The Undergraduate Community
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The first universities were founded in Europe, in the Middle Ages, by students who wished to form communities in which they could live and learn together. The modern university continues this tradition. Faculty, students, and staff together have one central goal: learning together in a community.

The Stony Brook Campus

Close to 35,000 people work and study at Stony Brook, making it larger than the capital cities of several states. Like many small cities, Stony Brook is not only a community in itself; it is a community of communities. Most people who work and study here belong to more than one of the University’s many communities.

Students at Stony Brook belong to academic communities, co-curricular communities, and social communities, and many of our communities encompass all three aspects of university life. All undergraduates are required to complete an academic major, which is itself a community; but many majors have clubs to provide further opportunities for students to connect with other students who have similar interests.

An undergraduate student, for example, may be a member of a sports team or one of our many social clubs, be a resident of a Living Learning Center, and have an academic major. Stony Brook has launched a variety of efforts to build a strong sense of community within the University. The capstone is a new effort to create a comprehensive system of Undergraduate Colleges organized around themes of general interest to incoming undergraduates. This college system has transformed the way in which students experience the University. The Colleges provide the core for an array of opportunities for students to live, laugh, and learn together.

Undergraduate Colleges

Stony Brook’s Undergraduate Colleges have transformed the way in which undergraduate students experience University life. In the Fall of 2004, every first-year student entered Stony Brook as a member of one of six Undergraduate Colleges, each of which is centered around themes of general interest.

The Undergraduate Colleges are designed to support and develop the interests of students and to assist them in taking advantage of the vast resources Stony Brook has to offer. Implementation of the Colleges began in Fall 2002, and all six colleges were in place by Fall 2004.

Faculty members participate in the Undergraduate Colleges through various events organized within the College, through College dinners, and most especially, through special one-credit seminars. These seminars, required for all first-year students, are designed to introduce students to the University community and to explore their role in this community of learners. Each seminar addresses some aspect within the broad theme of the college, based on the faculty’s expertise and interests, and is limited to no more than 20 students. As a result, the Colleges provide opportunities for students and faculty to meet both inside and outside the classroom.

All Undergraduate Colleges include individualized advising and support, special educational and social programs, and opportunities for close interaction with faculty, staff, and fellow students centered around themes of common interest.

Each Undergraduate College has both a commuter and a residential focus. First-year resident members of each College are housed together in the same residential quadrangle. First-year commuters have a centrally located home on the Academic Mall.

On admission, students are asked to indicate their College preferences, but most students will find that every College resonates with some area of the student’s own interests. For instance, a student might be a fan of computer games, so the College of Information and Technology Studies might be of interest; but if that student also is concerned about environmental issues, the College of Human Development also will be appealing. The academic themes of the colleges are described below.

College of Arts, Culture, and Humanities

The College of Arts, Culture, and Humanities is designed for individuals who are interested in the wide scope of human activity—the making of art; the study of behavior; the varieties of language, society, and culture that make up our world. Through programs that point the way to opportunities to think, make, do, and perform, the College is intended to encourage students to stretch their imaginations, hone their skills, and enrich their minds. The College also boasts a newly refurbished arts and cultural center, The Tabler Quad, which includes a performing arts space and facilities for digital media, broadcasting, music, and art.

College of Global Studies

Through courses and activities in languages, government, international affairs, and more, students in the College of Global Studies examine the complex issues of our contemporary global culture. Programs take advantage of the knowledge and insight of Stony Brook’s diverse community; our faculty and students hail from all over the world.

College of Human Development

This College is designed around the investigation of the physical, social, and cultural aspects of human evolution and human development. Programs lead to a wide range of careers that focus on human development, from anthropology and education to psychology and the health professions.

College of Information and Technology Studies

The College of Information and Technology Studies is designed for students interested in the growing areas of technology development and information processing and management. The College seeks to infuse students with a sense of wonder as they discover the power of information and technology and consider their own role in shaping the future. The College provides an enriched first-year experience through a learning community focused on leadership, scholarship, integrity, and creativity.

College of Leadership and Service

Whether it’s politics or the Peace Corps, this College engages students who are interested in public service and leadership. Courses and programs emphasize teamwork and problem-solving as students learn about the roles of busi-
ness, government, and nonprofit organizations in bringing about progress and social change.

**College of Science and Society**
http://www.stonybrook.edu/ucolleges/ssol/

The College of Science and Society emphasizes imagination, research, and discovery in a social context. Students explore the power of creativity to transform the environment in which we live. Students are given opportunities to visit laboratories at Stony Brook and other locations where cutting-edge research is carried out. The College focuses on developing a well-rounded student who is intellectually prepared to meet the challenges of today's complex and changing world.

**Other Communities**

**Academic Majors**

Academic majors allow students to take courses in common and to develop a shared sense of knowledge and understanding with a core of faculty and students. For information about each major, see the chapter “Majors, Minors, and Academic Programs.”

**Academic Minors**

Minors often enroll smaller numbers of students than majors. In minors, students can explore a field other than their major specialization. This gives them the opportunity to broaden their understanding and to connect with students from diverse intellectual backgrounds. For information about each minor, see the chapter “Majors, Minors, and Academic Programs.”

**Living Learning Centers (LLCs)**

Each LLC also leads to an academic minor, in which students take courses with others living in the same residence hall. Residence hall events are also geared to the theme of the LLC. These are typically upperclass programs. For more information about LLCs, see the entry in the chapter “Special Academic Opportunities,” pages 91-92.

**Freshman Learning Communities**

Learning Communities programs are designed to provide an enhanced academic component to the Undergraduate Colleges. Students take several classes in common and have a small seminar conducted by a faculty member or graduate student who also serves as the student’s mentor. For more information about freshman learning communities, see the entry in the chapter “Special Academic Opportunities,” pages 94-95.

**Academic Peer Advising**

This is an upperclass program in which interested students are trained to serve as peer advisors to other students. For more information about the Academic Peer Advising program, see page 41 under “Academic and Pre-Professional Advising” or visit the Peer Advising Web site at http://www.stonybrook.edu/academic-advising.

**Residential Tutoring**

This is an upperclass program in which students are trained to assist other students in their residence halls in developing study skills and succeeding in particular courses. For more information, visit http://www.studentaffairs.stonybrook.edu/rtc.

**Other Social and Academic Clubs and Organizations**

The academic programs listed above, while primarily organized around an academic theme and with an academic purpose, usually include a social aspect. For instance, major and minor programs often host social get-togethers for students to meet other students and the faculty in the program. Similarly, Stony Brook’s many social clubs and organizations often have a related academic theme, and Stony Brook also offers clubs specifically dedicated to learning. The following is only a sampling of the many communities available to students:

- Asian Students Alliance
- Badminton Club
- Buddhism Study and Practice Group
- Caribbean Students Organization
- Club India
- Feminist Majority Leadership Alliance
- Golden Key International Honor Society
- Math Club
- Minorities in Engineering and Applied Sciences
- Minorities in Medicine
- Musicians’ Alliance for Peace
- Native American Cultural Club
- Science Fiction Forum
- Shelana, a student newspaper
- Sigma Beta Honor Society
- Social Justice Alliance
- Sororities and fraternities
- Statesman, a student newspaper
- Stony Brook Gospel Choir
- WUSB, the campus radio station

A more extensive listing of Stony Brook’s clubs and organizations is available at http://www.ic.sunysb.edu/Clubs.

**Years of Community**

In 1999, Stony Brook launched the Campus Community Initiative as a direct result of discussions that emerged during the Student/Faculty/Staff Retreat, an annual event which brings together members from all parts of the University to look at ways to improve where we live and learn.

The first year initiative adopted the theme of the Year of Community and events were organized around that theme. During that year the Academic Mall was transformed into a welcoming gathering place, capping off the achievement with a Fountain Festival in the spring. The Campus Statement of Community was developed that year as well, by a group of students, faculty, and staff.

Each subsequent year a new theme—with community at its core—is chosen and events are organized to promote that theme and encourage student involvement and commitment.

Academic year 2000-2001 was designated the Year of Community Service. Students, faculty, and staff participated in increased volunteer and local outreach efforts, such as working with Habitat for Humanity to construct homes for those in need here on Long Island. A Diversity Fair was included as part of the second Fountain Festival celebration.

Academic year 2001-2002 was designated the Year of Community Leadership. The goals were to promote awareness of the role of leadership in building community, to continue to contribute to the development of the spirit of community at Stony Brook University, and to increase understanding of the role that the University plays in the lives of surrounding communities. The Ray of Light Awards ceremony was created to recognize community leaders and established the first campus Women’s Leadership Symposium. In addition, a campus-wide competition for faculty, staff, and students was initiated to define leadership; submissions were displayed on banners defining leadership that hang along the Academic Mall.

Academic year 2002-2003 was designated the Year of Community: Ethics in
Leadership. Throughout the year, the University held symposia, lectures, and other events that addressed the ethical challenges that confront our society.

Academic years 2003-2004 and 2004-2005 were both designated the Year of Community: Mentoring for Success. During these two years, symposia, lectures, and other events centered on the student experience, investigating the ways in which our professional interactions present mentoring opportunities.