicate if they have their PhD, M.D., EdD, PsyD, etc. If they do have one of these degrees, you should address them as Doctor, but when in doubt use the title Professor.

Be honest with your professor; they get frustrated when students are not being truthful. Professors may be more empathetic if you admit that you forgot the assignment at home and will be sure to send it to them as soon as possible.

If you have to miss class, make sure to discuss this with your professor ahead of time. If you are sick, be sure to email the professor and bring any necessary documentation such as a doctor's note to the next class session. Remember, you are responsible for making up any work you missed so be sure to follow up to get the assignment.

Important Notes about Sending Emails to Professors

- When sending an email to a professor make sure to keep it professional and to always include your full name, student ID number, as well as the course subject and number. Make sure to proofread and spell check.
- Keep it short and concise. If you are finding it difficult to explain your situation/concern, it might be better to approach your professor in person.
- Don't use all capital letters when trying to get a point across since it can sometimes be perceived as rude.
- Humor and jokes don't always translate well over email so remain serious in your writing.
- Consider what your e-mail address is. For example liketostoparty@yahoo.com might not give someone a very good impression of who you are.

Communication with Employers and the Community

The National Association of Colleges and Employers (NACE) conducted a survey of over 450 employers in 2002 and asked them the most important things they are looking for in perspective employees (Coplin, 2003). The most important skill cited by employers was Communication Skills (verbal and written). Among the top five were (1) communication skills, (2) honesty/integrity, (3) team work (works well

with others), (4) interpersonal skills (relates well to others), and (5) strong work ethic (Coplin, 2003). Team work and interpersonal skills also strongly relate to one's communication skills.

Do you want to know how important GPA was to employers? It ranked #17 (Coplin, 2003). This is not to state that your GPA is not important; it certainly is, especially if you plan on attending graduate school after Stony Brook. However, your communication skills may prove to be more valuable in the workplace, as well as during internships and volunteer work and in leadership roles you assume throughout your life.

It is usually fairly simple for students to understand how poor communication skills may cause difficulties with employers:

- A student makes multiple typos or grammatical errors on a resume/cover letter and is not offered an interview for the position.
- student does not make eye contact during a job interview and fails to get a job offer.
- A recent graduate sends an inappropriate email to a co-worker, which is rerouted to a supervisor, resulting in a sexual harassment charge and probation.

Communication with Other Students

College is a time for students to make new friends and acquaintances. Learning to communicate openly with new friends and classmates will help to facilitate better understanding of differences, as well as form new relationships based on mutual understanding.

College is a new environment, and students are likely to encounter a much more diverse group of peers in college than they did in high school. Students come from different ethnic, religious, cultural, and geographic backgrounds, many of which have communication norms and styles with which students may not be familiar. Students should be sensitive to differences when communicating with peers.

Students may (advertently or inadvertently) cause harm to others or themselves by not carefully considering their communication. For example:

- In high school, a student regularly used a derogatory saying (i.e. "that's gay" or "that's retarded") around his peers. Upon using the same saying in college, he is told by a new friend that they find the saying insulting, hurtful, and bigoted.
- In working with a classmate on a project, a student uses profanity via e-mail to voice her frustration with the assignment. The classmate forwards the email to the professor, stating that they find the student's behavior inappropriate and disrespectful.
- A student has a new roommate who is disrespectful of the student's space and possessions. In high school, the student never spoke up for themselves when

someone bothered them because they felt it wasn't worth it. The roommate's behavior is getting worse and the student is becoming unhappy living at college. People have different ways of approaching and responding to conflict, which was learned from examples around them while growing up.

Communication is improved when both parties have the ability to speak and be heard. Ineffective or unhealthy communication can contribute to conflict.

Criticism, defensiveness, and disrespect are aspects of unhealthy communication, and conflict becomes personal and destructive. Conflict is a natural part of life, and when dealt with constructively, can contribute to growth. When communication is healthy and effective, it is positive and respectful, and conflict is resolved with compromise and humor. *Conflict resolution skills* are communication strategies that can help avoid or de-escalate conflict between students.

Here are some basic ways of approaching conflict constructively:

- Stay calm
- Clearly express feelings or concerns (Using "I" statements: "I'm upset because...")
- Be specific; deal with one issue at a time
- No personal attacks or accusations
- No generalizations or exaggerations
- Don't withdraw or deliver 'the silent treatment'
- No violence, or threats of violence

If conflict or interpersonal violence is an issue in your life, support is available. Contact CAPS (Counseling and Psychological Services) for help, located on the 2nd floor of Student Health Services or via phone (631) 632 – 6720.

Students may find that they need to change their communication style in college in order to be successful. For example, a student who was shy in high school might have to be more outgoing in their residence hall or in classes. A student who was very talkative in high school might have to start listening more in order to form good friendships.

Students can take positive steps to improve their communication with peers by remembering the following:

- Look for opportunities to **learn about diversity and differences on our campus**. You may learn about new ways to communicate, new cultures, and new traditions. Your understanding of these differences will help you communicate with diverse audiences on campus and beyond.
- **Be aware of your online presence.** Many students are far too liberal with the information and photos that they post on Facebook®, Twitter, Tumblr, and other social media websites. Remember that you are judged by your online presence, as well as your in-person presence. Your words and actions should be consistent in both arenas. Hurting or insulting someone online is the same as doing so in person. Online communication lasts forever, and is open to the whole world to see (regardless of how strong you think your privacy settings

are); make sure you are sending a positive message.

In summary, remember that your communication skills will make a **lasting impression** on the people you meet. Leave them with a positive impression of you.



It is never too early or late to develop the skills needed for Academic Success. In your experience at Stony Brook, you may find the skills you developed in high school may or may not work. Some of you may have excelled in high school with little or no effort, while many of you may have put in hours of studying just to achieve B's & C's. No matter what your experience was in high school, all of you will be challenged when it comes to goal setting, study skills, note taking, and most importantly, time management.

Goal Setting

Why did you come to Stony Brook University? Millions of students go to college every year and their reasons for going are as diverse as their backgrounds. It is important for you to think about why you came to college and start to set goals. By setting goals, you are programming yourself for success.

What are your own goals for your academic and personal life? Utilize your 101 instructor, your TA, other chapters in this book, or your peers to make sure you are including all important aspects of college student life when answering these questions. Take some time to write out your goals and put them in a place where you will see them on a daily basis.

- What are your **academic** goals that you would like to meet by the **end of this week?**
- What are your **personal** goals that you would like to meet by the **end of this week?**
- What are your academic goals that you would like to meet by the **end of this semester?**
- What are your **personal** goals that you would like to meet by the **end of this semester?**

- What do you want your **GPA** to be by the **end of this year?**

Read your Course Syllabus

Your syllabus provides you with a lot of important information that you will need to know for your course. You should read each of them over very carefully so you'll know exactly what to expect for the semester. Here are some important things to look for:

1. Your professor's information and how they prefer to be contacted if you have a question.
2. The expectations the professor has for the class. For example, some professors do not want students to bring laptops to class to take notes, some have strict policies regarding cell phones and MP3 players, and some have rules about eating in class. It is important to read these over carefully.
3. Days that the class will be meeting in a different location so you do not end up being late those days by going to the wrong place.
4. The dates of exams and due dates for homework assignments. Many college professors do not remind you that tests and/or assignments are coming up since they expect you to be reading the syllabus.
5. Grading policies such as how much each test/quiz/assignment/project is worth so you'll know exactly where to focus your attention. Additionally, look to see if there are any extra credit opportunities, what the policy is for attendance and class participation, if the lowest test grade is dropped, and what the penalties are for turning in assignments late.

Note-Taking

Note-taking skills are critical to being successful at Stony Brook. Since a majority of your first-year classes will be lectures taking place in large lecture halls, good note-taking skills can be the difference between failing and passing a course. You will need to be prepared, ready to listen, aware of what methods work for you, and willing to review all of your notes to not only survive college, but to do well. Keep in mind that you may need to try a variety of methods before finding out what works best for you.

Be Prepared

- Use a binder instead of spiral notebook.
- Try to have one binder per class.
- Bring multi-color pencils and highlighters to class.
- Read the assigned material before class.
- Start each lecture on a new page (always date and note topic).
- Leave blank spaces for notes recorded later.

Ready to Listen

- Have a clear mind.
- Eat before class.
- Get enough sleep.
- Pay attention (this may take some conscious effort).
- Sit as close to the instructor as possible.
- Put all distractions away (iPods, cell phones, etc.).
- Listen for details, facts, explanations, and definitions (these are usually test answers).

Use a Variety of Methods

- Use a highlighter.
- Using a laptop may allow you to type fast and not worry about deciphering later.
- Use short-hand or abbreviation.
- Draw diagrams or pictures that help you understand.

Use Abbreviations

Abbreviations can assist you in taking notes faster so that you can jot down more information during class lectures. Some examples are below. You may know several more, or you may even create your own!

- w/o = without
- b/c = because
- e.g. = example
- esp. = especially
- w/ = with
- vs. = versus
- etc. = etcetera

- ch = chapter

Review and Edit Notes

- Review your notes sooner rather than later (the longer you take, the more you will forget).
- Fill in your shorthand or abbreviations.
- Circle or highlight things you don't understand so that you can clarify with your professor or classmates.
- Rewriting your notes may help you memorize them.

To improve your note-taking, reflect on the following questions and talk about your answers to your 101 instructor, T.A., advisor, or a student who has taken the same class.

- How do I take notes currently?
- Does how I take notes differ depending on what class I'm in? If so, how?
- What are some ways I have seen students take notes differently?
- How can I improve my note-taking to make it more effective for me?

Study Skills

Studying is very important in college. Your study hours may vary, but it is best to set a schedule. Once you set your class schedule, look for gaps throughout your day. It is during these gaps that you should avoid going back to your room to watch TV, hang out with friends, or take a nap. Instead, head to your favorite study spot. This will allow you more social time after your classes are finished for the day. In college the amount of time you study usually directly correlates with what your grades become. Here are a few more differences when it comes to studying in High School vs. College:

STUDYING IN HIGH SCHOOL	STUDYING IN COLLEGE
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.
You often need to read or hear presentations only once to learn what you need to know.	You need to review class notes and test material regularly.
You are expected to read short assignments that are then discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
Guiding principle: You will usually be told in class what you needed to learn	Guiding principle: It's up to you to read and understand the assigned material, as lectures and assignments proceed

from assigned readings.

from the assumption that you've already done so.

Here Are Some Great Study Tips for Stony Brook Classes:

When to Study:

- Plan 2–3 hours of study time for every hour you spend in class.
- Study your most challenging or least favorite subjects first.
- Avoid scheduling marathon study sessions (cramming is not effective).
- Be aware of your best time of day to focus.
- Be productive during time gaps between classes.

Handling the Rest of the World:

- Pay attention to your studies.
- Come to an agreement with roommates about times for visitors, times you'd prefer to study without distractions, times you'd like to sleep without disruption, etc..
- Avoid noise distractions.
- Notice how others misuse their time and don't make the same mistakes.

Where to Study:

- Decide on a regular study area where you can be productive.
- Don't get too comfortable (it is NOT effective to study in your room)!
- Use designated study spots or lounges on campus.
- Avoid sitting in front of a computer (Facebook can be too tempting).

Know Your Resources:

- Your peers, fellow students
- Your professor, instructor and/or TA
- Your College Advisor <http://ucolleges.stonybrook.edu/advising>
- Residence Hall Director/Resident Assistant—they can help you find quiet places in the building to study or help to control noise on your floor if it's too loud to concentrate.
- Commuter Assistants— they can help you identify strategies for effective studying given the challenges of commute time (i.e. study on public transportation, schedule gaps in between classes, utilize commuter student lounges, etc.).

Good Places to Study on Campus

- Atrium in the Humanities Building
- Library North Reading Room & Central Reading Room
- 3rd and 4th floor of the Main Library Stacks

- 6th and 7th floor lounges of the Social and Behavioral Science Building
- SAC 3rd floor lounge
- Commuter lounges in the SAC and Library
- Residential Quad Lounges

Study Habits Assessment

Directions: Please answer the following questions to help you evaluate your study habits. Then reflect on your answers with your 101 instructor, TA, College Advisor, Residence Hall Director, or someone whom you trust to give critical feedback.

1. To do well this semester, I think I should study

- a) less than I did in high school
- b) the same amount of time I spent studying in high school
- c) much more often than I did in high school
- d) I have not thought about it

2. In high school I studied

- a) only if I had an upcoming test
- b) I did not study; I just did homework
- c) often (during school and at home)
- d) usually just during study hall

3. I study best when

4. For me, the barriers to studying successfully have been

5. What are some strategies I can employ to improve my study habits?

Building a Relationship with Professors and Instructors

Students usually talk to their professors when they have questions or need assistance with an assignment. Although talking to your college professors can sometimes be intimidating, it is important to remember that they are here to contribute to your college education. To learn as much as you can, you are responsible for asking questions when you do not understand something. Additionally, it is beneficial to have a positive rapport with your professors/instructors when you need to request academic references.

When interacting with your professor, keep the following things in mind:

1. Sit in the front of the classroom or lecture hall. In addition to enhancing your learning by being more attentive, this will enable you to ask questions more easily in class. By being more engaged in class you will have more to talk about with your professor inside and outside of class.
2. Know a little about your professor. Does he/she have a specific passion for this topic of study, or is this an introductory course that he/she is teaching as a department requirement? Is he/she known for research, teaching, or service to the University community? Much of this information may be found on each department's website.
3. Professors are happy to meet with motivated students and are impressed by students who ask questions and strive to excel in that class. In fact, if you express a strong personal interest in studying this subject, you may even be considered for departmental research opportunities, scholarships, mentoring, and teaching assistant positions.
4. Do not let peers interfere with your personal and academic goals. You may have chosen to sit near friends or in the back of the classroom in high school, but in college it is important to prioritize very carefully. The reality is that many students realize too late how important it can be to have built a rapport with professors. At Stony Brook you are likely to take one or more classes taught by a preeminent scholar in their field. It's up to you to take advantage of that excellent educational opportunity.

In the Communication Chapter, specific practices and etiquette rules for communicating with University faculty are addressed. This chapter includes important tips for how to interact in a respectful and appropriate manner in this formal setting.

Time Management

Your first year at college can be an exciting and overwhelming time. During your freshman year at Stony Brook, you will be juggling classes, sleeping, eating, socializing, and family obligations. Effective time management involves establishing a ROUTINE. You most likely had a weekly and daily routine while in high school. At Stony Brook you will have to establish your own balanced schedule and routine within the new freedoms of the college environment.

Self-Reflection

Before classes start, you should sit down and evaluate your time management skills from high school. Keep in mind, you no longer have someone (parent, teacher, sibling) looking over your shoulder and reminding you to do your homework and or study. No one is going to reprimand you if you don't study, attend class, or complete homework assignments. However, this will be reflected in your grades. No one is here to remind you to go to sleep early or get up for class. There will be no one to make sure you eat something before you start your day. All of this is your responsibility. Be aware of your current self-discipline and time management skills; make any changes necessary to maintain your overall wellness and achieve academic success.

Avoid Procrastination and Time Wasters

Students often procrastinate unintentionally due to environmental distractions or time wasters that prevent them from staying on track. Distractions such as Facebook, cell phones, TV, and video games are some examples of avoidable distractions that tend to lead to procrastination. You can plan time for both studying and socializing, with the priority being your studies.

Kicking the procrastination habit in college may prove to be very difficult due to the many ways in which college differs from high school. Deadlines for research papers might be half of a semester away, assignments might be open-ended and vaguely defined rather than structured and clearly outlined, and the midterms for your courses may all be held within the same week. Essentially, you will be responsible for structuring your own time, and might be juggling multiple commitments, such as a part-time job, sports, or clubs.

Make Time to be Present and Attentive in Class

Students often waste time in class by going on the internet, texting, talking, sleeping, and engaging in other unproductive activities. Because attendance is not always taken, students may be tempted to skip class altogether. These activities are not only disrespectful to the professor or instructor and decrease learning, but as outlined below they waste money too.

Cost of Attendance

Student Status	A. Tuition	B. Fees (full)	C. \$ per credit	D. \$ per course	E. \$ per class
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	(full year)	year)	(/15)	(*3)	(/14wk/2.5)
NYS Resident	\$5570	\$1990	\$252	\$756	\$21.60
Out-of-State	\$16190	\$1990	\$606	\$1818	\$51.94
International	\$16190	\$3525	\$657.16	\$1971.48	\$56.33

**Estimated yearly tuition and fees for full-time undergraduates. Effective 3/1/2013. All charges are subject to change following regulations from the state of New York, the State University of New York, and Stony Brook University.*

Columns A and B show Stony Brook University tuition and fees during the 2013-2014 academic year based on student status. If the average student takes 15 credits in the fall and 15 credits in the spring, they paid the amount in column C per credit. If each class is an average of 3 credits, they paid the amount in column D per course. If the semester is 14 weeks long and classes meet on average 2-3 times per week, the amount in column E is what each class costs.

Put another way, students waste the amount in column E each time they skip a class or engage in wasteful activities during a class. Very few college students would actually throw \$21-\$56 in the trash, however, this is essentially what you are doing when you fail to engage in class activities. This amount increases when you factor in the additional cost of books, transportation expenses, room, and meal plan.

For current information regarding the total cost of tuition and fees at Stony Brook University, visit: <http://www.stonybrook.edu/bursar/tuition/ug.shtml>

Planners Are Helpful – When You Use Them!

Use the Success Book planner that you received at orientation. Make a daily, weekly, and monthly list of every task and refer to these lists every day to keep yourself on track. To help you get started, please fill out the following schedule grid. Don't forget to include time for all classes, club meetings, sports, eating, sleeping, studying, and "just hanging around" time.

Planning your Week Activity

Step 1 - Click the following link to take you to the **Planning Your Week Activity:**

Step 2 - Complete the chart by filling in all of your weekly commitments and responsibilities.

Step 3- Reflect on these questions based on your completed chart:

- Are there categories that you can or should allot more or less time to?
- Are there times in your week when you are not doing anything?
- How can you use that time more effectively?
- Are you allowing for 2-3 hours of study time per credit hour?

Step 4- Revise your chart based on the answers to the above questions.

Step 5- Print out your revised schedule and post it where you can easily see it each day.

Test-Taking

If you manage your time well and avoid procrastination, then you should be well-prepared when exam/midterm time approaches. Before this time comes, you should be reviewing your notes regularly, reading the assigned chapters, and asking your professor any questions as they arise. By doing these things, you will be more prepared on exam day. The more prepared you are, the better you will do on the exam. Keep the following things in mind:

Tips for Overcoming Test Anxiety

- Take a deep breath and stretch your arms and fingers.
- Close your eyes for a second and try to think of something positive.
- Try to stay calm and increase your confidence.

Before The Test:

- Be prepared! Make sure to study regularly before an exam. Do not cram right before.
- Find out what kind of test it will be: multiple choice, essay, combination, etc.
- Stay calm, focused, and confident.
- Make sure you are eating healthy and exercising regularly.
- If the professor offers a review session before the test, make sure to attend this. Your studying can be more focused after reviewing specific areas and discussing test questions. You will likely feel more prepared.
- Make sure to get a minimum of 6 hours of sleep. This will help improve brain function.
- Eat well before your exam so you can remain calm and focused during the test.
- Make sure to bring everything you need: glasses, pen or pencil, eraser, etc.

During the Test:

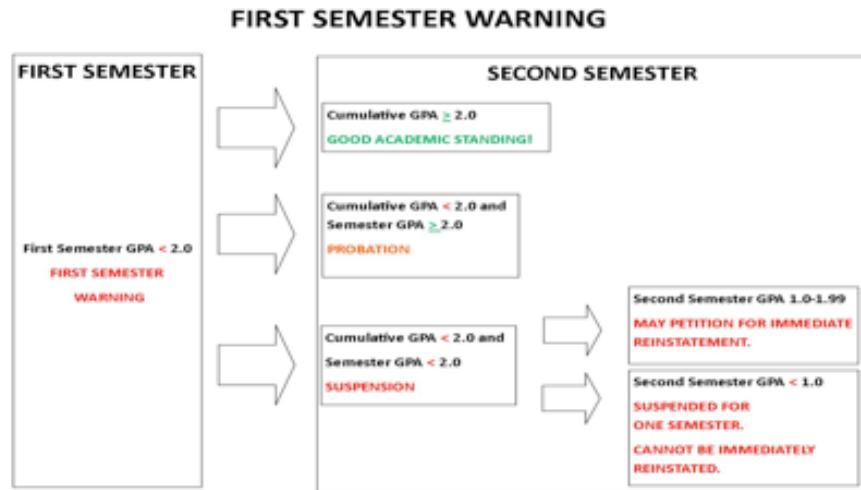
- Skim the test briefly to get an overview.
- Watch the clock and pace yourself. You don't want to rush through it or run out of time.
- Read all directions slowly and carefully.
- Skip questions that you are unsure of and go back to them later (NEVER leave a question blank, unless it will affect your grade. It's always better to make an educated guess than to not even try!).
- Answer easier questions first (this will help boost your confidence)!
- Try to stay relaxed. Dress comfortably.

Academic Standing At Stony Brook

In order to be considered in good academic standing with the University, students must have a cumulative GPA (Grade Point Average) of a 2.0 or higher. Detailed information about academic standing is available on the Undergraduate Academic

Affairs website: http://www.stonybrook.edu/commcms/academic_standing

Students who receive less than a 2.0 GPA in their first semester are placed on First Semester Warning. Below is a chart that illustrates the academic standing levels:



It is also important to note that your GPA and number of credits earned can impact Financial Aid Eligibility. This is called Satisfactory Academic Progress (SAP). For more information on SAP requirements visit the Office of Financial Aid and Scholarship Services website at:

<http://www.stonybrook.edu/finaid/receiving/sap.shtml>

Calculating Your GPA

In order to ensure that you are staying on track with your GPA, you can use the GPA calculator to calculate your current or future GPA:

http://www.stonybrook.edu/commcms/advising/gpa_calculator.shtml

Grades are assigned point values as follows:

A 4.0	B- 2.67	D+ 1.33
A- 3.67	C+ 2.33	D 1.00
B+ 3.33	C 2.00	F 0.00
B 3.00	C- 1.67	Q 0.00

Deans' List: After each fall and spring semester the dean of each college compiles a Dean's List of undergraduate students who constitute approximately the top 20 percent of their class. Each full-time student must have completed in that semester at least 12 credits for a letter grade (including S) and have no I's, U's, NR's, NC's, F's, R's or Q's. P grades are not considered to be letter grades. Part-time students must have earned at least six credits in a semester of letter-graded work (not including S or P grades). The grade point average cutoffs are as follows: seniors, 3.40; juniors, 3.30; sophomores, 3.20; and freshmen, 3.10.

Academic Success Checklist

Week	What you should do.	Did It?
1	<ul style="list-style-type: none"> • Check Blackboard before your first class meetings. • Make sure your preferred email address in SOLAR is correct. • Read and print out syllabi, bring to class. • Attend class meetings, ask questions if anything is unclear. • Evaluate your schedule—are you unsure about any classes? • Buy your books. 	<input type="checkbox"/>
2	<ul style="list-style-type: none"> • Speak to an advisor before you make changes to your schedule. • Stay aware of all important academic dates and deadlines. • Start off on the right foot—stay on top of your readings/assignments 	<input type="checkbox"/>
3-5	<ul style="list-style-type: none"> • As you get acclimated to your courses, think about your study habits. • If you are struggling, try one of the following options: <ul style="list-style-type: none"> • Visit your professor, instructor, or TA during office hours. • Go to a tutoring center or the Writing Center 	<input type="checkbox"/>
6-7	<ul style="list-style-type: none"> • Midterms may be happening now or soon—prepare yourself! • Do you know how you are doing in class? If not, contact your professor. • If you are doing poorly, take action and utilize resources right away. • Take a break; make sure you are taking some downtime for yourself. 	<input type="checkbox"/>
8-9	<ul style="list-style-type: none"> • Reflect: Which classes are you doing well in and enjoying? Are these your major classes? If you are struggling in your major classes and not enjoying them, think about other options. • As you get your midterm grades, evaluate how well 	<input type="checkbox"/>

	<p>you did. Is your grade what you expected? If not, think about how you could improve for next time—think about modifying your study habits and/or see a tutor.</p>	
10	<ul style="list-style-type: none"> • Speak with your academic advisor and major advisor in preparation for next semester scheduling. • Begin thinking about which classes you want to take for next semester. 	<input type="checkbox"/>
11-15	<ul style="list-style-type: none"> • Continue your improved study habits and visits to tutoring departments and/or office hours through the final stretch of the semester. • Register for classes for next semester, visit your advisor again or ask your 101 instructor if you need help or have any questions. • Gear up for finals week! 	<input type="checkbox"/>

Academic Success Resources – How to Get Help for Free

Remember, it's never too early or too late to develop the skills needed to be successful at Stony Brook. By defining what Academic Success means to you and setting personal goals you are taking the first steps. You will need to first evaluate your current study skills, note-taking strategies, and time management habits. Don't forget, you don't have to do this alone! Besides your 101 instructor, there are many resources on campus that can help you with this transition. Take advantage of these offices and departments that offer trained staff with proven records to help you improve your academic performance.

SERVICE	COURSES	TYPE OF HELP	LOCATION & HOURS
General Academic Advising and First-Year Transition	First-Year Seminar (FYS) 101	Advising & academic success workshops for first-year students in the Undergraduate Colleges	Undergraduate Colleges  N-3071 Melville Library 632-4378
General Academic Advising	N/A	Advising for students in the College of Engineering and Applied Sciences	CEAS Undergraduate Student Office  127 Engineering 632-8381
General Academic Advising / Pre-Professional Advising	N/A	Advising for sophomores-seniors and transfer students who are undeclared or in the CAS, COB, COJ, SOMAS, pre-health and pre-law	Academic & Transfer Advising Services/ Pre-Professional Advising  E-2360 Melville Library 632-7082
Major Decision/ Career Exploration	CAR 110	Individual consulting, self-assessments,	Career Center  W-0550 Melville Library 632-6810

		workshops, online resources	
Academic Integrity	N/A	Online resources, workshops, Q-Course	Office of Academic Judiciary  E3310 Melville Library 632-7080
Biology Tutoring	Any BIO course, particularly intro courses	Walk-in questions, learning resources	Biology Learning Center  G10 Biology Learning Labs, Consult posted schedule
Chemistry Tutoring	CHE 129, 131, 132, 321, 322, 326	Walk-in questions and group problem solving sessions	Chemistry Learning Center  312 Chemistry Building Consult syllabus for specific times for your course
Math Tutoring	Any MAP and MAT Course	Walk-in questions, review sessions, learning resources	Mathematics Learning Center  S-240A Math Tower (Basement) See website for hours and courses
Physics Tutoring	Any PHY Course	Walk-in questions	Physics Help Rooms  A129 & A131 Physics Consult posted schedule
General Tutoring	Selected Courses in CHE, MAT, MAP, PHY	Walk-in questions, study groups, individual tutoring, exam review sessions *Not just for residential students*	Residential Tutoring Centers  <i>Center for ITS - Gray College</i> 632-6670 Mon & Wed 8-11pm <i>Center for GLS & HDV- Noble Halls</i> 632-6797 Tues & Thurs 8-11pm <i>Tabler Center</i> 632-6648 Tues & Thurs 8-11pm

Writing Help	Any Writing Project	Individual consulting	Writing Center  2009 Humanities 632-7405 Visit http://sunysb.mywconline.com/ to make an appointment.
Spanish Writing Help	Spanish Writing, Projects, Grammar, Usage	Individual consulting	Spanish Writing Center  N-3065 Melville Library
Language Learning Research Center (LLRC)	Language and culture courses	Teaching and learning of language, literature, and culture. Foreign Language Placement exams.	Language Learning Research Center  N-5004 Melville Library 632-7013
Research Assistance	Any scholarly project	Workshops, walk-in questions, email or text a librarian	University Libraries  Frank Melville Jr. Memorial Library 632-7100
Learning Support	All courses	Adaptive equipment, alternative form textbooks, tutoring, note taking assistance	Disability Support Services  632-6748 Email: dss@notes.cc.sunysb.edu
Educational Technologies Support	Blackboard, SOLAR, printing, virtual classroom, adobe connect	Phone support, walk-in and appointments, online assistance, workshops	Division of Information Technology  and Virtual meeting room  for help with Blackboard, printing, email, and more! 632-9800 for help with computer and network issues.
Business Tutoring	Any BUS course	Students should consult	Business Learning Center  Harriman Hall Room 312

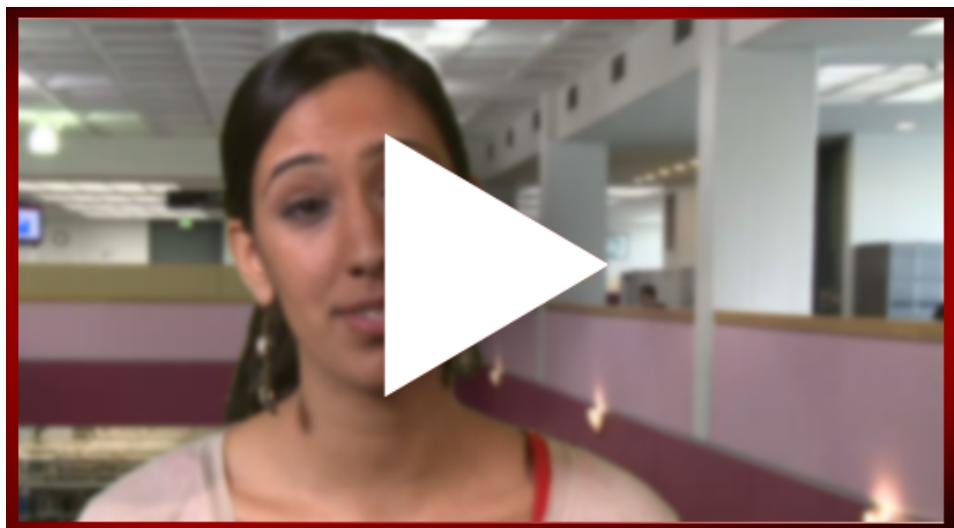
		with TA about office hours/appt.	
Applied Math and Statistics Tutoring	AMS 102, 151, 161, 201, 210	Students should consult with TA about office hours/appt	AMS Help Room  Harriman Hall Room 010

It's Everyone's Responsibility

"Always ask if you are unsure about anything. Know the guidelines, and if you don't, clarify them with your professor. The one thing I've learned from my teachers is that they like inquisitive students, even if you are asking them the same questions that they just answered. It is better to be over prepared than under prepared. And finally, always try to be honest to yourself and to your teachers."

—LISA, STONY BROOK STUDENT

COLLEGE AND HIGH SCHOOL: THERE IS A BIG DIFFERENCE



You may first notice it during your new student orientation over the summer; or during the first week of classes; or after your first big exam: college is completely different from high school. Not only are the social and co-curricular opportunities different, but academics at the college level are more comprehensive than those in high school.

Classes in college are often larger, longer, and meet only certain days of the week. It is necessary for you to stay on top of the reading and assignments for each class. Much of the material covered in your classes may not come from the required reading, but from the professional expertise and research interests of your professors. For this reason it is important to attend every class meeting for all of your classes.

College professors do not typically monitor attendance as your teachers did in high

school. At the University, it is your responsibility to contact professors if you miss a class session or an assignment, if you are struggling with the material, or if you want to discuss a grade. Papers and projects are assigned well in advance of the due date. It is each student's obligation to be responsible for remembering when the work is due and to address any questions before handing it in. You are encouraged to meet with your professors not only for these reasons, but also when you are doing well in your classes. Professors can offer valuable information and guidance outside the classroom.

The level of learning required in college is also very different. In high school, you may have been primarily tested on facts and details covered in class and the textbooks. Many high school students rely on studying techniques that center on memorization without a deeper understanding of the material. In college, you will be challenged to step beyond this more superficial level of learning and begin to think analytically. Critical thinking is an important part of the college learning experience. You should be prepared to discuss your ideas and respond to topics covered in class. Active participation is expected in some classes and can be a factor in grading.

As you can see from the examples above, the main distinction between the high school and college experience is that you are held more directly responsible for your progress. While this may seem like a lot of work for you to do on your own, do not mistake this for a lack of interest or concern on the part of your professors and the University staff. You do have the right to a quality education and the faculty and staff are here to help ensure that you receive it. In many ways, your college experience will be what you make of it, and there are plenty of resources available at Stony Brook to insure success; you just need to take the initiative.

Academic Integrity

Now that we have established the responsibility you have for your own education, let us look at an important value that is the foundation of a college education: academic integrity.

The concept of academic integrity implies that everyone adheres to a strict moral code regarding academic life on campus. This requires that you pursue your academic goals in an honest way that does not put you at an unfair advantage over your fellow students. You are expected to uphold the University's rules on academic integrity in everything you do: in every paper you write, every assignment you submit, and in every test that you take.

Sometimes students find themselves in situations in which they are tempted to disobey this code. They may have waited until the last minute to do a project, did not study for a test, forgot to do an assignment, or may just feel lazy. Please remember that none of these situations is an excuse to violate the code of academic integrity. You are ultimately the person held responsible for how you manage your academic life.

Of course, there are times when even the best intentioned student falls into the trap of bending the academic integrity rules to work in his/her favor. This is a mistake that can end up costing much more than the student had bargained for.

For more information on Stony Brook University's Academic Judiciary policy statement, as well as resources that can assist you in detecting and preventing academic dishonesty, please visit

http://www.stonybrook.edu/commcms/academic_integrity/index.html 

Academic Dishonesty: It's More Than Just Plagiarism

One way that you can be sure to uphold and protect the code of academic integrity is by having a clear understanding of what constitutes academic dishonesty. Up until now, you probably always associated plagiarism with academic dishonesty.

Plagiarism is one form of academic dishonesty and constitutes the majority of the academic dishonesty cases brought to the University's attention. However, the scope of academic dishonesty is much broader and includes many areas. Below, you will find an outline of the various categories of academic dishonesty. Categories have been defined for you and examples given. Please note that although there are many examples given, this list is not inclusive of every possible form of dishonesty. It should give you a greater understanding, however, of Stony Brook's policy on academic dishonesty. Most importantly, remember that ignorance is not an excuse when it comes to academic dishonesty. It is your responsibility to know the policies regarding this important topic.

Cheating

Using or attempting to use unauthorized assistance, materials, information or study aids in any academic exercise, or preventing, or attempting to prevent another from using authorized assistance, materials, etc. Examples include:

- Using unauthorized notes, study aids, or information on an examination.
- Altering a graded work after it has been returned—then submitting the work for re-grading.
- Allowing another person to do one's work and submitting that work under one's own name.
- Submitting identical or similar papers for credit in more than one course without prior permission from the instructors.
- Copying answers from someone else.
- Having someone else take an exam for you, or asking him or her for answers to a test.
- Stealing or having in one's possession without permission, any tests, notes, materials or property belonging to or generating from faculty, staff or students.
- Having another person do a lab assignment for you.
- Having loose papers on or around desk area can be mistaken for cheat sheets.
- Switching exams placed on desks by professor.
- Electronic devices must be turned completely off during an exam. Even if a student does not answer a ringing tone, they are still violating University Policy.

Plagiarism

Intentionally or unintentionally knowingly representing the words or ideas of another as one's own in any academic exercise. Examples include:

- Submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source.
- Copying from any source without quotation marks and the appropriate documentation.
- Copying from any source, altering a word here or there to avoid exact quotation.
- Rewording an idea found in a source, but then omitting documentation.
- Having someone else write the paper for you.
- Copying a paper, or portion of a paper, that someone else has written.
- Cloning someone else's idea(s) without attribution.
- Submitting wrong paper by accident.

Fabrication

Intentional and unauthorized falsification or invention of any information or citation in any academic exercise. Examples include:

- Presenting data that was not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data, and failing to include an accurate account of the method by which the data was gathered or collected.
- Citing nonexistent or irrelevant articles, etc.
- Fudging data to be in accord with what you think the results should be.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another person(s) commit an act of academic dishonesty. Examples include:

- Working together with others on a take-home exam.
- Providing false information in connection with any inquiry regarding academic integrity.
- Taking a test for another person.
- Doing an assignment for another student.
- Willfully offering to a student, answers or information related to tests and examinations.

- Falsifying attendance records for someone not actually in the class.

Obtaining an Unfair Advantage

Attempting to gain unauthorized advantage over fellow students in any academic exercise. Examples include:

- Gaining or providing unauthorized access to examination materials.
- Interfering with another student's efforts in any academic exercise.
- Lying about the need for an extension for an exam or paper.
- Continuing to write even when time is up during an exam.
- Stealing, destroying, defacing or keeping library materials for one's own use or with the purpose of depriving others of its use.

Falsification of Records and Official Documents

Misrepresenting, falsification or tampering with or attempting to tamper with any portion of an academic transcript, record, etc. for oneself or for another person. This is possible grounds for expulsion even if this is your first offense. Examples include:

- Tampering with computer records.
- Forging a faculty/staff signature on any University document for any reason.

Unauthorized Access

Unauthorized access to computerized academic or administrative records or systems. Examples include:

- Viewing or altering computer records.
- Modifying computer programs or systems.
- Releasing or dispensing information gained via unauthorized access.
- Interfering with the use or availability of computer systems or information.

How You Can Protect Yourself

There are many steps you can take to protect yourself from being accused of academic dishonesty. Some of them seem obvious, but many of them are things students do not often consider. Take a look at the list below and become familiar with these suggestions.

- Prepare thoroughly for your exams, assignments and projects. This usually requires that you do much of the work ahead of time and avoid doing work at the last minute.
- Check the syllabus of each of your courses for a section that explains academic dishonesty. There may be requirements specific to each course.
- While group collaboration is encouraged or suggested, when it comes time to submitting the work, your written assignment must be your ideas in your own words, separate from the groups'.
- Make sure to keep your old exams, papers, homework, etc. in a safe place where friends/roommates cannot gain access to them. Also, make sure any assignments that you keep on your computer are in a password protected folder so that people who have access to your computer are unable to see these files.
- Some classes may require a paper that is very similar to one you previously completed, either for another class in college or in high school. Before submitting the same paper, make sure to check with your instructor that this is okay. While some professors may accept this, most will not. You must check first!
- Use a recognized handbook for instruction on citing source materials in a paper. Consult with individual faculty members or academic departments when in doubt. For example, if you are writing a paper for a Psychology course, either ask your professor how he or she wants you to cite sources in your paper, or ask the Psychology department what their preferred way of citing is.
- Use the services offered at the Writing Center for assistance in preparing papers. For more information, visit www.stonybrook.edu/writingcenter
- Many cases of plagiarism involve students improperly using internet resources. If you quote an internet source, you must cite the URL for that source in your bibliography. Copying (or closely paraphrasing) text or figures from a website without citing it and placing it in quotation marks is plagiarism. It is no different from doing the same thing with a printed source. Professing ignorance of this rule will not be accepted as a legitimate basis for appealing an accusation of academic dishonesty.
- Utilize the resources available through the Stony Brook University Library website to properly cite your sources: <http://guides.library.stonybrook.edu/>

- Take the initiative to prevent other students from copying exams or assignments, for example, by shielding answers during exams and not lending assignments to other students unless specifically granted permission by the Instructor.
- Avoid looking in the direction of other students' papers during an exam.
- Refuse to assist students who cheat.
- During an exam, do not sit near students with whom you have studied or near roommates or friends.
- Discourage dishonesty among other students.
- Turn off cell phone before entering a class.
- Make sure your desk and surrounding areas are clear of any books or notes.
- Absolutely no talking during exams.
- Do not give your assignments to your friends electronically or by hardcopy.
- Submit all drafts as if it were your final draft; cite all sources and use quotation marks.
- Always ask for help when you need it.
- Follow instructions carefully for all assignments.

By following the suggestions in this list, you should be well on your way to avoiding academic dishonesty. Please always remember, when in doubt, ask!

What Happens If I Am Accused Of Academic Dishonesty?

Hopefully, the information you have received so far in this chapter will ensure that you maintain the highest level of academic honor. However, if you ever find yourself in a situation where you are accused of academic dishonesty, it is important to know your rights and responsibilities as a student at Stony Brook University.

How Will I Know If I Have Been Charged?

The official charge of academic dishonesty will come from either one of two committees—the Academic Judiciary (AJ) or the College of Engineering and Applied Sciences—Committee on Academic Standing and Appeals (CEAS-CASA). The AJC oversees all cases involving courses from the College of Arts and Sciences (CAS), College of Business (COB), and School of Journalism (SOJ), and School of Marine and Atmospheric Sciences (SOMAS). CEAS-CASA oversees all cases involving courses offered through the College of Engineering and Applied Sciences. For all offenses not directly related to a specific course (such as tampering with computer records), the AJ oversees all cases involving students with majors in CAS and COB, SOJ, and SOMAS and CEAS-CASA handles all cases involving students with declared majors within CEAS.

Once an accusation is received, a student is notified by email, SOLAR, or by mail. They will be given a copy of the accusation, the proposed penalty, and the policies and procedures.

What Should I Do Once I Have Been Notified of the Accusation?

Once a student receives notice that s/he has been accused of academic dishonesty, the student has two options. If a student feels that they have been rightfully accused, one option is to plead guilty. If a student feels they have been wrongfully accused, then they may appeal the accusation to the appropriate committee and ask for a hearing. An appeal can be filed from the Academic Judiciary website or by written report to the relevant judiciary office. While the case is pending, the student will receive a grade of “I” in the course and a notation that reads “Academic Judiciary Action Pending” will appear on the student’s transcript.

What Can I Expect If I Request a Hearing?

Students who appeal an accusation and request a hearing will be assigned a date for a hearing. All parties involved in the situation will be invited to attend the hearing and speak on their own behalf. A panel of five individuals from the University community made up of faculty, staff, and students will consider the statements and evidence brought before it by you and your accuser and will make a majority vote, of whether you are guilty or not guilty.

If you request a hearing, it will proceed as follows. The accuser(s) will make his/her/their specific accusation and will present evidence, which you have the right

to know of before the hearing. You should come to the hearing prepared to answer the accusation. Bring any relevant documentation that you think will support your case. After the accuser makes an initial statement, you will make a statement.

Following this, questions may be asked, by you, your accuser, and members of the hearing board to anyone present. For this purpose, both you and the accuser may bring witnesses who can be asked questions by anyone present.

Please note that if you request a hearing and the hearing board finds that you have provided it with false information concerning your case, you are liable for a second accusation of academic dishonesty. Students found guilty of more than one instance of academic dishonesty are subject to additional penalties, including suspension, expulsion, and permanent marks on their academic record.

Can I Choose to Withdraw or G/P/NC the Class Before or After an Accusation Has Been Made?

Students accused of academic dishonesty cannot withdraw or G/P/NC from the course in question. If you have withdrawn from this course, you will be reinstated into the course until the matter is resolved. If you are found not guilty, then your withdrawal or G/P/NC will be processed. If you are found guilty of academic dishonesty, this decision will nullify any previous withdrawals and G/P/NC options.

What Happens if I Plead Guilty or Am Found Guilty?

A student who pleads guilty or is found guilty of a first offense will typically be given the letter grade Q which signifies that s/he has committed an act of academic dishonesty. The Q is computed in the student's GPA as an F. However, Stony Brook University gives students an opportunity to have the Q as well as the remark of academic dishonesty removed from their academic record entirely. This opportunity comes in the form of a course called the Q course.

There are rare cases depending on the accusation that even though it's your first offense, you could have permanent remarks, be suspended or expelled.

What Is the Q Course?

The Q course is the University's course on academic integrity. It includes such topics as ethics, effective work habits, and time management skills. This 10-week course is offered in both the fall and spring semester and meets on Wednesdays during Campus Life Time. A student must attend all the sessions and complete all the assignments in order to satisfy the requirements of the course. Upon successful completion of the Q course, the Q is removed from his/her transcript and replaced with the earned grade including any penalty assigned by the committee.

What Happens If I Am Accused of Academic Dishonesty More Than Once in the Same Semester?

If accusations come in close together but are different types of offenses, for example plagiarism and copying off another student, they will be treated as 2 separate

offenses and are penalized more severely.

What Do You Think?

Are some of the above behaviors of academic dishonesty more serious than other ones? Which are the most serious and which are the least? How did you make the determination?

(Adapted from Melora A. Sundt based on materials for E. Nuss—"Academic Integrity: Comparing Faculty and Student Attitudes." *Improving College and University Teaching*. 3:32, 1984.)

Becoming Involved on Campus

8

"My best experiences at Stony Brook are related to my involvement as a Resident Assistant. It is a demanding position, if taken seriously, but it brought me many joys, many friendships, wonderful memories and a thousand opportunities to help the campus community."

—AUDREY, STONY BROOK STUDENT

Introduction



College is not only an opportunity to expand your intellect, but also your skills and experiences. While at Stony Brook, you may expand your academic knowledge, for example in calculus, beyond what you already learned in high school. Or you may acquire a completely new academic experience, perhaps in Art History, that you never experienced in high school. The same is true of your skills and activities. You may wish to continue to develop activities that you did in high school, such as in student government or gospel choir, or you may choose to embark on a completely new arena, such as academic judiciary or ballroom dancing. Regardless, your out-of-class experiences will shape your college experience nearly as much as your in-class experiences. These are opportunities to gain new skills, develop your existing skills, and meet new people. You will learn to work with and motivate others, manage projects, set goals and accomplish objectives. These are the traits of a strong leader.

Leadership is something that anyone can develop. Some students enter college with leadership experiences from their high school, church, or community. Others enter college without leadership experience, but with skills in other areas such as communication, logic, athletics, or the arts. Stony Brook University takes a

proactive approach to leadership development on campus. We believe that all students should take the opportunity to assess themselves and get involved in those activities or organizations that interest them. Those who wish to become an effective leader will use this involvement as a stepping stone. The additional steps as well as our University's vision of leadership are outlined in this chapter.

Vision Statement

Stony Brook University aims to provide a wide range of opportunities for students to develop their leadership skills. Leadership is creating a vision, establishing compelling goals, and gaining the commitment of others to help accomplish these goals. It is assessing needs and managing and monitoring tasks, including delegating responsibilities, forming teams, negotiating, and resolving conflicts.

At Stony Brook, students create their own organizations, serve in elected office, and organize activities and events. They apply what they learn in classes to test their leadership skills in an environment that encourages experimentation, problem solving, and critical thinking. Stony Brook students build professional relationships with faculty, staff, and fellow students in ways to achieve shared goals. Through feedback and reinforcement, they acquire insight about their leadership skills and knowledge while learning what they do well, and what areas need improvement. They become continuous learners who value and respect the contributions of colleagues from diverse backgrounds and start a long-term process of leadership growth that will prepare them for a successful career no matter what their profession.

Six Steps to Becoming a Campus Leader

Take a brief look at each:

- Step 1: Self-Assessment
- Step 2: Getting Involved
- Step 3: Training and Preparation
- Step 4: Taking on a Leadership Role
- Step 5: Giving Back

Step 1: Self-Assessment

With hundreds of leadership opportunities on campus, taking the time to choose your niche is important. Like any decision making process, you should think about what you want to gain and choose those opportunities that offer those benefits.

Knowing your strengths is key to your success. Developing an action plan in order to develop and hone these skills is essential to achieving your goals. Ask yourself the following questions:

- What am I naturally good at?
- What are things I struggle with?
- What type of leader do I want to be?
- What are things that I need more experience with?
- What can I do to develop, practice, or hone these skills?

Take some time to reflect on these questions. Get feedback from those who know you best and write the answers down. Then create a plan on how you will develop these skills including both long-term and short-term goals. The “Get Your Foot In The Door” program, offered by the Division of Student Life, can help you assess your current skills and help you find your niche.

Step 2: Getting Involved

There are many departments on campus that provide outlets for students to refine their leadership abilities and a place where new leaders are born. Below is a list of a few places to start.

Office of Student Activities

Visit stonybrook.edu/sblife. SBLife is a virtual involvement portal. Here you can join any club/organization on campus, learn about what each group is doing, while learning about all campus wide events. The Office of Student Activities manages a craft center, WUSB (90.1FM), and the SAC Art Gallery. If you are not interested in a club but you love ceramics or you always wanted to DJ a radio station, stop by and visit.

Campus Recreation Center

The Campus Recreation Center offers a variety of sports clubs and open recreation and intramurals. If you are into Fitness and Wellness this is the place to visit. Open recreation is geared for any students that is interested in playing any sport. Grab some friends and put together a pick up volleyball game on Tuesday mornings.

Commuter Student Services

This office is available to all Stony Brook students. If you are interesting in becoming a Commuter Assistant or a Commuter Student Association member, pass by. Here you will meet other commuter students.

Leadership

Are you interested in fine tuning your public speaking abilities, you should check out P.E.P. (Practicing Engaging Presentations). If you have already visited SBLife and you are still unsure of your perfect match make an appointment with the Getting Your Foot In The Door interns, here you will be matched to the right club/organization or campus opportunity.

Undergraduate Colleges (UGC)

Learn more about your Undergraduate College by becoming a fellow. Here you will have the opportunity to be the have peer to peer contact with all new students entering Stony Brook University. Fellows also have the opportunity to serve as teaching assistants. Take some time and talk to your UCG advisor.

Undergraduate Student Government (USG)

Order in the Court!!! If you are interested to changing policy, deciding club funding, hosting large scale events and passing resolutions to make change on campus, visit the USG or stop by a Senate meeting.

Residential Programs

Curious about how your Resident Assistant was selected or how you can be an RA, visit your local quad office and learn about the different leadership roles that are offered. Every residence hall is governed by a Hall Council, check out a hall council meeting and meet fellow residents.

You can find leadership opportunities everywhere on campus, Athletics, Academic Department, Community Standards. Take some time to review different parts of the Stony Brook University website and see all of you at the September Involvement fair.

Step 3: Training/Preparation

When developing your strengths it is important to gather knowledge and hone your skills in order to become better leaders. Participating in various training opportunities such as workshops, trainings, conferences, classes, and programs can assist in both developing new skills and honing strengths to optimize their effectiveness. Stony Brook University offers numerous educational, training, and development opportunities. Programs exist such as leadership workshops, L.E.A.D./G.O.L.D. programs, and the LEADSTRONG Conference and Student Life Internships, just to name a few. Information about all of these programs is available

at the Leadership Nexus website

Step 4: Taking on a Leadership Role

If you've assessed your own leadership style and strengths, received the training you need and became involved at the participant level, you are ready to take the next step: taking on a leadership role. Taking on a leadership role does not mean that you need to be on the executive board of an organization. Leadership can come in many forms and especially when you are starting out, you may want to start smaller. For instance, you may want to coordinate a program for a certain organization. Or, you may want to run for Hall Council executive board before running for USG or applying for an RA position. Finally, you may be working on campus with an opportunity to become a "leader" or "supervisor" within that office.

All of these opportunities have one thing in common: becoming a leader on campus is beyond "getting involved." It is articulating a vision for a program, an office, or an organization. Then, it is gathering the people and resources necessary while guiding the group to a successful completion of set goals. Remember always to reflect on the experience while evaluating yourself and others. Consider what went well and what you could do differently in the future in order to enhance the outcome the next time around.

Step 5: Giving Back

Leaders with a sense of civic engagement find it important to give back to the community and help those in need. There are numerous philanthropic and not-for-profit organizations that you can become involved with in order to make a difference in this world. As a leader you can encourage others to give back by volunteering at a local soup kitchen, raising money for a charitable organization, or promoting positive actions such as recycling. How you model this kind of behavior could be the key to getting others involved as well. There are numerous opportunities to participate in community service activities on campus through departmental events such as Take Back the Night or 'Tis the Season, or through a community service-based club or organization. Make sure you visit the Community Service and Learning site for more information on how to get involved.

Step 6: Personal and Professional Development

You may be asking yourself, "What can I do now to continue to become a better leader?" Perfecting your leadership skills is a continuous process and requires time, energy and effort. The opportunities afforded to you are designed to develop your leadership skills, and are varied. Here are a few:

Mentors: A mentor, a trusted counselor or guide who can be invaluable as you work towards achieving your leadership goals. Your mentor might be someone you meet through a structured program or it could be someone you meet on your own. Finding an experienced professional on campus to act as your mentor may be something that you wish to pursue. This may be your advisor, supervisor, hall director, professor, TA, or any one of a host of other professionals on campus.

Choosing a knowledgeable mentor is important in the development of a leader. Sometimes leaders have several mentors. In different situations various people could be of assistance to you. For instance maybe in your career goals you have one mentor and in your on-campus involvement you have another. Although there are a lot of different tactics to finding a mentor remember that it is important to feel comfortable with the person and trust the information they are giving you is truthful and in your best interest.

Programs/Workshops: Short-term programs and one day workshops offer a wealth of information to assist you with your own personal leadership development. At Stony Brook there are a variety of offices offering many such programs and workshops. For instance, there are workshop series that are offered such through L.E.A.D. and G.O.L.D. There are also full day programs offered such as LEADSTRONG, Stony Brook Day in Albany, and other programs which would assist you in gaining leadership skills in a variety of areas.

Classes: Finally, many classes may offer you information and insight about effective leadership strategies, historical leaders, ethical issues confronting leaders and other information critical to a full understanding of leaders in today's world. For example, Sociology 268 is a class that could offer you development and understanding about leadership. Peer Education classes also offer you a variety of leadership skills such as communication, public speaking, personal skills, motivating and educating others, as well as outreach, to name just a few. There are several Peer Education classes including: AIDS Peer Education, Chill, CHOICE, and Swallow This! Each one of these Peer Education classes is very different in its organization and purpose, but each one offers the opportunity to develop you as a leader.

Leadership Online

There is no doubt that today's college students utilize computer technology more than any previous generation. There are many positive aspects of online communities for college students, such as keeping in touch with old friends, connecting with current or prospective SBU friends, expressing one's individuality, or sharing exciting events in one's life. Those wishing to be, or thinking about becoming a leader on campus should be particularly aware of any online profile information that they choose to display. These students should think carefully before joining any group, posting any pictures, attending any activity, or participating in any action that might appear to be inappropriate for a campus leader. For tips on creating a positive online persona please refer to information provided in Chapter 3 of this book.

Conclusion

This chapter has provided you with an idea of the actions you can take on Stony Brook University's campus to expand your leadership skills and involvement. However, as we hope you realize, simply reading this chapter will not help you develop your skills and experiences. Students need to take the time to join a club, contact an organization, and develop their skills. Being involved on campus provides you with invaluable skills that will assist you in your future endeavors,

whether it is graduate school or finding a job after graduation. Did you know that medical school applications require students to provide documentation of their volunteer experience and service hours? A leadership role will help you gain skills and experiences, not just the GPA, to achieve your goals in the future.

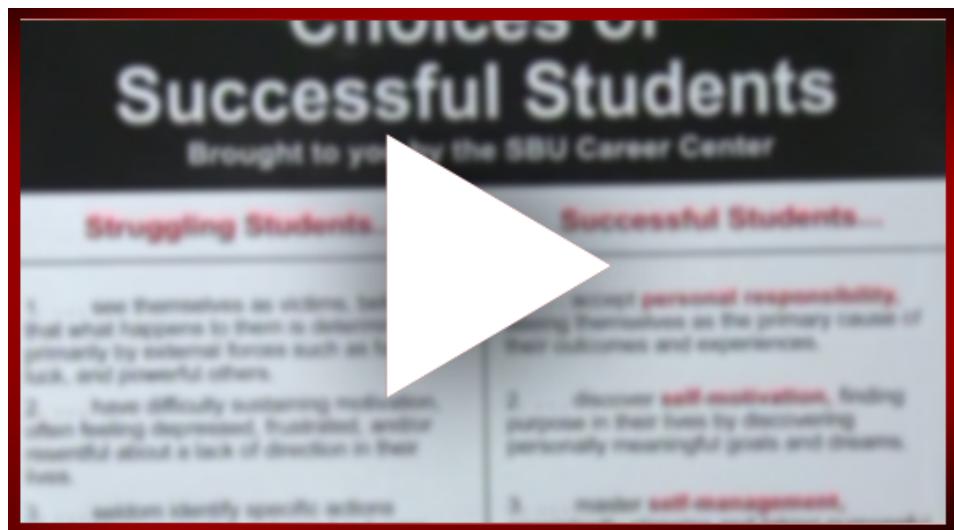
Academic Planning and Career Exploration

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"From my time at the Career Center, I have learned that it is never too early or too late to start thinking about your future. Extremely valuable experiences can be found here on campus and you have to take initiative to get what you want from them."

—KRISTEN, STONY BROOK STUDENT

Making Career Decisions



You've made many decisions in your life, including choosing to attend Stony Brook University. Making career decisions may sound scary, especially if you expect that a choice now will exclude you from other options in your future. In reality, though, we make decisions all the time. Some are easy; we don't think about them – *"I think I'll leave for school an hour early this morning so I can study for my exam."* *"I'm going to join the debate club to improve my public speaking skills."* Some decisions are more complex, and therefore may seem larger, have greater risk, and require more time and consideration – *"Should I pursue the study abroad option or a summer internship?"*; *"Do I accept the position that pays more, or the one I know I'll love?"*

Before making a career-related decision, which doesn't necessarily mean deciding on your long-term career path but could mean something smaller and more immediate such as choosing a major or identifying internships that interest you, you must first be willing to D.E.C.I.D.E.

We recommend a systematic decision-making approach developed by psychologists Krumboltz and Hamel called "DECIDES."

Define the situation as specifically as possible. Remember that big life decisions should be divided into smaller, manageable mini-decisions. An example of poor problem definition: to choose a satisfying career. Better problem definition: by the end of this semester I will narrow down major and career options that best match my interests, skills and values.

Establish an action plan, with specific deadlines. You may read the Bulletin and specific course descriptions and speak to academic advisors before the registration period begins.

Clarify values. What is really important to you as it relates to work? For example, if you're looking at internships in investment banking, are you willing to adjust your lifestyle to accommodate the long hours? If you want experience in media, are you willing to accept an unpaid position?

Identify alternatives. You may be able to think creatively and brainstorm options on your own. However, this is an opportune time for you to work with a career counselor, who likely has resources to assist you.

Discover probable outcomes. Can you reasonably predict outcomes of each alternative? For example, if you wish to major in computer science, you may not have time to take many elective courses. If you major in health science, you'll be spending most of your senior year on the east campus.

Eliminate alternatives systematically. Compare them with what makes you who you are (values, interests, skills). For example, you may consider a double major in computer science and biochemistry, yet pursuing such a rigorous program would not give you time to also run for USG president and/or have an active social life. Will you sacrifice social life for study time?

Start action! Clearly doing something to pursue your goals is preferable to sitting back and waiting for your career to happen to you. If you are concerned that this approach is too rigid for your taste, remember that these are guidelines – the elements are key, not the order. Let us consider a real life example...

Sofia's Dilemma

Example: Sofia is a freshman. Her strong subjects in high school were math and physics. She is confused about how to choose a major, and whether that also means she should choose a career. She heard that quantitative skills are good for business and that business pays well. What exactly does that mean? What skills? What business? And how well exactly does it pay? Sofia visited the Career Center and found a dazzling array of career opportunities for students of math and physics: actuary, researcher in a national lab, university professor, computer programmer, teacher, Wall Street analyst, veterinarian, and financial advisor. She also discovered a broad range of salaries and years of training required. Sofia was overwhelmed by all this information. When her career counselor asked her if she also had considered applied math and economics, she felt faint. Fortunately she had taken economics in high school and hated it, so she turned that down easily. But applied math? Is it different from plain math and how? To what does it apply? Here are some of the

mini-decisions that Sofia made:

1. She ruled out economics on the basis of her previous experience (she disliked it).
2. She read the Applied Math section of the Bulletin, including description of major, classes, and faculty specializations. This sounded intriguing enough for her to decide to take the first statistics course next term.
3. After studying the requirements for the math major, she felt less confident that she could do well in 300-level classes. She decided to give it one more try, and enrolled in a 200-level course.
4. After speaking with the physics advisor, she learned that this major involves many labs. She recalled that she was not fond of this type of hands-on science. She also didn't feel like she blended well with the crowd at the physics department, and decided not to pursue physics.

Epilogue: At the end of the following semester, Sofia learned that she really loved statistics; she felt that formulas came alive when applied to real life problems. Meanwhile, the 200-level math class required a lot of effort and though she did reasonably well, she was not particularly excited about climbing to a higher level. Her mini-decisions allowed her to confidently choose Applied Math & Statistics as her major.

Career Development Process

Career Development Cycle



CAREER DEVELOPMENT CYCLE © 2007 STONY BROOK UNIVERSITY CAREER CENTER

The SBU Career Center would like to welcome you to one of the best experiences of your life. Throughout your Stony Brook University (SBU) experience you will be engaged in an environment where you will thrive and grow to heights you have never imagined. However, in order to get the most out of your time here it is important to utilize the resources surrounding you. Your four-year career development plan involves reaching outside of your comfort zone and getting involved with your campus community by engaging in your interests. It's okay to not know your intended career direction right away. Explore—relate—and discover the possibilities. Three things you should consider as they relate to your career exploration:

- Understanding and Knowing Yourself
- Engaging in Experiential Learning
- Occupation Information Gathering

Understanding Yourself and the Self-Assessment Process

Knowing about yourself is the basis for career decision-making. This process can be an exciting but scary time. But—it does not have to be scary. We challenge you to explore parts of the self-assessment process. Identify your interests by getting involved in a club/organization, part-time job/internship related to your field of interest or trying out a class of interest. Engaging in any one of these experiences will allow you to start to determine what you like and dislike—interests, your strengths and weaknesses—abilities, and what is most important to you—values.

Remember that the purpose of a liberal arts education, like the one you're getting at Stony Brook, is less to give you hard job skills than to teach you how to do things like write well and think critically – transferable skills that are essential in almost any job. Because of this, every major leads to a wide variety of career options. For example, did you know that studio art majors can become doctors (if they complete the requirements for medical school)?

Your major is only ONE part of what your future employer or graduate school will consider when you apply: the key is to combine your academic study with experience that adds to your skills and refines your interests.

Exercise #1: What do I like?

This is an exercise to get you thinking about your interests as they relate to various career fields. Consider it a “preliminary” assessment that will not give you a complete picture, but may offer you some direction.

Rating Scale: Very Interested (4); Interested (3); Somewhat Interested (2); Not Interested (1)

Indicate your level of interest in the following activities. Do not worry about your ability to do it, just whether or not you would find it enjoyable. Don’t look at the career field column at the top if that influences your ratings. Just look at the activity.

Career Field: Accounting and Business

Activity	4	3	2	1
Keep accurate financial records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage a business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record and analyze financial information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give stock advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct the activities of other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyze business problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Market and sell a product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview, hire and train new employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mediate a conflict between co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiate a contract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Career Field: Communication

Activity	4	3	2	1
Read prepared scripts on the radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce a TV show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put scientific/technical information into easily understandable language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write a newspaper article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check writing for grammatical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare a press release	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and organize special events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write ads for a new product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give a speech or presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operate video and sound recording equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give a press conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Career Field: Education

Activity	4	3	2	1
Teach children or teens in a classroom setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide instruction in basic education to adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advise college students about their coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give lectures or present seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in a library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help students choose a college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach a sports team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide job search assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach children about the outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work at a day care center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Career Field: Environment, science, health & technology

Activity	4	3	2	1
Conduct scientific research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solve computer problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protect natural resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use laboratory equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solve environmental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform experiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treat sick people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design computer software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find a cure for a disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take care of animals/wildlife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0

Career Field: Government & law

Activity	4	3	2	1
Represent a client at a criminal or civil trial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campaign for political office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draft legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lobby for a cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research legal cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare reports on political issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct public opinion polls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare legal documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate issues in a public forum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research domestic and foreign policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiate conflicts between people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0

Career Field: Museum, theatre, and the arts

Activity	4	3	2	1
Design a logo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give a museum tour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct a play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate an exhibition in a museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Redecorate a living room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform in public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain historical records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sketch pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take photographs for a magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catalogue museum items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choreograph a dance performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Career Field: Psychology and social service

Activity	4	3	2	1
Soothe angry or upset people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care for sick people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpret psychological test data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work at a homeless shelter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counsel victims of domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help teens recover from drug addiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advise students on job search strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide support for a grieving widow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raise money to benefit an important cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor a child from a poor community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist a mentally challenged adult with daily routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Career Field: Religion

Activity	4	3	2	1
Provide spiritual counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead a prayer group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach religious education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct religious ceremonies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attend religious services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead a religious youth organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize a church/temple retreat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate music for religious services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct missionary work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read the Torah, Bible, Koran, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliver a sermon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Now look at the career fields and note the top three you can explore further based on your scores above:

1.
2.
3.

List the activities in which you indicated you are “very interested.”

Exercise #2: What am I good at?

Look at the list of skills that follows. Underline the skills you have to some degree. Circle the skills you have and enjoy using. Put a star beside the ones without which your life will not be complete. Don't look at the bolded header if it influences your decision.

Verbal Communication

- Teaching
- Speaking
- Instructing
- Selling
- Persuading
- Promoting

Written Communication

- Reading
- Copying Writing
- Editing
- Translating
- Corresponding
- Proposal Writing

Planning

- Analyzing
- Appraising
- Reviewing
- Deciding
- Evaluating
- Researching
- Troubleshooting
- Obtaining Information

Dealing with Abstracts

- Anticipating
- Conceptualizing
- Estimating
- Predicting
- Theorizing

Organizing

- Arranging
- Categorizing
- Scheduling

- Collecting
- Organizing
- Compiling
- Coordinating
- Preparing
- Planning Events
- Record Keeping
- Committee Working

Presenting/Performing

- Exhibiting
- Explaining
- Making Layouts
- Representing
- Speaking
- Setting Up
- Teaching
- Displaying
- Dramatizing
- Entertaining
- Meeting the Public

Persuasion

- Explaining
- Manipulating
- Negotiating
- Persuading
- Politicking
- Fund Raising
- Confronting
- Motivating Others

Supervisory/Leadership

- Confronting
- Coordinating
- Delegating
- Directing
- Explaining
- Initiating
- Managing
- Mediating
- Organizing
- Risk Taking
- Supervising
- Tolerance
- Motivating Others

Information Management

- Coordinating
- Dispensing
- Interpreting
- Investigating
- Locating
- Managing
- Operating
- Organizing
- Processing
- Programming
- Recording
- Record Keeping
- Rewriting
- Translating
- Updating
- Analyzing

Human Relations

- Advising
- Handling Complaints
- Counseling
- Training
- Group Facilitating
- Listening
- Rehabilitating
- Analyzing
- Interviewing
- Recruiting
- Meeting the Public
- Mediating
- Negotiating
- Expressing Feelings

Finance

- Accounting
- Bookkeeping
- Advising
- Auditing
- Budgeting
- Calculating
- Collecting Estimating
- Fundraising
- Record Keeping
- Working with Precision
- Grant Writing

- Developing Economic Models

Using Hands

- Assembling
- Building
- Caring for Patients
- Constructing
- Fixing
- Showing Dexterity
- Operating Tools/Machinery
- Using Instruments

Artistic

- Setting Up
- Photographing
- Making Layouts
- Sketching

Using Whole Body

- Observing
- Hiking
- Outdoor Activities
- Team Sports
- Camping
- Physical Education
- Individual Sports
- Traveling
- Coaching

Creativity

- Creating
- Imagining
- Inventing
- Designing
- Displaying
- Applying Theory
- Voicing Ideas
- Dealing Creatively with Shapes, Colors, Paints

Now look at the categories that have the most skills circled; these are skills you should try to incorporate into a career. Note the categories with no skills circled. Have you tried to build skills in these areas? Or are you intentionally avoiding them? Understanding the areas you do not want to pursue can be helpful in determining the areas you do. If there are skills that are underlined, keep them in mind with examples of when/how you use them. Although they might not be skills

you prefer to use, they may be marketable in combination with skills you do enjoy. The skills with stars beside them need to be incorporated into your professional, social or community life to achieve overall satisfaction.

Categories with the most circles and stars:

1.

2.

3.

4.

5.

Exercise #3: What is important to me?

Understanding your values will help you select occupations that contribute to your career and life satisfaction. Indicate the extent to which the following values must be incorporated into your chosen career:

Value	Definition	Must have	Nice to Have	Doesn't Matter
Achievement	Personal/professional feeling of accomplishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advancement	Opportunities for continuing promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adventure	Work that involves risk-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aesthetics	Work that involves the appreciation of beauty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affiliation	Recognition as a member of a particular group/team/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Altruism	Work that emphasizes helping others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autonomy	Relative independence from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge	Stimulating work that demands the best of you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compensation	Being well-paid for your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competition	Work that involves win/lose outcomes			
Creativity	Creating new ideas, programs, or organizational structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision-Making	The power to decide organizational policies and courses of action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity	Interacting with people who are different from you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment	Work that is done in a specific type of surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fast-Pace	Work that must be accomplished quickly in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	order to meet deadlines			
Flexibility	Establishing your own work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influence	Shaping the attitude or opinion of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Status	Work that acknowledges one's intellectual expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge	Engaging in the pursuit of knowledge, truth and understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Fulfillment	Expressing one's personal or cultural values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Challenge	Work that is physically demanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Power/ Authority	Controlling the work activities of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Precision	Work in situations where accuracy is crucial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predictability	Work that involves routine daily tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prestige	Work having high status and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Profit	Work that focuses on an organization's or one's own financial gain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Contact	Opportunity for contact with people outside of one's work group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition	Gaining acknowledgement for one's accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships	Work involving pleasant interpersonal interaction with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility	Being trusted with important tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security	Job is not likely to be eliminated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Utilization	Work that fully makes use of one's unique abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spirituality	Allowing one to explore the spiritual meaning of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	Collaborative work within a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

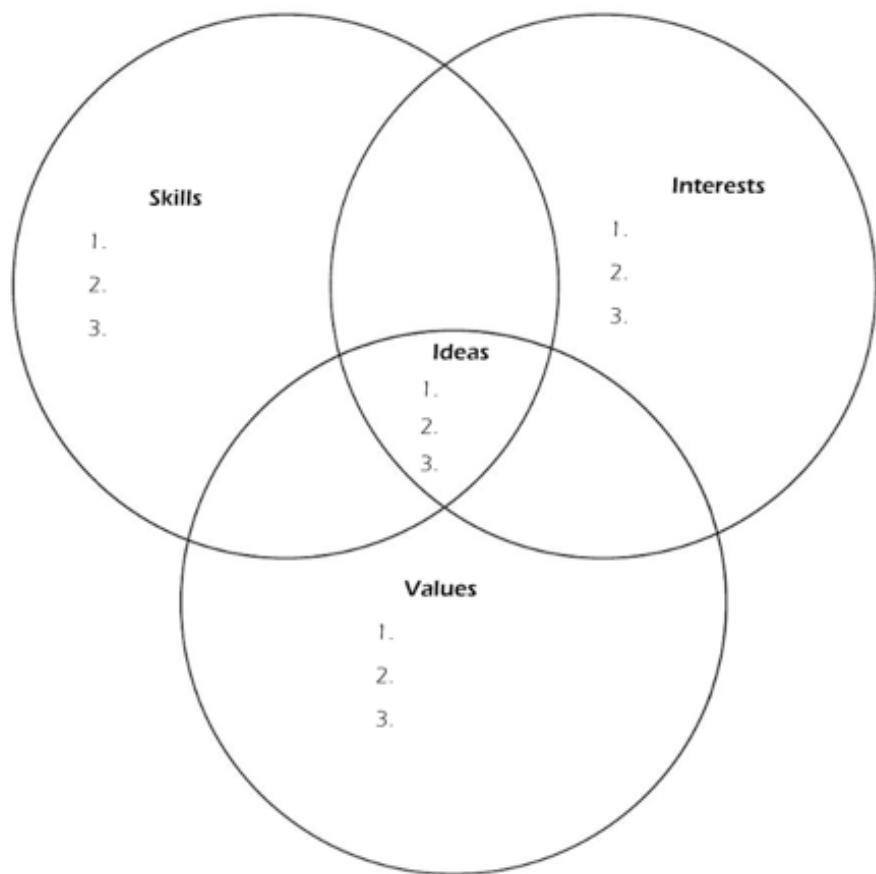
Variety	Frequently changing responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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List the Values that you indicated you MUST have in your chosen career, and then rank order their importance to you.

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Exercise #4: Put It All Together

In the diagram below, fill in the items that you had starred in the previous three sections (you may have more than three per category). Looking at the lists, complete the overlapping section of the circles with ideas you have for possible majors/career fields. Be as specific as you are able (you could list “something with animals” or “greyhound dog rehabilitator”). Talk to your advisor about your ideas. Having trouble putting it all together? Your advisor can help with that too!



Exercise #5: Conduct Career Research

Conduct Career Research

1. I would like to learn more about:

2. Answer the following questions using resources in The Career Center Library, Melville Library, and the Web:

What are the names of three directories or trade journals you have identified that relate to your field of interest? Where are they found?

1.
2.
3.

3. Describe a current trend in the field that is discussed in one of these journals:

4. Name one professional association related to the field. What address, phone number, or web site would you use to make a first contact with them?

5. List one person on campus who you may be able to contact to learn more about the field:

6. List one person off campus who you may be able to contact as part of your research:

7. Name one print/web resource you will use to learn more about the field:

8. Name one organization/club/job/project you could pursue to test out the field:

9. Name three websites or other resources for identifying job postings for the field:

Information Gathering

Gathering information about careers and professions can be a difficult task. We have provided you with an easy way to organize information about the professions you may be interested in pursuing.

Read

The Career Center has a few [online resources](#) available : Vault, Career Insider, Career InfoNet, Career Zone, Occupational Outlook Handbook and Salary.com, to name a few.

Occupational Outlook Handbook (OOH)

For hundreds of different types of jobs—such as teacher, lawyer, and nurse—the Occupational Outlook Handbook tells you:

- The training and education needed
- Earnings
- Expected job prospects
- What workers do on the job
- Working conditions

Vault Career Insider

Vault Career Insider is one of the most popular online career libraries available to college students. Occupational profiles, industry overviews, in-depth employer profiles, the “electronic water cooler” message boards, employee surveys, salary trends and more. Use your SBU email address to create your free account online.

Career InfoNet

America’s Career InfoNet is a resource for making informed career decisions to support a demand-driven workforce investment system.

Career Zone

A product of the NY State Department of Labor, CareerZone is a free career exploration and planning system designed especially for New York State students.

Salary.com

Salary.com builds on-demand software around a deep domain knowledge in the area of compensation to help customers win the war for talent by simplifying the connections among people, pay and performance. Salary.com’s cutting-edge technology is integrated with actionable data and content, empowering customers to make the best decisions about pay and performance and help them to attract, motivate, reward and retain top performers.

Talk

Take the time to talk with people in the career you are potentially interested in. The information you get from talking with someone doing the job you are interested in is priceless—you can’t find this information in a book. This will help you better understand if a field or career is the right fit for you.

The Career Advising Network Program ([ZebraCAN](#)) is a career matching program. We have many alumni and friends of Stony Brook representing a variety of career fields who are willing and able to help you learn about careers through informational interviewing. Some of these contacts have even volunteered to provide assistance with obtaining internships, employment with their organizations and job shadowing!

You can apply to participate in ZebraCAN through the Events & Job Fairs link on your ZebraNet account. You must submit a resume and cover letter expressing your interest in being matched with a Career Advisor in the network. If accepted you will attend an orientation where you will receive your match and learn how to make your connection a success!

Informational Interviewing

Here's a startling statistic: One out of every 200 resumes (some studies put the number as high as 1,500 resumes) results in a job offer. One out of every 12 informational interviews, however, results in a job offer. Read further information on the Career Center website.

Job Shadowing

Through this activity, students will spend up to a day in a work setting to observe and meet professionals. The experience should be planned to accommodate both the student and the mentor's schedule.

Try It Out

Internships, Jobs, and Volunteer positions Engage in an internship, part-time job or volunteer position. For more information, please visit the "Get Experience" section of the following webpage: <http://career.stonybrook.edu/students/educate>.

Stony Brook Career Center Mission

The Career Center at Stony Brook University exists to:

- EDUCATE students about the career development process and industry options, empowering them to make informed career decisions.
- PREPARE students for experiential learning (i.e. internships and community service), employment and further education.
- CONNECT hiring organizations with our diverse student talent.

Our VISION for SBU students

Students will view academic & career planning as intertwined, and take responsibility for their success by:

- Acquiring knowledge of self and of career options
- Gaining related experience and establishing professional networks
- Reflecting on experiences to shape their next steps
- Committing to ongoing career development and professional growth

Career Exploration Summary

As you can see, there are many career planning tasks you can be working on during your first year. Remember the three steps of the process:

- Understanding and Knowing Yourself
- Engaging in Experiential Learning
- Occupation Information Gathering



Yearly Checklists

Although no single path guarantees success, the following are steps we recommend.

Freshman

- _____ Visit us and learn what the **Career Center** has to offer
 - **Career Center** is located in the Melville Library (lower level) at the foot of the Zebra Path
 - _____ Use the Career Center's online student database (**ZebraNet**) to access job listings and receive targeted emails customized to your needs
 - _____ Learn more about yourself and your career options through self-assessment and research
 - Enroll in **CAR 110 – Career Development and Decision Making class** for 2 credits
 - Attend a **Career Decision Clinic** for career exploration and choosing your major
 - _____ Get involved in community service and/or get a part-time job
 - Attend our **Job Expos** – visit our [website](#) for dates and times
 - Access volunteer positions through your **ZebraNet** account
 - _____ Familiarize yourself with all of the resources/departments available to you on campus and get to know faculty and staff
 - Utilize your “Freshmen Guidebook” and “Student Handbook”
 - Take advantage of your professors’ office hours and introduce yourself

Sophomore

- _____ Explore academic majors
- _____ Begin learning about occupations and industries of interest and conduct informational interviews
- _____ Attend **Career Center** seminars to increase your knowledge in various areas including career exploration, interviewing skills, and job search techniques
- _____ Join **campus clubs/organizations** to develop your leadership skills, meet new people, and build your resume

Junior

- _____ Investigate work experiences in your area of interest and secure an internship
- _____ [Learn how to develop materials you will need to conduct an effective job search](#)
- _____ Register for **On-Campus Recruiting** (OCR) for access to internship and job opportunities and attend company presentations to develop contacts and learn more about your industry of interest
- _____ Plan ahead now and arrange a practice (mock) interview with a counselor so you are prepared for the interview process

Senior

- _____ Obtain additional related work experience to expand your skills and increase your marketability
- _____ Perfect your portfolio showcasing evidence of your accomplishments, and reflections of learning experiences you are proud of
- _____ Increase your knowledge of the latest job market trends
- _____ Target your companies/organizations of interest and start sending out your resume
- _____ Apply for graduate programs if you are interested in furthering your education

Academic Advising At Stony Brook



The Undergraduate College Advisor-Student Relationship

Undergraduate College Advisors are available to help you make good decisions about a wide range of topics relevant to your academic and personal success such as family issues, conflicts with your roommates, or if you're having a difficult time in your large lecture class. The relationship you build with your Undergraduate College Advisor is important and is reciprocal in nature. Both you and your advisor have certain responsibilities that must be taken seriously for the relationship to work. Additionally, both you and your advisor will have expectations of one another.

You can expect a number of things from your Undergraduate College Advisor. Here are some of the most notable:

- Your Undergraduate College Advisor will make time to see you. All Undergraduate College Advisors have posted walk-in hours on the Undergraduate College advising website (<https://ucolleges.stonybrook.edu/advising>) or you can call (631)632-4378 to set up an appointment.
- Your Undergraduate College Advisor will listen to your concerns and ideas in a respectful and caring manner.
- Your Undergraduate College Advisor will help you to define, develop, and achieve realistic educational and career goals.

- Your Undergraduate College Advisor will assist you with interpreting academic policies and procedures, choosing a major, planning your academic schedule, registering for classes, and understanding graduation requirements.
- Your Undergraduate College Advisor will serve as a point of connection to other important and useful resources on campus, including special Undergraduate College and University events and programs.

What will My Undergraduate College Advisor Expect from Me?

Your Undergraduate College Advisor will expect you to:

- Come to see him/her! Make sure you take advantage of the opportunity to make an appointment to speak with your Undergraduate College Advisor when you have a question or a concern.
- Be on time for appointments and call or e-mail ahead of time if you won't be able to make your appointment. Conduct yourself in a courteous and respectful manner.
- Be prepared for your appointment. Do your research first; become knowledgeable about policies, procedures and deadlines. Think about what you want to discuss; write down your questions so you won't forget.
- Be open to new ideas—now is the time to learn!

Building a strong relationship with your Undergraduate College Advisor can be central to your academic success. Your first year at Stony Brook can be an exciting and sometimes confusing time. Your Undergraduate College Advisor is here to help clarify things for you when they become confusing as well as to share in your excitement as you begin your college career.

Undergraduate College Advising Office: Located on the third floor of the Melville Library on West Campus, this office is where you will find your Undergraduate College Advisor. You can schedule an appointment or see the walk-in advisor. Your advisor(s) also hold office hours in the Quad. Please see your individual advisor for a list of these times.

Academic Advising Resources

There are a variety of advising resources available on campus. Although most of your initial academic questions should be posed to your Undergraduate College Advisor first, you should be aware of the other advising resources here for you to take advantage of. Good advising begins with your Undergraduate College Advisor, but certainly doesn't end there. The following is a brief description of places and people on campus who also provide academic advice.

Your Academic Major Department: Every academic discipline at Stony Brook has a department with faculty and staff available to help students in specific areas of study. Students who have selected their major and/or minor program should regularly consult the advice of faculty experts in their chosen field of study. Those who are still considering pursuing a specific area of study should also consult the

corresponding academic department for good counsel.

Academic and Pre-Professional Advising Center: After your first-year at Stony Brook, you will transition to the Academic and Pre-Professional Advising Center for your general advising needs. This office is located on the second floor of the Melville Library on West campus. It is the largest academic advising office at the University and serves sophomores through seniors and transfer students with majors housed in the College of Arts and Sciences, all undeclared students (those without definite majors yet), and all students interested in graduate studies in the health and law professions. www.stonybrook.edu/aadvising

College of Engineering and Applied Sciences Undergraduate Student Office: This office is home to academic advisors who specialize in serving undergraduate students in majors housed in the College of Engineering and Applied Sciences. Their office is located in 127 Engineering Building and they can be reached at 632-8381. www.ceas.sunysb.edu

School of Health Technology and Management: Located on East campus, adjacent to University Hospital, this School provides specialized advising for students interested in health-related undergraduate programs in Adapted Aquatics, Athletic Training, Clinical Laboratory Sciences, Cytotechnology, Health Science, Occupational Therapy (BS/MS), and Respiratory Care, as well as graduate programs in Health Care Policy and Management, Physical Therapy and Physician Assistant. www.hsc.stonybrook.edu/shtm

Honors College: Honors College students are advised by Honors College Faculty and Staff. They can be reached by telephone at (631)632-4527 or in room N3071 of the Melville Library.

Women In Science and Engineering (WISE) Office: WISE staff provide academic advising to all WISE students. Students are encouraged to make an appointment whenever possible. The office is located in the Physics building, room P120. In addition to individual academic advising as needed, WISE holds group academic advising events in fall and spring semesters.

EOP/AIM Office: Also located on the third floor of the Melville Library, the EOP/AIM (Educational Opportunity Program/Advancement on Individual Merit) Program provides comprehensive advising services to all enrolled members of that program. If you are an EOP/AIM student, you should work with your program counselor for all academic planning. <http://www.stonybrook.edu/eopaim>

University Scholars: Freshmen in the University Scholars Program will be advised primarily by University Scholars staff and the University Scholars Faculty Director. Their offices are located on the third floor of Melville Library and can be reached at (631)632-4378.

Student-Athlete Advising: The Goldstein Family Student-Athlete Development Center, located in the Indoor Sports Complex, offers services for 425 student-athletes that assist them in their academic, career and personal growth. The staff of 5 (Assistant Athletic Director, 3 Academic Advisors, and 1 graduate assistant) is

instrumental in guiding student-athletes through course selection, major choice and career development.

Career Center: Located on the ground level of the Melville Library, West Campus, the Career Center is an invaluable resource for all students: from freshmen to seniors, graduate students to alumni. The Career Center's counselors serve students through interest inventory/skills testing, career advising, career classes, résumé preparation and review, internship placement, graduate school applications, job searching and credentials services. The Career Center also has a large resource library with information on graduate schools, entrance examinations, and job market outlooks. <http://www.career.sunysb.edu/>

Policies And Procedures

Using the Academic Calendar

Every semester, as well as Summer and Winter sessions, the University Registrar's Office produces an Academic Calendar for the current term. This calendar contains information about many important dates and deadlines, such as the last day to add or drop a course and dates that classes are not in session. It is extremely important for you to become familiar with the calendar so that you never miss an important deadline.

The Academic Calendar is accessible on the Registrar's Office webpage:
<http://www.stonybrook.edu/registrar/> or via link from the SOLAR System. If you have any questions about how to read the Calendar, you should consult with your Undergraduate College Advisor.

The Add/Drop Deadline

Students are expected to finalize their class schedules by the end of the "Add/Drop" period, which normally ends at the end of the second week of classes during the Fall or Spring semester. The Add/Drop period is shorter during the Summer and Winter Sessions, so always consult the Academic Calendar for the official deadline. Failure to finalize your course registration by the end of the Add/Drop period may have significant consequences; therefore you should always consult with your Undergraduate College Advisor prior to the Add/Drop deadline if you are having trouble completing your schedule.

Graded/Pass/No Credit Option (G/P/NC)

There are a number of different ways that a course may be graded. Most courses are letter graded, A–F, while some are graded S or U (Satisfactory or Unsatisfactory). Among the few other variations that exist is an option that the student can select called G/P/NC or Graded/Pass/No Credit. This option, accessible via the SOLAR System, must be selected by the end of the 9th week of classes during the Fall or Spring semester (again consult the appropriate Academic Calendar for the exact date). It is always wisest to discuss the G/P/NC grading option with your Undergraduate College Advisor before making your final choice on SOLAR.

How does the G/P/NC Option Work?

Students will be permitted to select G/P/NC for a course via SOLAR and indicate a minimum grade they wish to earn and have recorded on the transcript. So, for example, if a student selects G/P/NC for ECO 108 and indicates a minimum grade of B, if the student earns a grade of B or higher in the course, that grade (B, B+, A-, or A) will appear on the transcript. If the student earns a grade less than B, but at least a D, then a P will appear on the transcript. If the student earns an F, then an NC will appear on the transcript.

Things to Remember about G/P/NC

- Students may elect the G/P/NC option for no more than one course per term.

- The G/P/NC process requires students to select a threshold letter grade as the minimum acceptable grade for the course. If a student should achieve his/her minimum grade or higher, the achieved grade will be the final reported grade on the transcript and will be factored into the GPA. If a student should achieve a grade less than the threshold but higher than F, the final reported grade on the transcript will be P (Pass). If a student fails the course, the final reported grade on the transcript will be NC (No Credit).
- Courses graded P or NC cannot be used to satisfy major or DEC (general education) requirements. The credit earned will, however, go toward the total number of credits you need to graduate.
- Both the P and the NC are “weightless” and therefore do not affect your grade point average.
- The G/P/NC option cannot be applied to some courses, specifically courses that are graded S/U or A, B, C and U. You should always check the Undergraduate Bulletin to make sure you are allowed to G/P/NC a specific course.
- Students must remain in compliance with Federal and State Satisfactory Academic Progress Guidelines. To avoid impacting Financial Aid or TAP awards questions should be directed to Financial Aid or Registrar's Office (for TAP).
- Courses for which the grade of P or NC is recorded are not considered among the minimum of 12 credits required for a student to be on the Dean's List.
- Take the decision to G/P/NC a class seriously. If a class is required and you do not meet your minimum threshold grade, there is no guarantee that you will be able to retake the class. Please thoroughly discuss the Course Retake Policy and the G/P/NC option with your Advisor.
- Be realistic. A threshold grade of C is often an appropriate choice. Again, discuss this with your Advisor.

Withdrawing from One or More Courses

Dropping a course after the end of the Add/Drop period is considered an official “withdrawal” from the course. Like the G/P/NC, this option must be chosen by the end of the 9th week of classes. Again, it is wisest to choose to withdraw from a course only after thoroughly discussing this option with your College Advisor.

How does the Withdrawal Option Work?

If a student chooses to withdraw from a course, they are no longer required to attend that course. As soon as the student withdraws from the course, a “W” is recorded as the student’s final grade on the transcript.

Things to Remember about Withdrawal

- As a full-time student, you must remain enrolled in a minimum of 12 credits. Therefore, you cannot withdraw from a course if doing so would place you

below 12 credits.

- A “W” has no academic value, it does not affect the GPA, and it does not offer an explanation or reason for the withdrawal—it is completely neutral in this regard.

Is It Better to G/P/NC a Course or Withdraw from a Course?

Whether it is wiser to select the Graded/Pass/No Credit or Withdrawal option (or neither of the two) is dependent on many factors. The best decision you can make is to meet with your Undergraduate College Advisor prior to choosing either option to talk about which option may be best for you.

Stony Brook Degree Requirements: Academic Graduation Requirements

Diversified Education Curriculum (DEC) and Entry Skills

The Diversified Education Curriculum and Entry Skills are Stony Brook's general education requirements. All undergraduate students at Stony Brook must complete the appropriate Diversified Education Curriculum, commonly referred to as the "DEC," and Entry Skills in order to graduate. Taking DEC courses, in addition to courses needed for your major or minor programs, helps to ensure you receive a well-rounded, liberal arts education at Stony Brook. If you are currently undecided about which major you would like to pursue, taking courses toward the fulfillment of the DEC is a great way to help you make that decision.

Stony Brook has two different core curriculums or DECs. The first is for students whose majors are, or likely will be, in the College of Arts and Sciences, the College of Business, the School of Marine and Atmospheric Sciences, and the School of Journalism. The second is for students whose majors are, or likely will be, in the College of Engineering and Applied Sciences.

It should also be noted that Stony Brook offers a number of undergraduate majors housed in the Health Sciences Center, School of Nursing and School of Social Welfare for whom completion of all DEC requirements may not be necessary. Each of these special programs has different requirements, so if you are interested in any of them, it is very important to ask your Undergraduate College Advisor for more information.

For more detailed information regarding Entry Skill and DEC requirements visit: sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements

Upper-Division Credits

All undergraduate students at Stony Brook must earn at least 39 credits in upper-division courses (numbered 300 and higher) to graduate. Courses taken for a major, minor, or DEC requirement can also apply toward the upper-division requirement. Some upper-division credits may be earned through courses transferred from other colleges based upon individual evaluation by the Transfer Office.

Credit Hours

You must earn a minimum of

- 120 credits—Bachelor of Arts or Bachelor of Science (BA or BS)
- 127 credits—BA in Journalism
- 128 credits—BE in Engineering

You must complete at least 100 credits with a letter grade. Developmental courses

(e.g., MAP 101 and 103) do not count as credit toward your degree. Repeated courses do not count for credit toward your degree unless you did not earn credit during the first attempt (e.g., earned a failing grade, withdrew from the course) or unless they are specified as repeatable courses in the Undergraduate Bulletin. There are limits on the number of credits from certain courses that may be counted toward your degree. These limits are detailed in the Academic Policies and Regulations section of the Undergraduate Bulletin.

Grade Point Average

You must earn a minimum cumulative grade point average (GPA) of 2.00 ("C" average) in your academic coursework at Stony Brook to be awarded a Bachelor's degree. Grades from transfer coursework taken at other colleges are not included in computing the Stony Brook GPA. Calculate your GPA online at:
http://studentaffairs.stonybrook.edu/apac/gpa_calculator.shtml

Major

Major requirements are detailed in the Approved Majors, Minors, and Programs section of the Undergraduate Bulletin. Most major courses must be taken for a letter grade, and often require a grade of C or higher. You must officially declare a major upon completing 45 credits toward your Stony Brook degree. If you decide on a major during your freshman year, your Undergraduate College Advisor can help you with the declaration process and will refer you when necessary to the appropriate advising office and/or academic department (completion of a minor is optional for most programs).

Residency

This does NOT mean that you have to live on campus! After the 57th credit, you must earn at least 36 credits at Stony Brook. Restrictions for all students are detailed in the Degree Requirements section of the Undergraduate Bulletin.

Planning Your Spring Semester Schedule

As part of your FYS 101 experience, your instructor and advisor will work with you to help make choices about your Spring schedule. As you approach the end of your first semester at Stony Brook, you are probably beginning to recognize how the experiences you have had, both inside and outside the classroom, are helping you to define your interests, abilities and goals. A semester schedule that reflects your academic goals and strengths can lay the groundwork for a successful semester. Before you even begin to choose your Spring classes, it is important that you take an honest look at the experiences you have had during the Fall semester. As a starting point, ask yourself the following questions:

- What are your favorite classes this semester? What is your least favorite class? Why?
- Did you do as well academically as you had hoped?
- Think about some of the challenges you faced this semester. How can you continue to prepare well for next semester?
- What did you accomplish this semester that made you the most proud of yourself?
- What else did you learn about yourself this semester? Where did you learn this?

Sometimes students wait until the last minute to register for classes, but as with any process, planning a good schedule takes time and effort. Failure to plan ahead will result in your being unprepared when it comes time to register for classes, which means that you will be starting the semester on shaky ground. Academic planning is an ongoing process! You should meet with your College advisor early and often to discuss your academic goals, not only before registration, but throughout the year. Each semester will bring new challenges and successes. Your College advisor and/or 101 Instructor can help you to understand how all of these experiences can impact your academic plans.

1. How Do I Know What University Requirements Have Been Fulfilled?

Your Degree Progress Report (DPR), located on SOLAR, will show which University requirements you have already fulfilled, as well as requirements you have yet to complete. These requirements consist of your entry skills and DECs. It will also tell you your GPA, academic major, and other information. It is recommended that you review your DPR in preparation for meeting with an Advisor.

Directions how to print DPR

- 1)** Login to SOLAR: <http://it.cc.stonybrook.edu/solar>
- 2)** Look under Student Records and Registration and click on Degree Progress/Graduation
- 3)** Click on Degree Progress Report

4) In the Academic Institution drop down box select SUNY at Stony Brook and in the Report Type drop down box select Degr Audit

5) Click GO

6) Print

2. When Can I Register for Classes and How Many Credits Can I Take?

Enrollment Appointment Your enrollment appointment will be your first opportunity to begin enrolling for classes. Enrollment appointments are a date and time, determined by your class status, which is determined based on credits earned prior to Fall 2013 and courses in progress. You do not physically show up for an appointment, rather enrollment is done through the web via the SOLAR System. As long as you have access to a computer and the Internet you can enroll in classes from any location. You can continue registering any time after your appointment, up to the end of the add/drop period (See Academic Calendar, Appendix A for deadline date).

Your enrollment appointment will be posted on your SOLAR web page at <http://www.stonybrook.edu/solar>. Login to your SOLAR System account, go to the “Enrollment Appointment” link and view your enrollment appointment. Be sure to select the correct term(s) when attempting to view your appointment, registration, academic information, etc.

Credit Load

The credit limit during pre-registration is 17 credits (16 credits for students in their first semester at the University). Certain programs have exceptions to these limits. This credit limit applies to all students until either the end of summer orientation or one week before the start of classes (whichever is later). At that point, the limit is raised to 19 credits.

TIP: When planning your credit load for the Spring semester, consider the following:

- How many credits are you currently enrolled in? Do you feel that this has been a manageable credit load for you?
- What types of classes are you planning to take in the Spring and how demanding/time-consuming will these classes be?
- Do you have commitments outside of school (i.e., co-curricular activities, work, family, etc.) that will place additional demands on your time?
- If you have a major, how many credits does your major department recommend you take?
- Remember that full-time students must register for a minimum of 12 credits.

3. Do I Have Any AP or College Credit Transferring to Stony Brook?

If you took Advanced Placement (AP) exams or college courses through another university, you must have an official copy of your AP score report or college transcript sent to Stony Brook University for evaluation. The Transfer Office

will evaluate all previous work towards Stony Brook's DEC categories and total credit hours. Transfer credit will be entered on your official Stony Brook transcript. Grades received for transferred courses are not shown nor are they included in the calculation of your cumulative grade point average (GPA) at Stony Brook.

Several weeks before the date of your enrollment appointment you should check your Degree Progress Report to make sure that your transfer credit has been posted to your Stony Brook transcript.

4. Do I Have Any Holds on My SOLAR System Account?

As a Stony Brook University student, you are responsible for checking your SOLAR System account on a regular basis. Whenever you see a hold on your account, be sure to read the corresponding information and follow the instructions carefully. Several weeks before the date of your enrollment appointment, you should double-check your SOLAR System account to make sure that you do not have any holds, as certain holds will prevent students from registering. For example, students who have been accepted into the College of Engineering and Applied Sciences may have a CEAS Advising hold placed on their account by their major department. Please note that students with this hold must see their major department before they will be able to register for classes. The contact information for each major department is listed in the Undergraduate Bulletin.

Below is a list of other examples:

- health forms
- meningitis forms
- bursar accounts
- library fines

5. How Do I Know what Courses to Take?

Basic Requirements

FYS 102—All freshmen are required to take the second semester of the First-Year Seminar (i.e., FYS 102) in the Spring. A list of topics for the FYS 102 courses can be found on your Undergraduate College website.

DEC A: ENGLISH COMPOSITION—If you have not yet completed your DEC A requirement, you should register for the appropriate ESL or WRT course in the Spring. Refer to your Degree Progress Report to determine your appropriate writing placement level.

Recommended courses

DEC C: MATHEMATICAL AND STATISTICAL REASONING—If you have not yet completed your DEC C requirement, it is recommended that you register for the appropriate math or statistics course in the Spring.

Recommended

Below is a list of unique courses you may wish to take to help you explore and clarify your interests. See the Undergraduate Bulletin for course descriptions.

- CAR 110: Career Development and Decision Making
- HAO 313: Introduction to Occupational Therapy
- HAS 190/LHW 102: Introduction to the Health Professions
- HAT 210: Introduction to Respiratory Care
- HWC 210: Introduction to Social Work
- LHW 301: Issues in Health and Wellness
- LIA 102: Opportunities in the Arts

Exploring Major Courses

- Many students enter college undecided about their major and many will change their major several times throughout their college career. Your first year of college is the perfect time for you to actively explore your interests in order to find the major that you truly enjoy.
- Although you may not have a specific major in mind right now, try to take at least one course you have an interest in each semester. This course may fulfill a DEC or Skill requirement, or it may simply be an elective course (i.e., BUS 110, CSE 110, etc.) that could help you to clarify your interests on the path to finding your major.
- CAR 110: Career Development and Decision Making is an excellent course for students who are exploring majors and want to learn more about the relationship between major and career (see the Undergraduate Bulletin for the CAR 110 course description).
- Begin familiarizing yourself with the majors offered at Stony Brook. Always refer to the on-line Undergraduate Bulletin as it always has the most up to date information. Visit <http://sb.cc.stonybrook.edu/bulletin/current/academicprograms/>
- Meet with your Undergraduate College Advisor and visit the Career Center for additional resources to help you explore majors and careers.

Minor Courses

If you are interested in pursuing a minor, look up the list of requirements for your minor in the Undergraduate Bulletin.

Pre-Professional Courses

If you are interested in pursuing a pre-professional program of study (i.e., Pre-Medical, Pre-Dental, Pre-Optometry, Pre-Veterinary), look up the list of requirements for that program in the Undergraduate Bulletin or visit your Undergraduate College Advisor or refer to: www.stonybrook.edu/healthed.

Sample Schedules

The following are only **examples** of a general freshman Spring semester schedule:

A. Students who are planning a major within the College of Arts and Sciences or those students who are still exploring potential majors (non-science majors):

First Year Seminar 102 (i.e., ACH 102/GLS 102/HDV 102/ITS 102/ LDS 102/SSO 102)	1 course
Program Courses (i.e., Major, Minor, and Pre-Professional)	1-2 courses
DEC Req./Electives (i.e. WRT/ESL, MAT, Tier 1 or 2)	1-2 courses

4-5 Courses, 12-15 Credits

B. Science majors or students who are planning a pre-health plan of study:

First Year Seminar 102 (i.e., ACH 102/GLS 102/HDV 102/ITS 102/ LDS 102/SSO 102)	1 course
Math (i.e., MAT126/MAT 132)	1 course
Science (CHE 132/CHE 134)	1-2 courses
DEC Req./Electives (i.e. WRT/ESL, Tier 1 or 2)	1-2 courses

4-5 Courses, 12-15 Credits

C. Engineering majors or those intending to apply to College of Engineering and Applied Sciences:

First Year Seminar 102 (i.e., ACH 102/GLS 102/HDV 102/ITS 102/ LDS 102/SSO 102)	1 course
Writing (i.e., ESL/WRT)	1 course
Math/AMS (i.e., MAT 132/AMS 161)	1 course
Science (CHE 132/CHE 134)	1-2 courses
Program Courses (i.e., MEC 102; CSE 114; etc.)	1-2 courses

***DEC Req.**

1-2
courses

6–7 courses, 17 credits

**CEAS students have a modified list of DEC requirements. Please consult the Undergraduate Bulletin for details.*

Always check the prerequisites for each course you plan to take in the Undergraduate Bulletin. If you do not meet the prerequisites for a course, you may not have the background knowledge necessary for you to be successful in that course. If you want to take a course but have not completed the prerequisites, you should speak to the department offering the course.

If a course has a co-requisite, you must register for both courses simultaneously. For example, the SOLAR System will not allow you to register for PHY 131 unless you also register for PHY 133 at the same time, and the reverse is also true.

How to Register for Spring Classes Using the SOLAR System

When to Register

On your SOLAR System homepage, under Student Records and Registration select Enrollment. You will then select Enrollment Dates. This tells you the first day and time that you will be able to register for your classes from any computer.

Searching for Classes

Under Student Records and Registration you will select Enrollment.

- Select Class Search/Browse Catalog.
- Make sure SUNY at Stony Brook is reported for “Institution.”
- For “Term,” click the search icon:
- Click the Lookup button and select the desired term.
- For “Course Career,” use the drop-down menu to select Undergraduate.
- For Campus, select the appropriate campus and then select GO

Class Search Criteria

Department	<input type="text"/>
Course Subject	<input type="text"/>
Course Number	<input type="text"/> <input type="button" value="is exactly"/>
<input checked="" type="checkbox"/> Show Open Classes Only	
Use Additional Search Criteria to narrow your search results:	
> Additional Search Criteria	
Meeting Time	<input type="text"/> between <input type="text"/> and <input type="text"/> (example: 1:00PM)
Day of Week	<input type="button" value="Include Only These Days"/> <input type="checkbox"/> Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun
Instructor Last Name	<input type="text"/> <input type="button" value="is exactly"/>
Class Nbr	<input type="text"/> (example: 1136)
Course Title Keyword	<input type="text"/> (example: statistics)
Course Component	<input type="text"/>
Session	<input type="text"/>
Mode of Instruction	<input type="text"/>
Rqmnt Designation	<input type="text"/>
Building	<input type="text"/>

How to Use the Class Search Page

- To find a specific class, select course subject and number.
- To find classes for specific DECs or skills, select appropriate choice under Rqmnt Designation.
- You may also utilize other options such as Day of the Week or Meeting Time to narrow your search.

Class Search Results

When reviewing the results of a class search, note the following:

- **Comp:** This column indicates the class type:
 - **LEC:** Lecture—Large class of approximately 100–500 students.
 - **REC:** Recitation—Smaller subset of the lecture, approximately 30–45 students.
 - **LAB:** Laboratory

Many courses at Stony Brook are made up of more than one component. For example, most Chemistry courses have a large group lecture meeting several times a week as well as a small group recitation meeting once a week. Students must attend

both lectures and recitations to comply with the requirements of the course.

- Please click on the section to see the location of that specific course.

CHANGE INSTITUTION OR TERM | START A NEW SEARCH

▼ ANP 120 - Introduction to Physical Anthropology

View All Sections			
Section	Status	First	Last
01-LEC(42087)	■	1-3 of 7	□ Last
Session	Spring		
Days & Times	Room	Instructor	Meeting Dates
TuTh 11:20AM - 12:40PM	MELVILLE LBR E4330	Diane Doran-Sheehy	1/26/2009 - 5/19/2009
Section 101-LAB(42088)			
Session	Spring	Status	●
Days & Times	Room	Instructor	Meeting Dates
Mo 9:35AM - 11:35AM	SOCBEHAV SCI N526	Staff	1/26/2009 - 5/19/2009
Section 102-LAB(42089)			
Session	Spring	Status	●
Days & Times	Room	Instructor	Meeting Dates
We 9:35AM - 11:35AM	SOCBEHAV SCI N526	Staff	1/26/2009 - 5/19/2009

CHANGE INSTITUTION OR TERM | START A NEW SEARCH

CLASS DETAILS

Status	●	Career	Undergraduate
Class Number	58539	Dates	1/26/2009 - 5/19/2009
Session	Full Spring Semester Session	Grading	Student Option
Units	4 units	Location	Southampton Campus
Class Components	Laboratory Required	Campus	Southampton Campus
	Lecture Required		

Meeting Information

Days & Times	Room	Instructor	Meeting Dates
TuTh 8:20AM - 9:40AM	CHANCLR HALL 237	Elizabeth Newman	1/26/2009 - 5/19/2009

ENROLLMENT INFORMATION

Requirement Designation	DEC E. Required grade: A through D
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CLASS AVAILABILITY

Class Capacity	24	Wait List Capacity	0
Enrollment Total	19	Wait List Total	0
Available Seats	5		

Notes

Class Notes	Meets in Southampton.
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- When you search for a class that has a lecture and recitation or a lecture and a lab (see above), the information will be displayed during the process of actually enrolling in a course. When you choose a recitation, it will automatically register you in the corresponding lecture.

Adding Classes

You must officially register for each course you wish to take through the SOLAR

System.

- Under Student Records and Registration select Enrollment.
- Select Enrollment: Add Classes.
- In the “Class Nbr” field, type the desired class number for each class you wish to take, or search for classes using the search icon. If you wish to add more classes than the screen permits, click **Add Another Class**.
- Click **Submit**. If you encounter errors, click the **Errors Found** link for details.

Please note that it is **your responsibility** to ensure that your schedule is accurate. Anytime you attempt to add classes or make any type of schedule change, always verify that the change has been successfully processed by printing out a hard copy of your schedule. Online registration tutorials are available at:

<http://it.stonybrook.edu/help/kb-articles>

Automatic Waitlists

You will need to click on the check box that says “Wait list if class is full” under Class Preferences before submitting your transaction.

If a spot opens up for which you are eligible, a message verifying that you have been enrolled will be posted to your Messages account on the SOLAR System. If you no longer want to be on the waitlist, you must drop yourself from the waitlist just as you would drop a class.

Registering for Courses that Require Permission

Permission is required if the course is restricted to certain students or if the instructor/department is keeping a manual waitlist. You should contact the department to receive permission to register. Once permission is granted, you'll receive notification via a SOLAR message that you can register for the course. Permissions have an expiration date (this will be noted in the message) so be sure to register before the permission expires.

Reserves

Some courses have the remark: “Some seats reserved for . . . ,” noted in the Class Details view. Departments may reserve seats in courses for students in their majors or for seniors, among others. When you search for a course in the SOLAR System, although it may appear open, you may not be able to register because the only remaining open seats are reserved for other students.

Enforcement of Prerequisites

Policies on prerequisites differ by department; in some cases, you will not be permitted to register unless you have satisfied the prerequisite (the SOLAR System will check to ensure completion of the prerequisite). If you believe you have satisfied the prerequisite by a transferred course, you may have to provide proof of

this to the department before you'll be permitted to register.

Instructors have the option to deregister you if you do not have the proper prerequisites. If you want to take a course but have not completed the prerequisites, you should speak to the department offering the course.

Course Re-Take Policy

Any undergraduate who wishes to repeat a Stony Brook course that is not designated as repeatable must obtain permission from his or her academic advisor. This policy applies to all current and previously taken Stony Brook courses. If you are seeking re-enrollment in a class in which you earned a grade or remark on the academic transcript (including, for example, grades of A–F, S, U, W, P, NC) on the first attempt, it is considered a course repeat. Students are not permitted to select the graded/pass/no credit (G/P/NC) option for repeated classes. Should you need to request permission to repeat a course, a form is available on the Registrar's website at:www.stonybrook.edu/registrar/forms.shtml

Students wishing to take a course more than twice must submit a petition to the appropriate committee on academic standing and appeals. In support of this petition form, students must include written approval from the undergraduate program director of the department offering the course.

Credits for retaken courses will count once toward cumulative credits, but will count each time toward semester load. Each grade received in the course will be averaged into the cumulative grade point average. A re-take grade does not replace the original grade.

Students wishing to re-take courses should consider doing so in the summer and winter sessions, if possible, as their registration opportunities in fall or spring semesters may be limited. Although students are permitted to register for a second attempt of any course in summer or winter without written permission, it is expected that they will consult with an academic advisor.

Students registering for 'High Demand/Controlled Access Courses' (HD/CA) for the first time will have priority to do so. Students wishing to take an HD/CA course for a second time must meet with an academic advisor to request permission. If permission is granted, and if seats remain available, students will have the opportunity to register after all students taking the course for the first time have been accommodated. Alternatively, students may retake HD/CA courses during the summer or winter sessions without priority limitations, or may take an equivalent course at another institution. Students seeking to take courses at other institutions should seek pre-approval from the relevant department at Stony Brook and file a Transfer Course Evaluation Form with the Transfer Office. All other aspects of the course retake policy (as detailed in items 1-7) remain in effect for HD/CA courses.

HD/CA courses:

AMS 102, AMS 110, AMS 151, AMS 161, ANP 300, BIO 201, BIO 202, BIO 203, BIO 204, BIO 205, BIO 207, BIO 315, BIO 358, CHE 129, CHE 131/141, CHE 132/142,

CHE 133/143, CHE 321, CHE 322, CHE 326, ECO 108, ECO 303, ECO 305, ECO 320, MAP 103, MAT 122, MAT 123, MAT 125/131/141, MAT 126, MAT 127, MAT 132/ 142, PHY 121/125/131, PHY 122/126/132, PHY 123, PHY 124, PHY 127, PHY 133, PHY 134, PHY 141, PHY 142, POL 201, POL 310, PSY 201, PSY 310, SOC 202

This policy can be found in the online Undergraduate Bulletins under Policies and Regulations and Multiple Registrations:<http://sb.cc.stonybrook.edu/bulletin/current/>

Registration Worksheet

1. My enrollment appointment is: _____
2. Identify which requirements have been (or will be) satisfied.
Transfer Credit

Transferable Course/Exam	SBU Requirement	Credits

Fall Semester Courses

SBU Course	SBU Requirement	Credits	Anticipated Grade

3. Verify that my “holds” have been cleared
 4. Choose courses for next semester (12-17 credits)
- Basic Requirements (FYS 102 and ESL/WRT)

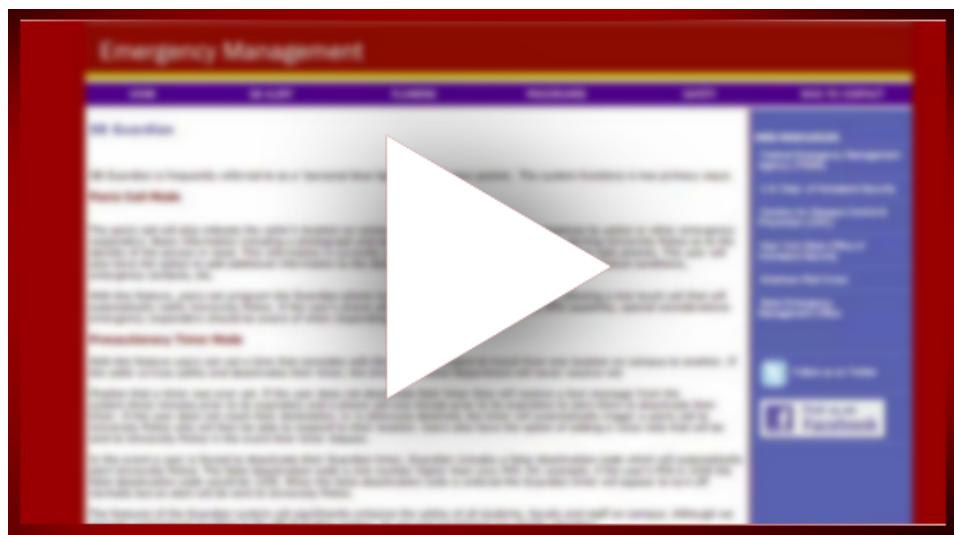
Course Section	Days/Times	Credits	5-digit Class #

Recommended Courses (Mathematics and CAR 110)

Course Section	Days/Times	Credits	5-digit Class #

Desired Program Courses (Major, Minor, Pre-Professional, or DEC courses)

Course Section	Days/Times	Credits	5-digit Class #



What is Wellness?

Wellness is the active process of becoming aware of and learning how to make healthy choices that will lead to a longer and more successful life. As an undergraduate student on the Stony Brook campus there are endless possibilities to take steps toward a lifestyle of wellness. There are 7 dimensions of wellness that take on a holistic or well-rounded approach. These dimensions are:

- Physical
- Spiritual
- Social
- Environmental
- Occupational
- Intellectual
- Emotional

Wellness is a chosen lifestyle of balance, healthy attitudes, and choices designed to improve your personal performance on a variety of levels and enhance the overall quality of your life, and within a college context, being “well” is the foundation of academic and personal success. In this chapter, we will highlight the different dimensions of wellness and areas on campus that can support your effort to live a life of wellness.

Physical Wellness

Physical Wellness involves a combination of beneficial physical activity and healthy eating habits. In this section, we will highlight how both exercising and eating a balanced diet will help improve your overall physical wellness.

When you think of fitness, what comes to your mind? Are you thinking of loud music in an overcrowded gym, people grunting and sweating everywhere? Fitness, exercise and workouts are not all about lifting weights and sweating. Fitness comes in many shapes and sizes, and is only specific to you. Each program has many characteristics that should be carefully looked at and developed for your individual use and gain.

The Department of Campus Recreation is constantly striving to provide desired programs and services that will enhance the participant's knowledge, interest and behaviors in order to promote healthy lifestyles and positive human relations. Through participation in recreation programs, group fitness classes, individual personal training and intramural sports, individuals can develop a wholesome attitude toward physical endeavors, both while at Stony Brook University and in the years to come.



In October 2012, the new Campus Recreation Center opened. This state-of-the-art facility has three floors with 85,000 square feet of programming space and offers everything from multi activity courts, WiFi access, and a variety of hi-tech gym equipment. Below are some of the highlights of the facility.

- **Cardio Training:** More than a hundred pieces of state-of-the-art cardio equipment, which includes personal viewing screens. Members can log in to Netpulse and track their workouts and create personal goals.
- **Strength Training:** A variety of free weights, two floors of selectorize equipment, and Olympic training racks.
- **Three Wellness Studios:** Offering a wide variety of fitness classes including

Zumba®, Yoga, Indoor Cycling, Toning and more.

- **Three Court Gymnasium:** Enjoy playing basketball, volleyball, and badminton during our open recreation hours.
- **Multi-Activity Court:** Play a variety of sports including basketball, soccer, volleyball, handball, lacrosse, badminton. Courts also include team benches and recessed goals.
- **Indoor Track:** The 1/10th of a mile, three lane track overlooks the gymnasium.

Daily exercise and fitness in general has its many benefits. Exercise releases stress and aids in relaxation, it assists with controlling your weight, decreases your risk factors associated with coronary heart disease, diabetes, hypertension and more. Exercise can be found in many arenas not just at the gym. Whether it is a walk around campus as opposed to taking the bus, skipping the elevator and using the stairs it comes in many different forms.

To get a better idea where you are currently, the Department of Campus Recreation can provide you with a number of Fitness Assessments. One of the most popular is Body Composition Testing (Body Fat Testing). There are two ways to perform the test for body fat. Skin Fold Testing is one measurement that can be taken. Due to the fact that approximately one-half of our body fat is located directly under the skin we use skinfold caliper to measure subcutaneous tissue at selected sites. By pinching the skin and creating a skinfold, a percentage of body fat can be estimated. The other less invasive method is Bioelectrical Impedance Testing. Muscles, blood vessels and bones are body tissues having a high water content that conduct electricity easily. Body fat is tissue that has little electric conductivity, and by sending an extremely weak electrical current through your body we can determine the amount of fat tissue.

In addition, the Campus Recreation Department offers free Fitness Orientations to anyone who is looking to learn more about what the facility has to offer and how to use the equipment. Remember that we are here to help get you started on the right path and can help you with your fitness goals. To help track your goals and workouts, use the Netpulse system which is attached to every cardio machine in the building. Using your login information you can visit the website to set goals and track your workouts. Please visit stonybrook.netpulse.com for more information.

Before you begin you need to take a few things into consideration.

1. **Get your mind right.** At least twice a day, take 5 minutes to visualize what you want to accomplish. Program your brain to do what it needs to do to be successful.
2. **Start slowly.** Too much of anything will make you sick of it fast, ease into it. Build a foundation of fitness before you try to tackle building the house.

3. **Know what's ahead.** Realize that there are several key steps to beginning a new fitness program and not all of them will come with ease. Preparation = Progress.
4. **Keep it simple.** It's very difficult! When you start out think about the basics, you'll be less likely to feel overwhelmed and quit after a couple of weeks.

Healthy eating is also a component of physical wellness. Both exercise and eating a balanced diet will help support your efforts to improve your overall health and wellness. It is very important to learn about nutrition and how different foods affect your body.

Stony Brook University offers ten different dining locations with hundreds of choices for each meal. Eating healthy on campus can be easier than you think. Campus Dining Services posts the nutrition content of all of the meals, snacks and beverages offered at each dining location online and at the point of sale. Plan your meals ahead of time and make sure that you are choosing the most nutritious options.

Campus Dining Services' website campusdining.org is a great resource for nutrition information. This website provides access to nutritional information on the items offered in the dining locations, weekly nutrition newsletters and general nutrition tips. Campus Dining Services offers free nutritional counseling to students. If you have special dietary needs or food allergies, please do not hesitate to contact the nutritionist at 632.9979 or email Kristina.Tiernan@stonybrook.edu.

Here are some general tips that will help you stay on track....

- Spend your meal points wisely; determine how much you can spend each day based on your meal plan.
- Determine your calorie needs. In general, aim for 500-600 calories per meal. (Breakfast, Lunch, Dinner x 500 calories = 1500 calories + snacks). Calorie intake may vary based on your sex (male or female), height, and weight and activity level.
- Plan ahead and pack snacks with you for class so you are not starving by the time you get to the dining hall for a meal. This will also help you avoid choosing non-nutritious snacks in the vending machines.

When choosing your meals be sure to incorporate whole grains, lean protein, and fruit/vegetables.

- Look for 100% whole grain bread, pasta and brown rice.
- Choose fresh fruits and vegetables.
- Choose lean protein like chicken, turkey, fish and beans.
- Drink water instead of sugary beverages (soda and juice). There are filtered water stations in the Student Activities Center (SAC) dining room and at the

Library Commuter Lounge. If you have a reusable water bottle, you can fill it with water for free at any Campus Dining soda

Social Wellness

Social wellness focuses on the interconnectedness of people and how forming healthy interpersonal relationships will benefit your life. By forming relationships with others, you learn how to effectively communicate and collaborate with others. The Campus Recreation Department offers a variety of opportunities to increase not only your physical wellness, but your social wellness.

Through participation in intramurals, sport clubs or wellness events, students can start to build relationships with others as they recreate in a safe and enjoyable atmosphere with individuals who share a common interest.

INTRAMURALS

Intramural Sports offer opportunities for students, faculty, and staff to participate in team and individual sport competitions. Tournaments are planned for badminton, tennis, handball, outdoor volleyball and racquetball. Individuals as well as teams are encouraged to participate in our inclusive intramural program. Teams are usually formed from residence halls, Greek student organizations, student organizations, and groups of friends.

- 3-on-3 Basketball
- 5-on-5 Basketball
- Dodgeball
- Extreme Dodgeball
- Flag Football
- Indoor Soccer
- Indoor Volleyball
- Kickball
- Softball
- Tennis
- 4-on-4 Volleyball
- Wiffle Ball

SPORT CLUBS

The Department of Campus Recreation offers a comprehensive Sport Club program, ranging from Archery to Wrestling. Sport Clubs fill the void between intramural sports activities and intercollegiate athletics, giving members of the university community an opportunity to participate in highly competitive sport activities, practice and learn new skills, and enjoy recreational and social benefits motivated

by a common interest. A sport club may be oriented toward competition, instructional, or recreational purposes. There are currently over 33 Sport Clubs at Stony Brook University, which include:

- Archery
- Badminton
- Ballroom Dance
- Bowling
- Boxing
- Circus
- Crew
- Cross Fitness
- Equestrian
- Fencing
- Field Hockey
- Golf
- Handball
- Ice Hockey
- Kumdo
- Longboarding
- Martial Arts
- Men's Lacrosse
- Men's Rugby
- Paintball
- Quidditch
- Roller Hockey
- Running
- Sailing
- Soccer Club
- Table Tennis

- Tennis
- Ultimate Frisbee
- Volleyball
- Women's Lacrosse
- Women's Rugby
- Women's Soccer
- Wrestling

Sports Clubs are organized by students. However membership students, faculty, and staff are welcome to join or coach a club as long as students comprise the majority of the club's membership. In addition, each sport club is open to all participants, regardless of skill, ability or experience. Sport Clubs are not allowed to hold tryouts or "cut players" from the club. For more information, please contact campusrecreation@stonybrook.edu or visit <http://studentaffairs.stonybrook.edu/rec/>

Wellness Events

Rec-a-thon

The Department of Campus Recreation works together with Campus Residences and the Chillfest Committee once a year for a day long sporting event. Rec-a-thon is brings students from all over campus to participate/compete in 2-on-2 basketball, volleyball, dunk contest, dodge ball, and board games. In addition, this event provides food, music, fitness classes, and free give-a-ways at the event. This is an excellent opportunity to meet up with friends on campus to play, exercise, and meet new people all night long.

Wellness Expo

Each Fall the Department of Campus Recreation organizes the Wellness Expo. The Expo is an opportunity for students to become educated about the many campus departments and local businesses that fall under the broad term wellness. During the Expo students are able to stop by the over 60 vendor tables and receive information, receive samples and try activities including health screenings, fitness demonstrations, massage therapy, even interactive demonstrations. This is just one more way we help you take the right step towards a lifestyle of wellness.

Wellness Workshops

Throughout the year Campus Recreation puts on a number of lectures and demonstrations to stimulate your attitude toward wellness across this campus community. These interactive discussions are available for you to gain additional ways to be "well." Workshops have included Healthy Eating on Campus, Fitness Made Easy, Stress, Time Management, and Meditation & Massage. These workshops are always expanding and are here for you not only as a resource, but also as an opportunity to learn.

5k Run/Walks

The Department of Campus Recreation hosts two 5k run/walks throughout the academic year. The Turkey Trot Run/Walk in the fall semester, which usually takes place on the second Sunday in November, and The Debbie Whittemore Memorial Run/Walk in the spring semester, usually the last Sunday in April. This is another opportunity to get out there and challenge yourself to stay fit throughout the year. For more information, please visit: <http://studentaffairs.stonybrook.edu/rec/>

Emotional Wellness

During all phases of your college career a variety of new events, challenges, and life experiences will develop. It is important to begin to understand how everyone has emotional reactions and the role emotions play in our daily lives. It is crucial that an individual finds a balance between the multiple roles that you play as a student, leader, and as an individual. In addition, it is a great idea to reach out and utilize the support systems in place on campus through mentoring, faculty / staff, as well as the counseling services offered on campus. Knowing resources available to you is the first step in helping to find that balance of emotional wellness within your life. For more information about counseling services, please visit

<http://studentaffairs.stonybrook.edu/caps/>



Counselors are located on the second floor of the Health Center.

Spiritual Wellness

Spiritual wellness can consist of a wide range of personal beliefs, values and religious practices that can be very different for each individual student. Stony Brook University is home to many groups and organizations that can provide support, guidance, and education on a variety of faith based groups and clubs. For more information on religious centers and services on campus, please visit <http://www.sbinterfaith.org/>



Intellectual Wellness

There is no better example of Intellectual Wellness than you being a student here at Stony Brook University. While here at Stony Brook, you will be engaging in academic programs that will promote growth of ideas and knowledge that you can share and experience with others. Your intellectual wellness will be improved through actively learning, experiencing new things, sharing creative ideas and engaging in your studies. Though it is important to share and discuss with others while you learn, it is important to remember academic integrity and being honest about where an idea or thought originated from. It is healthy to share ideas, but making sure the proper individuals are recognized for their work is critical.



Occupational Wellness

Wellness is all about balancing your life, and it is especially important that you know how to balance the time you spend working with leisure, or relax time. At some point in your life, you will hold a job, where you will be working with other individuals in an environment you may, or may not be familiar with. Occupational Wellness is focused on how you form those relationships while at work, and how you manage stressful or challenging situations with those individuals. Learning how to successful work with others and dealing with those circumstances are key in developing your Occupational Wellness.

For more information on Occupational Wellness, please visit the [Career Center](#).



Environmental Wellness

Safety is a key component of environmental wellness – you need to feel safe to be able to free your mind and think; to ponder and contemplate your studies.

University Police is a part of that safety net but your safety is enhanced when you take responsibility for your own safety. Are you aware of your surroundings? You are in an adult environment and it is safer if you are aware and knowledgeable of your campus community.

Laws, rules, and regulations are set in place with consideration of your safety and well-being. While primarily physical, there are also aspects of ethical and moral safety standards as well. How do you treat others? How do you expect to be treated by others? What is not acceptable in a given community and what is acceptable?

University Police are fully certified and accredited, which provides you with excellence in police services. University Police are on patrol 24/7 all year round. UPD's main contact number is (631) 632-3333. This number can be used for all emergency and non-emergency related calls. People tend to feel comfortable when they are in familiar surroundings. Have you looked for the blue light phones along the routes you use on campus every day? Have you joined SB Alert and SB Guardian? For more information on these safety precautions, please visit www.stonybrook.edu/police.



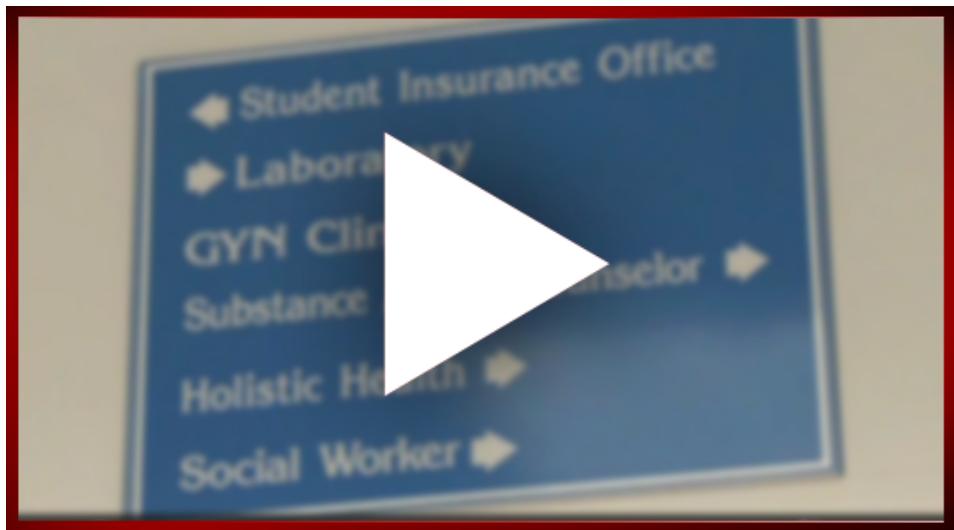
Questions to consider:

- Do you prop open doors that should be locked?
- Do you drink underage or give alcoholic beverages to minors?
- If you found a wallet and no one knew would you turn it in or keep the money?
- Would you call the Police if you saw someone being kicked and punched?
- Where do you draw the line?
- Will you lend a hand and make a difference in the world?

It is in kindness and consideration for others that we find our humanity. As for wellness and comfort, there is a payoff for following laws, rules, and regulations of society and a community.

- Financially you will have learned to earn your own way and gain self-respect.
- Academically you can appreciate the fact that your accomplishments are your own.
- Spiritually you would be a “Good person”.

- Physically your safety and the safety of those around you will be greater.
- Socially you will be an asset to your community.
- Interpersonally you will be trusted and your word will carry strength.
- Emotionally you will feel peaceful and will be able to look at yourself with comfort.



In this chapter, you will learn about alcohol, depression, and sexual assault. You will also learn about sleep, smoking, stress management, and sexual health. Learning about these topics will help you successfully navigate potential problems many college students face.

All of these reflect potential class topics in your 101 seminar. Please read this chapter before your Prevention and Outreach lesson to supplement your awareness on each topic.

When you are done with this chapter, you should be able to:

- Recognize common issues facing college students
- Issues that have the potential to impact safety, emotional or psychological wellness, personal satisfaction, or academic success at risk
- Engage in behaviors that promote wellness and prevent risk
- Identify campus resources for support with these issues

What is Counseling and Psychological Services (CAPS)?

Counseling and Psychological Services (CAPS) offers free and confidential services available to currently enrolled students taking at least six credit hours. Included services are crisis intervention, brief counseling for individuals, couples, and groups; consultation to students, faculty, staff, friends, and parents; assistance with referrals to community resources.



What is the Center for Prevention and Outreach (CPO)?

The Center for Prevention and Outreach (CPO) serves the campus community by educating students, faculty, and staff on factors that place college students at risk and impact their safety. We explore the connections between emotional and psychological wellness and academic success, educate the campus community about campus resources, foster safety through the prevention of violence and the promotion of healthy relationships, and support the psycho-educational development of all students.

Alcohol and Other Drugs (AOD)

Stony Brook University has a strong commitment to maintain a community of wellness and create a safe environment for learning. The Center for Prevention and Outreach at Stony Brook University recognizes the importance of educating our students on AOD-related issues in order for them to make informed and healthy decisions.

Did you know?

- When students binge drink they increase their risk of physical injury, fighting, unwanted sexual contact, sexually transmitted infections, blackouts, alcohol overdose, and even death
- Drinking too much alcohol in one sitting can cause depression of the central nervous system resulting in a shutdown of vital organs and possible brain damage or death
- 1825 college students die from alcohol overdose and related injuries every year (NIAAA, 2009)
- Alcohol interferes with your ability to achieve REM sleep and loss of adequate sleep can have a negative impact on your academic performance

Marijuana

Did you know?

- Science has shown that marijuana can produce adverse physical, mental, emotional, and behavioral changes
- Marijuana can be both psychologically and physically addictive
- Nearly one in ten first-year students have a cannabis use disorder (CASA Report, 2007)
- Students who had used cannabis reported problems such as concentration difficulties, regularly putting themselves in danger, and driving after using marijuana (DEA, 2008)
- Marijuana use can worsen depression and lead to other mental illnesses such as schizophrenia, anxiety, and even suicide

Nationally, 22.9% of college students meet the criteria for alcohol abuse or dependence (CASA Report, 2007), more than double the proportion found in the general population. Stony Brook is serious about its commitment to help students who may be struggling with these issues.

Education

- e-CHUG and e-TOKE  are free and anonymous online personal feedback tools to help students assess their alcohol and marijuana use
- Ongoing educational workshops and



informational programs

- Peer Education programs such as “Swallow This!” an education through the performing arts program and “CHOICE” , a peer program designed to help students make healthy choices in their environments
- The Red Watch Band program is a nationally recognized program developed through Stony Brook University that educates student on how to identify alcohol poisoning in peers and learn how and when to call for emergency help.



Understanding Alcohol and Binge Drinking

Excessive drinking or binge drinking has long been recognized as a major problem on college campuses. Consequences of binge drinking include lower grades, property damage, relationship difficulties, legal trouble, and even death, just to name a few.

Drinking alcohol impairs judgment. Binge drinking is defined as a large consumption of alcohol per sitting that leads to physical and cognitive impairment. Currently binge drinking is having more than 5 drinks in one sitting for males and 4 or more drinks in one sitting for females. When students binge drink they increase their risk of physical injury, fighting, unwanted sexual contact, blackouts, and fatal alcohol overdose.

Alcohol Overdose

Drinking too much alcohol in one sitting can cause depression of the central nervous system resulting in a shutdown of vital organs and possible brain damage or death.

Blackouts

Blackouts are when we are unable to remember events that have taken place while remaining conscious during that time. Blackouts occur when students consume enough alcohol to interfere with brain functioning. The brain can no longer form memories.

Tolerance

Tolerance is the degree to which your body has adapted to a given blood alcohol level. Each time you drink your tolerance will increase. The higher your tolerance the more alcohol you will need to drink to feel the same effects. High alcohol or other drug tolerance puts you at risk for increased health problems related to your use and at risk for developing an addiction.

Understanding Your Personal Relationship with Alcohol

We all have our own personal experience with alcohol. Whether we use alcohol ourselves or not, alcohol is a prevalent fixture in our society. Understanding our own personal feelings, beliefs, and experiences with alcohol give us a better understanding of the choices we make.

Resources Available at SBU

- Substance abuse counselors can provide confidential individual and group counseling, assessment, and referrals
- On campus, student-run Alcoholics Anonymous meetings; as well as local and easily accessible off campus self-help meetings
- Student Recovery Group is composed of students helping students stay alcohol-free and drug-free

For more information about services and educational programs please contact Lara Hunter LCSW—CPO/Counseling and Psychological Services—632-6720

Depression

"What is stress anyway? I used to think, it is feeling like you are going to explode from all the pressure and trying to take things one at time and trying to remember to talk to others."

— ALEXANDER, STONY BROOK SOPHOMORE

Stress and depression are common to the college experience. Long term stresses can contribute to depression. Some of the situations or feelings that might cause depressive symptoms can include:

- A relationship ending
- Death of a loved one
- Divorce or separation
- Academic difficulty

While it is difficult to determine a single cause for depression, it is often better to be aware of the signs, some of them may include:

- Persistent sad, anxious, or "empty" mood (try one of our online apps)
- Feelings of hopelessness, pessimism, guilt, worthlessness, and helplessness
- Loss of interest or pleasure in ordinary activity, ranging from schoolwork to sex
- Sleep and eating disturbances
- Decreased energy, difficulty concentrating, remembering, and making decisions

Depression is not a character flaw or weakness; it is a medical condition that can affect your mood, body, and thoughts. It is important to know it is okay to seek help. Everyone is different and can experience many levels of feeling sad to depressed. When you are unsure whether you or someone else needs help for depression, act on the side of caution, and reach out for help.

How Do You Know if a Friend Is At-Risk for Suicide?

There is no foolproof checklist for identifying a suicidal person. Suicide, like many other human behaviors is difficult to predict. Take any talk of suicide or attempt seriously. Professional help is needed, even if you are unsure about your friend's intentions. All suicidal behavior should be considered serious and dangerous, as it may result in permanent injury or death.

How Do You Reach Out to Someone Who May Be



Suicidal?

Remember you are not responsible for your friend's depression. Reach out to them, suggest help, be supportive, and be honest. Trying to help someone who is suicidal can be scary and make sure you get support for yourself as well. Your friend may be initially angry with you, but your actions could save a life.

QPR (Question, Persuade and Refer) Gatekeeper Training

This program shows members of the community likely to come in contact with those at risk of suicide how to recognize such people and refer them to the appropriate resources (for more information, [click here](#).)

Resources

If you feel overwhelmed and don't want to live anymore, help is available. Suicidal feelings are intense, but the impulse will pass, especially if you talk to a close friend, a relative, or a counselor to get relief from the pain. A person who considers suicide wants the pain to end.

If you think you, or someone you know, may be depressed or suicidal contact the Counseling and Psychological Services (632-6720).

In an emergency contact University Police at (631) 632-3333 from a cell phone or 911 from any on-campus phone.

RESPONSE also has a 24-hour hotline—(631) 751-7500.

You can also call the **National Suicide Prevention Lifeline** at 1-800-273-TALK (8255)

Sexual Violence

Sexual violence is a term that addresses a whole spectrum of unwanted behaviors, from verbal harassment to sexual assault and rape. What all these actions have in common is that they are unwanted – that is, the victim has not consented to them. Men and women both experience sexual violence, although women are victimized at significantly higher rates.

Rape and Sexual Assault

According to the Department of Justice, 20 – 25% of women and 15% of men experience forced sex during their time in college. A common rape myth is that the majority of sexual assaults are perpetrated by strangers. A 2005 National Institute of Justice study shows that 80% of the victims know the rapist. Alcohol or other drugs are involved in approximately 60% of all sexual assault situations. The most commonly used date rape drug is alcohol, but other drugs (such as Rohypnol (Roofies), GHB, or even over the counter medications like Benedryl) are sometimes combined with alcohol to render the victim helpless.

Sex without Consent Is a Crime

Consent is defined by Stony Brook University as the agreement to engage in specific sexual contact; this may be given by verbal agreement or active and willing participation in the sexual activity. Silence, previous sexual relationships, current relationships, or the use of alcohol and/or drugs cannot be taken as an indication of consent. The use of force, threat of force, threat of immediate or future harm, or use of physical intimidation to secure compliance with sexual activity implies lack of consent. Although consent may be initially given, it may be revoked at any point, either verbally, through physical resistance, or by losing consciousness. Failure to respond promptly to a withdrawal of consent constitutes sexual assault. Consent cannot be given if an individual is under the age of 17, physically helpless, mentally incapacitated, and impaired and/or incapacitated because of drug or alcohol intoxication. If a person is unconscious or their judgment is impaired by alcohol or drugs, they cannot give consent. The offender is responsible for their actions no matter how intoxicated they, themselves, may be.

It is really important to understand that no one deserves to get sexually assaulted or “asks” for it. It is not the survivor’s fault. If you or someone you care about experiences any form of violence, Stony Brook is here... If someone tells you about their experience, be supportive and refer them to available help on campus.

If you or someone you know has been sexually assaulted within the last 96 hours you are entitled to receive FREE comprehensive medical treatment and forensic evaluation at the Stony Brook University Medical Center SANE (Sexual Assault Nurse Examiner) Center. You do not need parental consent, health



insurance, or police involvement to receive this service.

Also, you can reach out for confidential support and counseling services at the Center for Prevention and Outreach / Counseling and Psychological Services at 631-632-9666 or 631-632-6720 any time after the assault. For more information, go to www.stonybrook.edu/besafe.

Sleep

" It took me until my senior year to realize I kept getting wicked sick around midterm time. I finally added some sleep and vitamins to my overwhelming schedule. I don't think I got that horrible cold my last year. "

— KAITLYN, STONY BROOK SENIOR

According to the 2009 Health Assessment Survey 23.2% of Stony Brook students reported that sleep difficulties impacted their academic performance. Insomnia is defined as difficulty falling asleep, staying asleep, or poor quality of sleep. As a college student sleep is the first thing to go when the pressure is on. Sleep is a very important self-management tool to succeed as a student.

The National Sleep Foundation identifies a few dangers associated with SLEEPLESSNESS:

- More than 10% of drivers admit to having dozed off at the wheel—30% of road accidents—including many deaths—are caused by sleeplessness.
- College-age students (and everyone else) need at least eight hours of sleep to maintain optimum health and learning capabilities.
- Due to pressures of school, family, and a social life, few students are sleeping nearly enough.
- Some students also hold jobs to help defray college expenses which will affect sleep.

All these pressures increase stress and stress can lead to insomnia and even more sleep loss. NSF also states there are medical conditions related to sleep deprivation, depression, obesity, and accelerated aging process. Sleep is the only way to beat fatigue. It is important to recognize the signs (irritability, memory loss, illness, etc.) of being sleep-deprived and increase your sleep to diminish them. A regular bed and wake time within a sleep-conducive environment will support a good night's sleep. Also, it is important to avoid caffeine, nicotine, and/or alcohol close to bed time.

TOP TEN TIPS TO HELP YOU GET A GOOD NIGHT'S SLEEP!

1. Establish a regular bed and wake time schedule, even on weekends.
2. Establish a regular, relaxing bedtime routine such as taking a hot bath and then reading a book or listening to soothing music.
3. Create a sleep-conducive environment that is dark, quiet, comfortable, and cool.
4. Sleep on a comfortable mattress and pillow.
5. Finish eating 2–3 hours before your regular bedtime.
6. Exercise regularly. It is best to complete your workout a few hours before bedtime.
7. Avoid caffeine (e.g., coffee, tea, soft drinks, chocolate) close to bedtime. It can keep you awake.

8. Avoid nicotine (e.g., cigarettes, tobacco products) close to bedtime. It can lead to poor sleep.
9. Avoid alcohol close to bedtime. It can lead to disrupted sleep later in the night.
10. Keep a journal next to your bed to write down any thoughts to clear your mind for sleep.

“I definitely missed out on a lot of sleep my freshman year. Sleep is so amazingly important. When I get my 8 hours of sleep I feel energized. I can get to class, focus and get my work done. So, I figured out what my important priorities were and sleep is up there on the top of my list.”

—CRYSTAL, STONY BROOK SOPHOMORE

“I always enjoyed sleep and I didn’t realize how important it was until I came to college. Countless nights I spent on the phone, hanging out and watching TV. This led to missing classes. Now I make it my priority to get enough sleep and it has improved my attendance and class participation.”

—PASCALE, STONY BROOK SOPHOMORE

Smoking/Nicotine

You May Already Know Smoking Cigarettes:

- Is addictive
- Causes impotence
- Causes cancer, high blood pressure, heart attacks
- Reduces your physical performance and endurance
- Causes shortness of breath
- Gives you bad breath
- Leads to more colds, bronchitis, and chronic coughs
- Kills 400,000 Americans each year

You May Know that Cigarette Smoke Contains:

Insect poison, refrigerant, toilet disinfectant and chemicals found in exhaust fumes, embalming fluid, metal cleaners and explosives.

You May Know that if You Stop Smoking You Will:

- Have better breath
- Have clearer skin
- Have whiter teeth
- Increase your energy and stamina
- Breathe easier

In 2009, only 13.1% of Stony Brook students reported any tobacco use in the previous 30 days. 73.6% reported that they have never used tobacco.

Resources

To get help to stop smoking, there are confidential resources available on campus. Contact the Health Education Office at 632-6689 to speak with a health educator. Free nicotine patches are available through New York State's Smokers' Quitline. Visit www.nysmokefree.com for more information.

Stress Management

Any change in your life can be stressful and starting college is no exception. Students report that stress is the biggest obstacle to academic success, so learning to manage it is important.

- Exercise is a great way to burn off the chemicals that cause the stress response.
- Getting enough sleep and eating well help your body handle it as well.
- Talking to roommates, friends, RAs, or counselors can help you find solutions to common problems.
- Your attitude plays a major role in how stressful college life will be for you.

Those who believe they must perform perfectly in all situations, experience a great deal of stress. If you are taking courses you truly enjoy, there will be less stress involved. Be sure that your academic and career decisions are based on your needs and desires and not the expectations of others.

Resources

- Center for Prevention and Outreach Health Education Office — 632-6689.
- Counseling and Psychological Services Meditation Groups — 632-6720.
- Campus Recreation — 632-7168.

Sexual Health/Safer Sex

It is not who you are—it is what you do—that makes you vulnerable to acquiring a Sexually Transmitted Infection (STI) (also known as Sexually Transmitted Diseases—STDs). STIs—including Chlamydia, Gonorrhea, Hepatitis, Herpes, HIV, Molluscum Contagiosum, Crabs, Scabies, Syphilis, and Genital Warts (HPV)—are spread by contact with infectious microorganisms (ex: bacteria, viruses, and parasites) that are spread by person-to-person contact.

Know the Facts about STIs:

- Each year 3,000 adolescents contract sexually transmitted infections, which is about one in four sexually experienced teens.
- STIs can be caused by viruses or bacteria. STIs caused by viruses include hepatitis B, herpes, HIV, and the human papilloma virus (HPV). STIs caused by bacteria include Chlamydia, gonorrhea, and syphilis.
- More than half of sexually active adults will get an STI at some point in their lives. Your chance of acquiring an STI increases when you have unprotected sex. Your risk is higher if you have had many sex partners, or if you have had sex with someone who has had many partners.
- Know that most people infected with an STI don't know they are infected—they may pass it on without knowing it.
- Know that one-in-three people who know they are infected with an STI admit they have lied about their infection just to have sex.
- Know that the use of alcohol and/or other drugs will decrease your ability to make informed decisions—mixing sexual activity with consumption of alcohol and/or other drug will impair your judgment. Know that some STIs, like herpes, can pass from one person to another by skin-to-skin contact between the penis and/or vagina, anus, and mouth. Another way to practice safer sex is to only have sex play that has no risk—or a lower risk—of passing STDs. This means no vaginal or anal intercourse.
- Know that the only 100% effective preventative measure is abstinence.
- Know that you can take action to prevent the spread of STIs by practicing “safer sex.”

HIV—an STI/STD that Can Lead to AIDS

HIV—Human Immunodeficiency Virus—is also an STI—an STI infection that can lead to AIDS—Acquired Immune-Deficiency Syndrome. Most people infected with HIV appear to be healthy. Many do not realize they have been infected. According to the CDC, more than 20% of people with HIV don't know they have it. About 40,000 men and women in the United States get HIV each year. HIV has few, or no, symptoms for up to 10 years or more before developing into AIDS. AIDS is the most advanced stage of HIV—there is no cure for HIV/AIDS.

HIV Transmission

Americans between the ages of 13–24 contract HIV at the rate of 2 per hour—

however—no one “catches” HIV infection the same way one “catches” a cold. The most common way HIV is spread is by having vaginal or anal intercourse without a condom with someone who has HIV/AIDS. HIV is also spread by sharing needles or syringes with someone who has HIV/AIDS; being deeply punctured with a needle or surgical instrument contaminated with HIV; getting HIV-infected blood, semen, or vaginal secretions into open wounds or sores. Babies born to women with HIV/AIDS can get HIV from their mothers during birth or from breastfeeding.

You cannot get HIV from hugging, from someone’s sweat, or insect bites. It is found in other fluids, saliva, sweat, tears, or urine, but not a high enough quantity to transmit HIV. There are many ways you can protect yourself from HIV. The surest way is to abstain from sexual intercourse and from sharing needles and “works” if you use steroids, hormones, or other injected drugs.

“Correct and consistent condom use,” says the CDC, “could break the back of the AIDS epidemic.”

STI & HIV Testing

Early identification of HIV or of another STI infection enables people to start treatment sooner leading to better health outcomes. If you have participated in sexual health-risk behaviors—had unprotected sexual contact, had unprotected vaginal, anal, oral sex with men who have sex with men; injected drugs or shared needles; unprotected sex—or if you have been diagnosed with tuberculosis, hepatitis, or another STD—speak with a health profession about testing for an STI and/or for HIV.

Safer Sex & STI Prevention

Some kinds of sex play are “safer” because they have lower risk of infection than others. “Safer-sex” activities are those we choose to lower our risk of exchanging blood, semen, or vaginal fluids—the body fluids most likely to spread HIV. Each of us must decide what risks we will take for sexual pleasure.

Always take precautions—always choose “safer sex”—when choosing to engage in sexual activity. Safer sex is all about caring for your partner and for yourself. Be informed, be aware, know that there is no kind of skin-to-skin sexual activity (with a partner) that is totally risk-free.

Practicing “safer sex” is something all sexually active people can do—use of a latex condom or a female condom to keep blood, pre-cum, semen, or vaginal fluids out of each other’s bodies, don’t have sex play when you have a sore caused by a sexually transmitted infection. If you are sexually active protect yourself and your partner by practicing “safer sex.”

Remember to:

- Communicate with your partner—“safer sex” takes two;
- Use a latex condom—or a female condom—correctly and consistently 100% of the time. Condoms work by reducing skin-to-skin contact by forming a barrier, the barrier that also keeps one partner’s fluids from getting into or on the other

(ensure your condoms are stored correctly and use only water-based lubricants).

- Do not use baby oil, mineral oil, cold cream, lotion, or Vaseline as a lubricant when using a condom. Doing so may be harmful to the latex and thus may increase the risk of breakage.
- NEVER—EVER—reuse a condom.
- Make informed, safer sex choices about sexual activity.
- If you are sexually active, get regular STI (including HIV) tests.

Health Information and Campus Resources

There are many ways you can protect yourself from acquiring STIs, including HIV. The surest way is to abstain from sexual intercourse and from sharing needles and “works” if you use steroids, hormones, or other injected drugs. Remember the risk affiliated with use/abuse of alcohol and other drugs that decrease judgment. Be aware – be prepared – protect yourself and others.

If you have concerns, if you have questions, visit the Student Health Service—1 Stadium Road—and speak with one of SBU’s health care professionals. Call 631-632-6740 to schedule an appointment.

You may also visit the Center for Prevention and Outreach Health Education office (located in the Student Health Center—2nd floor—room 213). Call 631-632-9338 to schedule an appointment with a Health Educator. The CPO offers health information and a list of resources for free confidential HIV Testing. CPO also hosts HIV Testing Days on campus. Check the CPO website for upcoming HIV testing dates and event information <http://studentaffairs.stonybrook.edu/cpo/>

"Take advantage of all the free workshops you can. They often have a lot of helpful information on many different programs and software."

— **PAUL**, Stony Brook University

Outlined in this chapter are the extensive technology and library services available to you.



The Division of Information Technology (DoIT) provides student computer support through its several departments. Teaching, Learning + Technology (TLT) provides public computing lab access to all students, printing services, instructional technology support, and free technology workshops to all students. Client Support provides technical computer support for residential and commuter students who need help with their personal machines through either the Walk-In Center (30 minutes or less) or Drop-Off Service. For more information, please visit: [the Client Support Service Center](#).

The East and West Campus University Libraries at Stony Brook contain nearly two million bound volumes and four million publications in microformat. The libraries provide hundreds of databases and state-of-the-art information services, serving students, faculty, and the surrounding community.

TECHNOLOGY RESOURCES AND SERVICES

All Stony Brook students pay a technology fee as part of their tuition. This technology fee is used to provide the services DoIT offers to students on campus.

Computer Accounts

SOLAR (Student On-Line Access to Records)

Students use SOLAR to register for classes, establish a NetID password, update phone numbers and addresses, pay bills, view grades, apply for financial aid, track degree/graduation progress, request official transcripts, submit campus employment timesheets, and vote in campus elections.

Log in to SOLAR at: <http://www.stonybrook.edu/solarsystem> and make sure that your contact information is up to date.

NetID

Students use their NetID and NetID password to access University computing resources such as Blackboard, SINC Site computers, print documents, Print from Anywhere, free or discounted software, the Residential Network (ResNet), library databases, campus wireless (WolfieNet), MySBfiles (500MB of file storage) and Google Apps for Education (Email, Calendar, Docs, etc...). To find out your NetID and set your NetID password, log into SOLAR and click NetID Maintenance under Security and Personal Data. For more information and instruction on how to set your NetID password, please visit: it.stonybrook.edu.

Blackboard

Blackboard is a web-based course management system that allows Stony Brook instructors to post course information, collect assignments, and administer quizzes and group projects. Only students registered for the course can access the site. Log into Blackboard using your NetID username and password at blackboard.stonybrook.edu

Important: Email addresses in Blackboard are set to your Stony Brook email address or your official University EPO email address (firstname.lastname@stonybrook.edu or firstname.lastname@stonybrookmedicine.edu). Be sure to check your Stony Brook Google Apps for Education email account or your Stony Brook Medicine email account everyday! You don't want to miss the notice that there is a quiz or that class is cancelled.

Emailing thru Blackboard

When you send an email from Blackboard, your name is not displayed. The recipient only sees the email address. It is important to sign your name at the bottom of any message you send. If an instructor tells you to refrain from sending emails and encourages you to visit during office hours, students should respect those wishes. While email is a popular communication tool among students, several instructors prefer to meet with students in person, especially in large classes.

Email Account

All Stony Brook students receive a Google Apps for Education account (Email, Calendar, Doc, etc.). To login, please visit: <http://www.stonybrook.edu/mycloud>. Your Google Apps Email account remains active as long as you are a registered student at the University and abide by the Information Technology Policy & student conduct code.

Important: Once you are no longer registered for classes at Stony Brook University you will lose access to this account. However, when you graduate from Stony Brook University you can acquire a Stony Brook Alumni account (@alumni.stonybrook.edu). If you require assistance, please contact the Alumni Office at (631) 632-6330.

File Storage

Students have two ways to store and back up files, MySBfiles and your Google Drive/Docs . Both systems are accessible from anywhere in the world, as long as you have access to the Internet.

MySBfiles

When you use a SINC Site on campus, the files are saved to your MySBfiles storage. This is accessible from any computer with Internet access. They are protected by anti-virus software and stored on university servers, so they are unaffected if a computer crashes or is stolen. Previous versions of files can be retrieved and there is room to host personal Web pages or websites.

Activity: Go into a SINC Site and save a file to your MySBfiles. Make a change to the file, save it and then try to view the different version from the directory. If you need help, ask the consultants.

Google Drive/Docs

Google Drive and Docs are the components of an integrated service that provides a single place to store, access, create, edit, and share documents, files, and folders of all types. For more information, please visit: it.stonybrook.edu> Services > Google Apps (Email, Calendar, Doc, etc...)

Websites

Stony Brook provides Web hosting for all students. If you are interested in having a Web page at Stony Brook, you can use your MySBfiles, Google Site and/or your Sparky Account. For more information visit: it.stonybrook.edu> Services.

Computers, Printers, Group Study...

Group learning spaces (CoLAs).

Collaborative Learning Areas (CoLAs) are facilities that are designed for group work (i.e. projects & study space). These areas have workstations for each group, some areas have interactive whiteboards where students can collaborate on projects and practice presentations. This is a joint project between the Library & TLT. For more information, please visit: <http://it.stonybrook.edu/> > Services > Collaborative Learning Areas (CoLAs)

SINC Sites (Public Computer Labs)

SINC Sites are public computer sites located in various academic buildings on West Campus that are managed by TLT. Within these sites, students must use their NetID to log into computers (Windows and Mac), access the Internet, print, and scan materials. For more information, please visit: <http://it.stonybrook.edu/> > Services > SINC Sites

Virtual SINC Site (VSS)

If you need to access software from a SINC Site from your own computer, you may do so via the Virtual SINC Site. For more information, please visit:
<http://it.stonybrook.edu/> > Services > Virtual SINC Site

Print From Anywhere

All students can print from anywhere (on or off campus) using their campus print quota. Once you send your work to the printer, you have 24 hours to go to a print station and release your print job. You will need to download the “SINC Print From Anywhere Client” which can be found at: <http://it.stonybrook.edu/> > Services > Printing - Print From Anywhere

Networking

Connecting to ResNet

ResNet brings direct ethernet connectivity to the residence halls and public jacks located on main campus. Student need to be sure that their computers are up-to-date with:

- The latest Microsoft Windows Updates
- An approved and up-to-date anti-virus program

For more information, please visit: <http://it.stonybrook.edu/>> Network (Wired)

Wireless

Wireless (Wi-Fi) is available on main campus by connecting to WolfieNet-Secure with your NetID and NetID password.

For more information on wireless access and locations, please visit:
<http://it.stonybrook.edu/>> Services > Wi-Fi (WolfieNet)

Software Licenses for Personal Machines

Important



Before you purchase any software, check the DoIT website (<http://www.stonybrook.edu/it>) > Software) to see if you can obtain the software at no cost or a nominal/discounted price.

Virus Protection

All Stony Brook students are entitled to download Symantec Endpoint Protection at no additional charge by using their NetID username and NetID password to login to Softweb: <https://softweb.cc.stonybrook.edu>.

Microsoft Office & Windows

Students can download one Windows or Mac copy of Microsoft Office at no additional charge from OnTheHub. For more information please visit: stonybrook.edu/it > Software

Windows upgrades are available for purchase from the Seawolves Marketplace in the Student Activities Center with a valid Stony Brook student ID card.

Other Microsoft Products – such as Visual Studio, Visio, One Note, etc.

DreamSpark Premium is a program which offers a large selection of Microsoft software free to students from qualified departments. The software available includes the latest versions of Microsoft operating systems, development tools, and productivity applications such as Windows XP, Windows Vista, Visual Studio 2008, and more.

Only students who are enrolled in certain courses qualify for this program and may download various applications. For more information, please visit: stonybrook.edu/it > Services > DreamSpark Premium (formly MSDNAA)

Additional Software

Additional software is available at no cost or a discounted price. To see the entire list of software, please visit: <http://www.stonybrook.edu/it> > Software

Additional Information

While the following services are not supported by the technology fee, they are related to technology and you may find this information to be useful.

Purchasing Your Own Computer

Students can use their educational discount to purchase a Dell, Hewlett-Packard, Lenovo, or Apple computer. For more information on how to make a purchase, please visit: it.stonybrook.edu/hardware.

For questions about recommended systems, please contact Client Support at (631) 632-9800 to speak to a certified technician.

Information Technology Policy

It is important that you familiarize yourself with Stony Brook's [IT Policies](#). They contain important information about your rights and responsibilities for computer use on campus and information about standards that may affect your account status.

Telephone Services

Stony Brook University currently uses Windstream (formerly Paetec) as its telephone service provider and Siemens for its equipment and connectivity needs. Data Network Services is responsible for installing, changing, or removing phone lines, but all requests for service need to go through Client Support. Please visit:
<http://www.stonybrook.edu/it> > Telephone Services

Computer Help

Teaching, Learning + Technology

There are student computer consultants available to assist students in most SINC Sites. If you need help accessing email, Blackboard, SOLAR or have a question about software, send an e-mail to **helpme@stonybrook.edu**, call (631) 632-9602, or chat with us via our website: <http://it.stonybrook.edu/>

Client Support Walk-In Center and Student Service Center

The Client Support Walk-In Center and Student Service Center exists to assist students with computer-related issues. Assistance is provided by telephone, in-house through the 30-minute Walk-In Center, via drop-off service, on-site, and/or remotely.

Client Support assists with the following computer-related issues:

- Network registration/connectivity issues
- Antivirus software installation and virus removal
- Spyware software installation and spyware removal
- Operating system repairs/reloads
- Operating system upgrades
- Microsoft Office installation/upgrades
- Wireless issues
- Data recovery

Important: Client Support does not provide support for hardware issues, printers, or routers.

Client Support is located in room S-5410 on the fifth floor of the Frank Melville Jr. Memorial Library. Walk-in service is available Monday through Friday, 9 a.m. – 5 p.m. Phone support is available Monday through Friday 8:30 a.m. – 5 p.m. Students can call 632-9800 for assistance, or send an email to:
supportteam@stonybrook.edu.

Technology Workshops

TLT provides free workshops for all registered Stony Brook University students. Technology workshops offered include: Microsoft Office (Word, Excel, and PowerPoint), Creating Online Portfolios, Resume Development, Interactive Presentations, PhotoShop and Prezi. These classes are free of charge, but registration is required. Information regarding these workshops is posted on: <http://www.stonybrook.edu/it>

Online Technology Workshops (Lynda.com)

Lynda.com is a service that provides high-quality, online video training to the entire Stony Brook campus. Training topics include animation, business, home

computing, photography, video, and Web. Anyone with an active Stony Brook NetID is eligible for an account to learn new skills, enhance existing knowledge, and participate in professional development all on their own time, at their own pace. Courses are available 24 hours a day, seven days a week, 365 days a year. For more information, please visit: <http://www.stonybrook.edu/it> > Services > [Lynda.com](#)

LIBRARY RESOURCES AND SERVICES

The University Libraries website at <http://www.library.stonybrook.edu/> provides:

- 24/7 access to online resources
- Resources available off-campus using your NetID and password
- Access to over 300 subscription databases which hold electronic versions of articles from scholarly journals, newspapers, and magazines
- Access to e-Books

Who's @ the Libraries?

The library is available for use by:

- Undergraduate students
- Graduate students
- Faculty
- Staff
- Visiting scholars
- Community members
- Other guests

The Libraries are used by students who want to:

- Use library materials—Books, print journals, DVDs, CDs, etc. are available at the Libraries' physical locations. Online material can be accessed from the website.
- Use computers—Computers are available in the Central and North Reading Rooms. The Main SINC site (aka computer lab) is located on the first floor of the Melville Library in the South corridor.
- Work together collaboratively—Collaborative workspaces are available on the 2ndfloor of the North Reading Room.
- Study in a quiet area—Quiet study areas are available in the Central Reading Room, North Reading Room, the Main Stacks, and the branch libraries.

What Is Available @ the Libraries?

Articles

Many course assignments at the University require students to use articles to back up their arguments. Articles are available online and in print. To search for online articles available from the Libraries, use the All Databases link in the Quick Links section of the library homepage.

Databases

The Libraries subscribe to over 300 research databases which can be used to find articles in newspapers, magazines, and journals, as well as other types of documents, such as:

- The New York Times from 1851–present
- Government documents
- Online reference materials like encyclopedias

Journals

The Libraries provide a variety of journals, both online and in print. Use the Catalog tab on the tabbed search box on the homepage to see if we subscribe to a specific journal or use the e-Journals tab to see if we have electronic access to a specific journal.

Books

Books are available in the Main Stacks in the Melville Library, and the branch libraries. Use the Catalog tab on the website to see if we have the book you need. E-Books are available from the link on the library website. Reference books, like dictionaries and encyclopedias, are available in the Central Reading Room of the Main Library and on the library website.

Music

Music CDs, scores, performance DVDs, and books about music are all available at the Music Library.

Films

The DVD and VHS tape collection is available on the 3rd of the Main Stacks. Students can check out DVDs for 7 days. Viewing stations are also available if you need viewing equipment.

What Does “Peer-Reviewed” Mean?

The term peer-reviewed refers to the rigorous review process that an article goes through before being accepted for publication in a scholarly journal. The steps go something like this:

- An author submits an article for publication.
- It is reviewed by scholars who have expertise in the subject area.
- Many corrections and suggestions are made to the article, or the article is rejected.
- The author needs to incorporate the corrections and suggestions before the article is accepted.
- The author usually has to go through this cycle several times before the article is accepted.

Characteristics of peer-reviewed articles

- Contains more in-depth information on a topic.
- Information is more likely to be correct due to the rigorous peer-review process.
- Aimed at readers with a background in the subject area.
- May also be called academic, scholarly, or refereed articles.

Tip! Some Databases allow you to filter results to show only those from peer-reviewed or scholarly journals.

Important Reminder When Using Websites for Course Work

Using the web for research is a given. And why not; it is fast, easy and plentiful, but before using Internet sources for your assignments you need to find out if your professor allows use of internet sources for the assignment. Additionally, you need to ask yourself, what am I really looking for?

- original scientific research?
- reference facts like dates?
- information on a current event?
- information on a not-so-current event?
- a critique or evaluation of an important work?

When you use free search engines like Yahoo! or Google, you are getting information that has been provided by anyone with a computer. It is a self-publishing medium. Basically there is no evaluation process, so that work has to be done by you.

Have You Tried Google Scholar?

Google Scholar allows you to search for scholarly research on the Internet. Check it out at <http://scholar.google.com/>.

To get the most out of the tool and link to Stony Brook's subscription resources, be sure to select Stony Brook University—SUNY—Fulltext @Stony Brook for Library Links under Scholar Preferences.

Some things to think about when evaluating websites:

- Purpose—What is the site about: an article from an online journal or newspaper, a government publication, a sales pitch or someone's personal webpage?
- Authorship—Who is the author and what is his/her expertise on the subject? Does the author have an agenda? Who sponsors the site?
- Content—Is the information accurate? Is it current? Is there evidence of bias or point-of-view?
- Design—Is the site logically and clearly displayed? Are there typos or misspellings, or other evidence that the site was not created by a professional?

For more information on how to evaluate websites please see the library's [Evaluating Internet Resources guide](#).

Tip! If you are not sure about a web resource, ask your instructor or a librarian for help.

The SBU Library Research Guide

An interactive tutorial designed to help you work on research assignments is available online at <http://www.library.stonybrook.edu/tutorial/index.html>.

The SBU Library Research Guide covers:

- choosing a topic
- identifying sources
- using STARS (University Libraries Catalog)
- finding articles
- using the web
- and citing sources

How Do I Cite This?

When preparing assignments at the University, you will be required to cite the resources you've used to back up your arguments so that:

- Instructors can find the resources you used.
- You can properly credit other people whose ideas you use.
- You do not plagiarize another author.

If you are confused about how or when to cite a resource, speak to a librarian for assistance. Librarians can provide style guide manuals or point you to quality websites that provide citation information. Librarians can also help you learn to use tools, like EndNote or Zotero, that can help you cite your resources correctly.
(Check for workshops on citations on our website.)

Where Are Things Located @ the Libraries?

Online

The Library Website: <http://www.library.stonybrook.edu> 

Provides 24/7 access to the Libraries' online resources—databases, e-Journals, e-Books, the library catalog, and more.

On Campus

Main or Melville Library 631-632-7110

The Main Library (or Melville Library) is located on the Academic Mall. It's the big brick building across from the SAC (Student Activities Center).

Main Stacks 631-632-7115

The Stacks are located on the 2nd, 3rd, and 4th floors but the only entrance is on the 3rd floor. Located in the Main Stacks are:

- Humanities and Social Sciences (literature, art, psychology, economics, history, etc.) books and journals.
- DVD collection and viewing room.
- Photocopy Services Area.
- Library Accounts—where you can pay any late fines or lost book fees.
- Study carrels and tables—this is a good study location for those who like a quiet study space.

Central Reading Room 631-632-7110

The Central Reading Room (CRR) is located on the 1st floor of the Main Library. Located in the CRR are:

- Reference Desk—research help.
- Reference books—dictionaries, encyclopedias, handbooks, indexes, etc.
- Current print newspapers, magazines, and journals.
- Computers, printers, scanners, and computer consultant.
- Microforms.
- Lost and Found Services.
- Special Equipment Room for Disability Support Services.

North Reading Room 631-632-7148

The North Reading Room (NRR), also known as the Science and Engineering Library, is located on the 1st and 2nd floors of the Main Library. Located in the NRR are:

- Biology, Geosciences, Computer Science, and Engineering material.
- The Government Documents (legal, census, statistical information, and other

government publications) and Map collections.

- Group study and collaborative work areas (CoLA)—groups can talk freely here without worrying about disturbing other students.
- Scanners for student use.

Special Collections and University Archives 631-632-7119

The Special Collections and University Archives room is located on the 2nd floor of the Main Library.

- Houses materials that are unique to the University.
- Documents relating to the history of Stony Brook University.
- Hours by appointment only.
- Materials cannot leave the room.

Branch Libraries

Chemistry Library
C-125, Chemistry Building
631-632-7150

Health Sciences Library
HSC Level 3 Room 136
631-444-2512

Marine and Atmospheric Sciences Information Center (MASIC)
165 Challenger Hall, South Campus
631-632-8679

Math/Physics/Astronomy Library
C-124, Math Tower, Physics Building
631-632-7145

Music Library
1st floor, Main Library, Northwest corner.
631-632-7097

Science and Engineering Library
See North Reading Room above.
631-632-7148

How to Check Stuff Out @ the Libraries?

You can borrow materials from the Main Library and any branch library.

- Your Stony Brook ID card is also your library card
- Books may be borrowed for 30 days; DVDs/videos may be borrowed for one week
- Undergraduates have a borrowing limit of 50 items (maximum of three DVDs/videos at a time)
- Students can renew books and DVDs/videos online, for a maximum of three renewals
- You can return materials to any library or in the Book Drops outside the south exit of the Main Library, near the Commuter Lounge
- Standard fines for late books are \$.25 per day
- Standard fines for late DVDs/videos are \$1.00 per day
- For more information, visit: <http://www.library.stonybrook.edu/borrowing-returning-renewing>

Course Reserves

Copies of books, articles, or even movies put aside at the Libraries or on Blackboard by instructors for students to use for class work.

- Available only for short periods of time—anywhere from 2 hours to 7 days.
- Gives everyone in the class a chance to use the material.
- Check availability and location by using the Library Catalog link on the library homepage and then clicking on the Course Reserves link. Search by course number, author, title, etc.
- Material may be located in the Main Stacks or in the appropriate branch library.

Interlibrary Loan (ILL)

Need a book, article, or other resource that we don't have here at Stony Brook?

- Request it through our Interlibrary Loan department.
- Use the ILL/Document Delivery link on the library homepage to submit request.
- We will try to get it from another institution.
- This service is free to students.
- ILL does not accept requests for textbooks!

Ask a Librarian

If you are having trouble getting started on an assignment or finding what you need:

- Send an IM using the widget on the library website.
- Call 631-632-7110.
- Stop by the Reference Desk in the Central Reading Room to talk to a librarian face-to-face.
- Use the “Ask Us” widget to get an answer to your question.
- Use your smartphone and the library QR code:



Workshops & Tours

- The library holds free workshops each semester to help students get ready for college level research.
- The library offers tours of the building at the beginning of each semester.
- Tours run about 1/2 hour.
- For information on upcoming library events, check:
 - The library news section on the Libraries' homepage.
 - The Stony Brook University Libraries page on Facebook.
 - The Library tab on Blackboard.
- Previous workshops have included the following topics:
 - Research Skills
 - EndNote
 - Zotero
 - Citations/Plagiarism
 - Extreme Google
 - Film Research

Check the website or the Facebook page for details.

Appendix

A Guide to Stony Brook Resources

The best way to succeed is for you to take charge of your college experience.

Below are some listings—including phone numbers, office locations, and webpages—for various campus resources.

STONY BROOK RESOURCES

Academic Judiciary | 632-7080 | Melville Library E-3310

<http://www.stonybrook.edu/uua/academicjudiciary/>

The Academic Judiciary office deals with accusations of dishonesty and grievances. If you wish to file a complaint, visit or call for more information.

Academic and Transfer Advising Services | 632-7082 | Melville Library E-2360

<http://www.stonybrook.edu/aadvising/>

The Academic and Transfer Advising Services provides general advising for transfers, sophomores, juniors, and seniors. Advisors help students develop their academic plans for graduation, works with students in academic difficulty, evaluates transfer credits and serves as a central communicator regarding academic deadlines, policies, and events to all undergraduates

Academic Standing & Appeals | 632-7080 | Library E-3310

<http://www.stonybrook.edu/uua/academicstanding/>

The Committee on Academic Standing and Appeals (CASA) considers a wide range of student needs. These include late adds and late registration, late withdrawals after the published university deadlines, requests for over and under-loads, retaking courses for the third time, academic renewal, changes of credit, and academic standing.

Athletics | 632-WOLF | Sports Complex

<http://www.goseawolves.org>

The Athletics department oversees 20 NCAA Division I teams. For information on the teams, a list of their schedules, and information on coaches and players, visit their website.

Banking | 632-4600 | Student Activities Center 009B

A full-service Teachers Federal Credit Union is located in the lower level of the Student Activities Center. Additional ATM machines (Bank of America) are located in the Student Activities Center, the Stony Brook Union, and the Administration Building.

Career Center | 632-6810 | Melville Library W-0550

<http://www.career.sunysb.edu>

Career planning plays an integral role in the academic planning process for all students. From providing guidance on how to write a résumé to helping you narrow down your career choice, to finding internships, the Career Center's services are here to help you succeed.

Campus Card Office | 632-2737 | Administration Room 254

| 444-8151 | HSC Level 3 Room 162

<http://www.stonybrook.edu/campuscard>

Students can obtain a replacement ID card here; locations on Main Campus and East Campus.

Campus Dining Services | 632-6510 | Various Locations
<http://www.campusdining.org/>

Visit the Campus Dining website to see the variety of dining locations and selections on campus, including vegetarian, Kosher, Halal, Asian, and Italian specialties.

Campus Recreation | 632-7168 | Toll Drive Building #39
<http://www.studentaffairs.stonybrook.edu/rec/>

Campus Rec coordinates many programs for the University community, including intramural sports, wellness programs, sport clubs, open recreation, special events, and equipment rental.

Campus Residences | 632-6750 | Mendelsohn Quad
<http://www.studentaffairs.stonybrook.edu/res/>

Campus Residences oversees all Residence Halls and Residence Hall staff. If you have a question about your living arrangement, contact your Residence Hall Director or Quad Director.

CEAS Undergraduate Student Office | 632-8381 | Engineering Room 127
<http://www.ceas.sunysb.edu/>

This office is home to academic advisors who specialize in serving undergraduate students in majors housed in the College of Engineering and Applied Sciences.

Center for Prevention & Outreach (CPO) | 632-2748 | Stony Brook Union 216
<http://studentaffairs.stonybrook.edu/cpo>

The Center for Prevention and Outreach provides systematic and integrated prevention and early intervention programs in the areas of sexual assault, substance abuse, depression/suicide, and health promotion.

- Depression & Suicide Prevention and Outreach 632-2748
- Sexual Assault Prevention and Outreach 632-9666
(Wo/Men's and Gender Resource Center)
- Alcohol & Other Drugs Prevention and Outreach 632-2748
(Located in Student Health Center)
- Health Education Office 632-9338
(Located in Student Health Center, 2nd Floor)

Commuter Student Services | 632-7353 | SAC 224
<http://studentaffairs.stonybrook.edu/css>

The Office of Commuter Student Services focuses on the enhancement of the educational experience of all undergraduate commuter students. This office seeks to help you become an active participant in campus life so that your experience at Stony Brook is truly satisfying and enriching. They accomplish this by providing services, programs, advocacy, research, and outreach on your behalf.

Counseling and Psychological Services (CAPS) | 632-6720 | Student Health Center
[http://studentaffairs.stonybrook.edu/caps/](http://studentaffairs.stonybrook.edu/caps)

Counseling and Psychological Services (CAPS) offers free and confidential services to currently enrolled students taking at least six credit hours. Included are crisis intervention, brief counseling for individuals, couples, groups, consultation to students, faculty, staff, friends, and parents, and assistance with

referrals to community resources.

Disability Support | 632-6748 | Education Communications Services (DSS) Center Room 128
<http://www.studentaffairs.stonybrook.edu/dss/>

Disability Support Services coordinates advocacy and support services for students with disabilities. These services assist in integrating students' needs with the resources available at the University to eliminate physical or programmatic barriers and to ensure an accessible academic environment.

Environmental Health & Safety | 632-6410 | Suffolk Hall 110
<http://www.stonybrook.edu/ehs/>

The Environmental Health & Safety website provides up-to-date information regarding how to stay healthy and safe on campus.

EOP/AIM | 632-7090 | Melville Library W-3520
<http://www.stonybrook.edu/eopaim/>

The EOP/AIM (Educational Opportunity Program/Advancement on Individual Merit) program provides comprehensive advising services to all enrolled members.

Fedex Office | 632-1831 | Melville Library Ground Floor
The on-campus Fedex Office location provides a variety of document services, including black and white and full-color digital printing and copies, oversize poster and banner printing, and finishing services such as binding, laminating, collating, and mounting.

Frank Melville, Jr. Memorial Library | 632-7100 | Main Campus, Academic Mall
<http://www.library.stonybrook.edu>

The Frank Melville, Jr. Memorial Library houses a variety of departments. Since the hours of each library differ, be certain to check the website for updated schedules.

Health Sciences Office of Student Service | 444-2111 | Health Sciences Center 271
<http://www.stonybrook.edu/hscstudents>

The Office of Student Services is the administrative unit responsible for student services in the Health Sciences. Areas of responsibility include admissions, recruitment, student records, student registration, financial aid and general student services including student government and activities. The level of services the office provides varies by the different academic programs within the Health Sciences Schools, which have an enrollment of over 3,300 students.

Honors College | 632-4378 | Melville Library N-3071
<http://www.stonybrook.edu/uaa/honorscollege>

Stony Brook's Honors College has a special curriculum just for Honors College students, independent of their chosen major area of study. The Honors College is small and highly selective, and its students receive individual attention and smaller seminar courses typically found in small colleges. They also enjoy the vast range of academic opportunities available only at a major research university.

Interfaith Center | 632-6565 | Stony Brook Union, 2nd Floor
<http://www.sbinterfaith.org/>

The Interfaith Center reflects the many diverse religious traditions on our campus. It is the organization for chaplains and campus ministry persons who are officially selected representatives of religious denominations and have a major concern for, and a working relationship with, the University.

International Academic Programs/Study Abroad | 632-7030 | Melville Library E-5340

<http://www.stonybrook.edu/studyabroad/>

The office of International Academic Programs offers undergraduates the chance to study overseas while earning credits towards their degree.

Laundry Services | 632-6517 | Stony Brook Union 250

<http://fsa.sunysb.edu/services/laundry-services/>

Laundry Services is sponsored by the Faculty Student Association and provides this service for students living in the residence halls.

Living Learning Centers (LLC) | 632-4378 | Melville Library N-3071

<http://www.stonybrook.edu/lc>

Located within the Undergraduate College quads, the Living Learning Centers integrate the academic community with life in the Residence Halls. Each LLC offers an academic minor in the Center's theme.

Math Learning Center | 632-6825 | Math Tower S-240A

<http://www.math.sunysb.edu/MLC>

This on-campus site is where students can receive math tutoring.

Meal Plan | 632-6517 | Stony Brook Union 250

<http://fsa.sunysb.edu/services/meal-plan/>

The meal plan is sponsored by the Faculty Student Association in order to provide meal plan services to students, faculty and staff.

Off-Campus Housing | 632-6770 | Stony Brook Union 250

<http://och.fsa.sunysb.edu/>

This office is sponsored by the Faculty Student Association to provide resources for students to find Off-Campus Housing accommodations.

Office of Athletic Bands | 632-4815 | Student Activities Center 222

<http://www.stonybrook.edu/marchingband/>

The Spirit of Stony Brook Marching Band provides university students with the opportunity to combine music, color guard performance, and leadership experiences in a curricular setting. The Spirit of Stony Brook supports University events through the performance of traditional marching band music and routines; creating a sense of spirit and tradition on the Stony Brook Campus. GO! FIGHT! WIN!

Office of the Dean of Students | 632-7320 | Student Activities Center 222

<http://studentaffairs.stonybrook.edu/dos/>

The Office of the Dean of Students advocates for student needs and provides services, support, and coordination for co-curricular programs to help cultivate and develop community, individual growth, wellness, inclusion, and leadership. This office assists students who need assistance with emergency crisis matters and executes the following traditional programs: Homecoming, Earthstock, Community of Awesome, Spirit and Pride Traditions.

Office of Diversity and Affirmative Action | 632-6280 | Administration Room 201

<http://www.stonybrook.edu/diversity>

The Office of Diversity and Affirmative Action is the primary advocate for multiculturalism and diversity at the University.

Office of Multicultural Affairs | 632-7320 | Student Activities Center 222
<http://studentaffairs.stonybrook.edu/oma/>

This office is dedicated to helping Stony Brook maintain an all-inclusive campus community where diversity is valued and celebrated. The Office of Multicultural Affairs hosts traditional events: Festival of Lights, Diversity Day, Black History Month, Asian American History Month, and the Multi-Cultural fashion Show.

Office of the Bursar | 632-9316 | Administration Room 261
Student Accounts | 632-2455 | Administration Room 254
<http://www.stonybrook.edu/bursar/>

The Office of the Bursar/Student Accounts handles all payments made to the University, disburses refund checks, and issues parking permits. The Student Accounts Office, otherwise known as Student Billing and Collections, provides assistance concerning student billing and account questions.

Office of Student Financial Aid & Scholarship Services | 632-6840 | Administration Room 180
<http://www.stonybrook.edu/finaid/>

This office administers two sources of employment for students wishing to work on campus: the Federal Work-Study (FWS) and Student Assistant programs.

Office of University Community Standards | 632-6705 | Administration Room 347
<http://studentaffairs.stonybrook.edu/jud/>

If you have questions about the Student Conduct Code, call or contact the Director for Community Standards.

Ombuds Office | 632-9200 | Melville Library W-0505
<http://www.stonybrook.edu/ombuds/>

The Ombuds Office is available to assist students in resolving difficult problems or disputes related to their lives at the University. All matters handled by the Ombuds Office remain confidential.

Pre-Professional Advising Office | 632-7080 | Melville Library E-3310
<http://studentaffairs.stonybrook.edu/prehealth/>
<http://studentaffairs.stonybrook.edu/prelaw>

The Pre-Professional Advising Office helps students with course selection and course requirements. Advisors can help students who are interested in pursuing careers in law or the health industry.

Registrar | 632-6175 | Administration Room 276
<http://www.stonybrook.edu/registrar/>

The Registrar provides assistance with registration, obtaining enrollment certifications, requesting an address change or a suppression of directory information, ordering a transcript, filing for graduation, or filing an academic major/minor change.

Residential Tutoring Centers (RTC) | 632-6790 | Various Locations
studentaffairs.stonybrook.edu/res/rtc/

Residential Tutoring Centers are located on campus in H Quad, Tabler Quad, and Roosevelt Quad. Residential Tutors are peer students employed to assist you with your academics. Students may attend free tutoring sessions in any of the tutoring centers.

Scholarships, Fellowships, and Awards | 632-7114 | Melville Library N-3005
stonybrook.edu/uaa/scholarshipfellowships/

This office provides current and prospective students with scholarship and fellowship opportunities, program information, and intellectual support.

Seawolves Marketplace | 632-9281 | Student Activities Center (SAC)
<http://fsa.sunysb.edu/campus-stores/seawolves-marketplace/>

The Seawolves Marketplace is located just off of the main lobby in the SAC. It offers fresh coffee, snacks, convenience items, campus logo merchandise, and a selection of special gifts.

Student Activities | 632-9392 | SAC 218
stonybrook.edu/studentactivities

The Department of Student Activities is your source for getting involved with campus life. There are six programmatic areas that create the Department of Student Activities: Student Media, Craft Center, Art Gallery, Weekend Life Programming, Clubs and Organizations, and Fraternity & Sorority Life. The Craft Center and the Student Media are located in the Student Union.

Student Activities Center & Stony Brook Union Facilities Operations | 632-6730 | SAC 220
studentaffairs.stonybrook.edu/for/

The SAC & SB Union host an array of student events every semester. The Facilities and Operations team assists with the implementation of all student events. If you are interested in obtaining a job with this department, feel free to contact them.

Student Health Insurance | 632-6331 | Student Health Center, 1st Floor
studentaffairs.stonybrook.edu/shs/insurance.shtml

Contact the Student Health Insurance Office to learn about student health insurance options.

Student Health Services | 632-6740 | Student Health Center
studentaffairs.stonybrook.edu/shs/

Student Health Services offers comprehensive and cost-effective health services for both medical and psychosocial health problems for all Stony Brook students taking six or more credits a semester.

Student Leadership | 632-7320 | Student Activities Center 222
studentaffairs.stonybrook.edu/studentlife/leadership.shtml

The Student Leadership Office offers students the following opportunities to develop and enhance their inner leader: Get Your Foot In The Door, LEADSTRONG, Practice and Engaging Presentations (P.E.P.).

Student Orientation and Family Programs | 632-6710 | Melville Library W-3519
stonybrook.edu/orientation

These programs help new students and family members make a successful transition into Stony Brook. The staff leads and supports the January and Summer orientation program, Opening Weekend, and various parent and family-related activities throughout the year.

Teaching, Learning, + Technology (TLT) | 632-9800 | Melville Library S-1464
it.stonybrook.edu/

TLT operates the SINC sites, hosts technology workshops, administers Blackboard sites, and provides computer support for students. TLT also provides multimedia and A/V support for faculty and staff.

Transportation and Parking Services | 632-AUTO | Administration Room 254
stonybrook.edu/tps

This office oversees all parking and on-campus transportation, including bus schedules, obtaining parking permits, paying tickets, and appealing tickets.

Undergraduate Colleges (UGC) | 632-4378 | Melville Library N-3071
ucolleges.stonybrook.edu/

Stony Brook University's Undergraduate Colleges are transforming the way in which undergraduate students experience University life. Every first-year student enters Stony Brook as a member of one of the six Undergraduate Colleges organized around themes of general interest. The Colleges are designed to support and develop the interests of students and assist them in taking advantage of the vast resources Stony Brook has to offer.

Undergraduate Research & Creative Activities (URECA) | 632-4378 | Melville Library N-3071
stonybrook.edu/ureca

Stony Brook undergraduates are introduced to the world of research through introductory research-oriented courses, encouraged to participate in independent supervised research projects, and offered useful support services on writing abstracts, giving presentations, and finding research mentors.

Undergraduate Student Government | 632-6460 | Student Activities Center 202
stonybrookusg.org/

The Undergraduate Student Government is elected and represents the Undergraduate student population at Stony Brook. The government, along with its subcommittees, utilizes the student activity fee to fund over 160 clubs/organizations which creates a vibrant campus life. Extra Help: Academic Learning Centers.

University Bookstores
<http://www.stonybrook.edu/provostlias/bookstore> | 632-6550 | Melville Library
<http://webmedbooks.com/suny> | 444-3686 | HSC Level 2, Room 310

The University Bookstores can be found in two different locations. Be sure to check their website for hours of operation.

University Café | 632-6528 | Stony Brook Union
universitycafe.org/

The home of the Monday Night "Rock Yo' Face Case" Music Series.

University Police | Dutchess Hall 162 | 632-6350 (Non-Emergency) | 632-3333 (Emergency)
stonybrook.edu/police/

Emergency Contact Information: (Police, Fire, Medical, Psychiatric, Other) dial 911 from campus phone (631) 632-3333 from an off-campus or cellular phone.

Veterans Affairs | 632-6700 | Administration Room 348
studentaffairs.stonybrook.edu/vets/

Veterans Affairs provides services, such as guidance, to veterans, veterans' dependents and active duty service members.

Visa & Immigration Services | 632-4685 | Melville Library E-5310
stonybrook.edu/commcms/vis/

This office provides assistance to international students, including providing important information regarding immigration, taxes, employment, insurance, and arrival notices.

Writing Center | 632-7405 | Humanities Room 2009
<http://www.stonybrook.edu/writrhet/writingcenter.shtml>

The Writing Center provides services to the Stony Brook community: tutoring individuals and small groups, advancing links between writing and technology literacy, serving and supporting the larger program in Writing and Rhetoric as a central on-campus resource, and it is a reference center for composition.

Campus Safety Information

University Police	632-6350 (Non-Emergency) 632-3333 (Emergency)
Escorted Walk	2-WALK (9255) from campus phone 632-WALK (9255) from off campus or cellular phone
Safety Ride (after dark)	2-RIDE (7433) from campus phone 632-RIDE (7433) from off campus or cellular phone
Environmental Health & Safety	632-6410
Weather-Related Information & Closings	632-SNOW (West Campus) 444-SNOW (HSC Campus)

Common Phrases and Acronyms Used Campus Wide

Academic Calendar	Lists important deadlines; provided by the Registrar's office (See Appendix A)
Academic Dishonesty	Includes cheating and plagiarism (See Chapter 5)
Academic Field/Discipline	An area of study taught or researched at the college or university level
Academic Integrity	Displaying honesty and ethical principles in the creation of your work (See Chapter 5)
Academic Probation	Students whose cumulative GPA falls below a 2.0; you are issued a warning and are required to seek out an academic advisor to create your schedule for the following semester (See Chapter 5)
Academic Standing	Based on a student's GPA; to be in good standing you need a GPA of 2.0 or higher (See Chapter 5)
Add/Drop	The process of adding or removing classes from your schedule that can only be done within the Add/Drop period, which can be found in the academic calendar (See Chapter 8 or Appendix A)
Administrator	Key member of staff that is there to provide leadership to a particular department or program
Advisor	Professional staff member who will guide you in making choices throughout your career
Bachelor's/Baccalaureate Degree	Degree you receive after completing your undergraduate coursework
Blackboard	Virtual classroom—access class notes, documents, and participate in message board discussions
Bulletin	Undergraduate Bulletin is available online and provides important information about your time at Stony Brook

Bursar	University official in charge of handling funds and managing the Bursar's Office; the place where students come to pay any university bills
Campus Life Time	A campus common hour (Wednesday from 1:00-2:20PM) devoted to student life
Co-Requisite	A class that must be taken simultaneously with another class
Credit Hour	An academic unit which represents one hour of study per week; certain number required to maintain full-time status
Dean (of a College or School)	An academic staff member who manages and organizes a particular department
Dean of Students	Person responsible for the welfare and co-curricular success of a student body
Discipline	An area of study, such as history or mathematics
Degree Progress Report	A report available on SOLAR that shows a student's progress towards their declared major
Elective	An optional course of study
Emeritus Professors	A retired professor that may be invited back to give talks or teach classes
Enrollment	Action of enrolling in classes or the number of people enrolled
Full-time	A student who is enrolled in 12 or more credits
Faculty	An employee of the university hired to teach and/or conduct research
GPA	Grade Point Average
General Education Requirement	Class that fulfills part of the fundamental curriculum established by the Trustees of the State University of New York
Humanities	Liberal Art courses such as philosophy, language, history and culture
Incomplete	A grade that may be given if a student has not completed all of the work required in a particular course
Independent Study	An opportunity to customize your study

	by collaborating with a professor on a syllabus designed just for you
Interdisciplinary	Connecting several courses of study
Internship	A valuable way to gain experience and job training in a specific profession
Lab	An academic period reserved for doing scientific or practical work
Lecture	An instructional speech on a particular topic
Major	A specialized concentration in a particular field of study
Master's Degree	A postgraduate degree awarded after you have attained a Bachelor's
Matriculate	To be admitted as a student into a degree program
Minor	A secondary course of study, usually augmenting a major
Multidisciplinary	Presenting several courses of study while leaving any perceived connection between them up to the student
Non-matriculated	To attend classes without being enrolled in a degree program
Office Hours	A scheduled time during the week where you can meet with your instructor to ask questions about the class, your notes, and your progress
G/P/NC (Graded/Pass/No Credit)	A grading option that can be utilized on select classes; speak with an advisor to use this option (See Chapter 8)
Part-time	Being enrolled in less than 12 credits in a semester
Peer Education	Student leaders who serve as models for their peers; work under the behest of the Center for Prevention & Outreach
PhD	Philosophy Doctorate—indicates a person has a high level of expertise in a chosen field
Plagiarism	Includes but is not limited to: copying others' work, using references without properly citing sources, turning in the same paper for two classes, purchasing an already written paper, etc. (See Chapter 5)

Pre-requisite	A more basic course that is required to be taken before a more advanced course
Professor	A person who is esteemed in their area of research, of which they conduct on campus while also teaching classes
Provost	The Deans and Directors of the Colleges, Schools, Libraries, Centers and Institutes, other than those in the Health Science Center, report to the Provost. The Provost reports to the President
Quad Director (QD)	A professional staff member who directs the RHDs and ensures that the concerns of residents in all buildings of the quad are addressed
Quad	A grouping of residence halls
Resident Assistant (RA)	A student who facilitates the development of a community of a given hall, floor or group of suites
Recitation	A class period especially in association with and for review of a lecture
Registration	Enrollment process; includes signing up for classes and paying fees
Research University	University official responsible for keeping records of student enrollment; office that serves as the campus authority on degree completion and academic standing
Residence Hall	An institution of higher learning with a research mission
Residence Hall Director (RHD)	Serve residential students by providing them with a place to live, socialize with other residents, and attend class
Residency Requirement	Refers to actual number of credits you must earn at Stony Brook in order to receive a degree from Stony Brook University
Semester	A period of the academic year
Seminar	A single session of a particular topic
SOLAR	The university's self-service system which gives faculty, staff, and students

online access to manage personal information