

Stony Brook University

School of Professional Development

Bulletin

Spring 2023

Updated: April 18, 2023

Welcome	8
Admissions	9
Requirements for Admission	9
Application	9
Graduate Record Examination (GRE)	10
Grade Point Average for Admission	10
English Proficiency Requirements for Admission	11
Oral Language Proficiency in English for Applicants Whose Native Language Is Other than English	11
Health Records	12
Waiver of Application Fee	12
Offers of Admission	13
International Students & F-1/J-1 International Student Documentation	13
Non-Matriculated Status (GSP)	14
Transfer of Credit	14
Transfer from Non-Matriculated Status	15
Transfer from Other Institutions	15
Stackable Credentials for School of Professional Development Programs	16
Special Circumstances	16
Secondary Program and Advanced Graduate Certificate	17
Academic Level	17
Glossary	18
Regulations	20
Organization of Graduate Education at Stony Brook	20
The Graduate Council	20
The Department/Program	20
Maintenance of Public Order	20
University Student Conduct Code	21
Bias-Related Crime Prevention	21
Tobacco-Free University	22
Registration Requirements	23

Registration	23
Course and Credit Enrollment	23
Graduate Non-Matriculated Students	23
Course Changes	23
Graduate Students Registering for Undergraduate Classes	24
Undergraduate Students Registering for Graduate Classes	24
Leaves and Withdrawals	25
Leave of Absence	25
Withdrawal from the University	25
Grading Policies	26
Grading System	26
I (Incomplete)	26
S/U (Satisfactory/Unsatisfactory)	27
R (Registered)	27
NR (No Record)	27
Change of Grade	27
Auditing	28
Probation, Conduct and Grievances	29
Academic Probation	29
Academic Warning	29
Academic Dismissal	30
Standards of Academic Conduct	30
Academic Honesty and Scholarly Misconduct	31
Grievance and Appeals Procedure	31
Graduate Council Appeals Committee (GCAC)	32
The Vice Provost of Graduate Education's Decision	33
Academic Dismissal	33
Claims of Discrimination	34
Transcripts and Records	35
Transcripts	35
Student Educational Records	35
Calendar and Absences	36

Academic Calendar	36
Equivalent Opportunity/Religious Absences	36
Courses and GPA	38
Grading System: See Academic Regulations/Grading System	38
Language Proficiency	38
Registration	38
Program Recommendation	38
Time Limit	39
Standards	39
Degrees and Advanced Certificates	40
Overview	40
Advanced Graduate Certificates	41
Master's Degrees	41
Courses and Grade Point Average	41
Grading System: See Academic Regulations/Grading System	41
Language Proficiency	42
Degree Application	42
Registration	42
Program Recommendation	42
Time Limit	42
Standards	43
Awarding Degrees	43
Degrees Awarded Posthumously	43
Waiver of Regulations	44
Teacher Certification	45
Programs	46
Bilingual Education Extension – Advanced Graduate Certificate	46
Admissions	46
Certificate Requirements	47
Coaching – Advanced Graduate Certificate	48
Admissions	48
Certificate Requirements	49

Time to Completion	49
Faculty	49
Educational Leadership Programs	50
Education Leadership program (School District and School Building Leader)	51
School District Business Leadership Program	52
Finance—Advanced Graduate Certificate	55
Admissions	55
Certificate Requirements	56
Financial Aid Information	56
Time to Completion	56
Faculty	56
Adjunct Faculty	57
Higher Education Administration	58
MA in Higher Education Administration and Advanced Graduate Certificate in Higher Education Administration	58
Program Admissions	60
Program Requirements	60
Time to Completion	62
Faculty	63
Course Descriptions	63
Human Resource Management	64
Admissions	65
Program Requirements	65
Course Descriptions	66
Faculty	66
Industrial Management – Advanced Graduate Certificate	67
Certificate Requirements	67
Time to Completion	68
Faculty	68
Liberal Studies	69
Admissions	69
Degree Requirements	69

Faculty	70
Teaching: Biology	71
Degrees Awarded	71
MAT Program Requirements	71
MAT Admissions	73
Five-Year BS/MAT Biology Teacher Preparation Program	74
Faculty	78
Course Descriptions	78
Teaching: Chemistry	80
Degrees Awarded	80
MAT Program Requirements	80
MAT Admissions	82
Five-Year BS/MAT Chemistry Teacher Preparation Program	82
Faculty	87
Course Descriptions	87
Teaching: Earth Science	88
Degrees Awarded	88
MAT Program Requirements	88
MAT Admissions	90
Five-Year BS/MAT Earth Science Teacher Preparation Program	90
BS/MAT Program Requirements	91
BS/MAT Admissions	98
Teacher Certification	98
Faculty	99
Course Descriptions	99
Teaching: English	100
Degree Awarded	100
Master of Arts in Teaching English Admissions	100
MAT Program Requirements	100
Course Descriptions	102
Teacher Certification	102
Faculty	102

Teaching: French	103
Degrees Awarded	103
MAT Admissions	103
MAT Program Requirements	104
Course Descriptions	105
5-year Program in Linguistics and French Combined Degree: BA + MAT	106
BA/MAT Program Requirements	106
Teacher Certification	107
Faculty	108
Teaching: Italian	109
Degrees Awarded	109
MAT Admissions	109
MAT Program Requirements	110
5-year Program in Linguistics and Italian Combined Degree: BA + MAT	111
BA/MAT Program Requirements	111
Teacher Certification	113
Faculty	113
Course Descriptions	114
Teaching: Math	115
Degrees Awarded	115
Master of Arts in Teaching Mathematics Admissions	115
MAT Program Requirements	116
Combined Bachelor of Science in Mathematics/Master of Arts in Teaching Mathematics leading to NYS Teacher Certification in Mathematics	117
Applying to a Combined Bachelor's/Master's Program	118
BS/MAT Application	118
Tests	120
Matriculation into the Graduate Career	120
Glossary	121
Teacher Certification	121
Faculty	121
Course Descriptions	121

Teaching: Physics	122
Degrees Awarded	122
MAT Program Requirements	122
MAT Admissions	124
Five-Year BS/MAT Physics Teacher Preparation Program	124
Teacher Certification	129
Faculty	130
Course Descriptions	130
Teaching: Social Studies	131
Degrees Awarded	131
MAT Program Requirements	131
MAT Admissions	133
Combined Bachelor of Arts in History/Master's Program leading to NYS Teacher Certification in Social Studies Grades 7-12	134
BA/MAT Program Requirements	134
BA/MAT Admissions	139
Teacher Certification	140
Faculty	140
Course Descriptions	140
Teaching: Spanish	141
Degrees Awarded	141
MAT Admissions	141
MAT Program Requirements	142
5-year Program in Linguistics and Spanish Combined Degree: BA + MAT	143
BA/MAT Program Requirements	143
Graduate Spanish Coursework for MAT SPN	144
Teacher Certification	146
Faculty	146
Course Descriptions	146
Course Descriptions	147

Welcome

Welcome to the Stony Brook University School of Professional Development (SPD) Bulletin Online, the official SPD Bulletin. The SPD Bulletin is updated on a regular basis. Historical versions are archived once per year.

The School of Professional Development (SPD) is home to [Stony Brook University's](#) graduate programs in education, human resource management, liberal studies, and other credit and non-credit professional educational opportunities.

The Bulletin is divided into five sections:

- Admissions
- Regulations
- Degrees and Certificates
- Programs
- Course Descriptions

Students are responsible for reviewing, understanding, and abiding by the University's regulations, procedures, requirements, and deadlines as described in all official publications and calendars. This includes the SPD Bulletin, the [Registrar's Graduate School & SPD Academic Calendars](#) and the University's policies regarding [Student Conduct and Community Standards](#).

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Contact University Police at (631) 632-6350. Visit the [United States Department of Education Website](#) for campus data statistics and search for Stony Brook.

SPD's Mission Statement

It is the mission of the School of Professional Development to:

- provide high quality, research-based graduate programs at the master's and post-master's level that foster the application of "theory to practice" and provide students with a deeper understanding of current issues in their disciplines.
- continuously experiment in developing new programs, new delivery formats including asynchronous, synchronous and hybrid education, and new instructional models that enhance educational quality for all students at the University, in the region and across the country.
- serve as a source of expertise for the campus and community concerning K-12 education, distance education and professional development.
- revitalize the area's workforce through education that helps stimulate business growth and strengthen its economic well-being.
- enable all members of the University community to increase their academic and professional knowledge as a way of constantly improving the University and its activities.

Admissions

Requirements for Admission

Admission to the School of Professional Development requires that the applicant have the preparation and ability that — in the judgment of the program and Stony Brook University's School of Professional Development — are sufficient to enable satisfactory progress in the degree program or certificate. A U.S. bachelor's degree or the equivalent is required (for example, a four-year/120 credit hour accredited program) with a minimum overall grade point average of 3.0 on a 4.0 scale. The student must present evidence that such a degree will be awarded by the time graduate work is to begin. Post-master's Advanced Graduate Certificates require proof of having been awarded a master's degree from an accredited institution with a minimum overall grade point average of 3.0 on a 4.0 scale.

Students who already hold an advanced academic degree from any university may not earn a second degree from Stony Brook University at the same level in the same disciplinary field (e.g., if you have an MS in Computer Science, you cannot also earn a Stony Brook MS in Computer Science).

Application

Application for admission to the School of Professional Development is made to a specific program for a designated degree or certificate. Additional admission requirements are listed in each program's section of the Bulletin website. To be considered for admission, all applicants must submit a completed application online as well as the following documentation to the graduate program:

1. One official copy of any transcript from any undergraduate* college or university attended, from which a degree was conferred. If transcripts are in a foreign language, authoritative English translations are required in addition to the original documents. See Academic FAQs under Transcripts for a list of acceptable translation services.)

*For Post-Master's Advanced Graduate Certificates, an official transcript from a graduate college or university from which a master's degree was conferred will be accepted.

2. Note: Educational systems that cannot be compared to the United States must be evaluated by a US credentials evaluation service before admission can be finalized.
3. Up to three letters of recommendation depending on individual program requirements.
4. Documented proficiency in English for international students (see the English Proficiency Requirements for Non-Native Speakers of English below for details).
5. Any other documentation stated by SPD as a requirement for specific program's admission (ex: a copy of permanent or professional teacher certification.)

To fill out an application, students must go to the [SPD application portal](#) and create an online account. A non-refundable application fee will be charged via credit card when submitting the online application. All applicants are required to pay the application fee. Exceptions can be found under Waiver of Application Fee.

Early application is strongly suggested for the most expedient review, and for optimal course enrollment options. Admission decisions are made by programs. Late applications will be accepted but will be considered only by the programs where openings still exist and may be considered for the following term.

An offer of admission to graduate study at Stony Brook is for a specific semester. An applicant who is accepted to a program and is unable to enroll for the semester specified should request a deferment of admission no longer than one year from the original intended entry term from the primary program. If the request is granted, the student will be sent a new offer of admission for the subsequent semester, and the School of Professional Development will be notified accordingly.

International students must submit a new "Request for Certificate of Eligibility and Declaration and Certification of Finances" form to request an updated Form I-20 or IAP-66 valid for the updated semester of admission. Unused Forms I-20 or IAP-66 must first be returned. For more information and to utilize the AccessVIS system, please see the [Visa and International Services website](#).

Graduate Record Examination (GRE)

Graduate Record Examination (GRE) and Graduate Management Admission Test (GMAT)

The GRE General Test is no longer required for prospective students seeking admission to any School of Professional Development master's degree programs. Please refer to the admission requirements of the specific program of interest.

GMAT and/or GRE scores are optional for the Advanced Graduate Certificate in Finance program. Please use the following code when sending your scores: K6R-3Z-10.

GPA for Admission

An applicant must have a minimum undergraduate cumulative grade point average of 3.00 on a 4.00-point scale, where A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67 and D+ = 1.33, D = 1.00, D- = .67 and F = 0.00. If the student attends a college that only gives Passes or Credits for the first year of study, then these grades will be evaluated as C for GPA admission purposes unless the student provides actual grades.

Non-matriculated students applying through the School of Professional Development must have a minimum undergraduate cumulative grade point average of 2.50 on a 4.00-point scale.

English Proficiency Requirements for Admission

All students who are not native or primary speakers of English must demonstrate proficiency in English to be admitted to the School of Professional Development. Stony Brook University has established overall minimum English language competency requirements for admission to graduate study.

A native speaker of English is someone who learned English as a child and uses English as his or her primary language at home. A primary speaker of English may speak a language other than English at home but has developed native fluency as a result of using English exclusively in most social and educational contexts.

All students must declare their native language as part of the admission process. Intentional misrepresentation by a student of his or her native language is academic dishonesty and is grounds for dismissal from the School of Professional Development.

To be considered for admission, an applicant who is not a native or primary speaker of English must present a minimum score for either the TOEFL or IELTS tests, as defined below. Students who fail to meet this requirement must enroll in a course at the Intensive English Center (IEC) and achieve satisfactory grades before admission to graduate study. At the request of the program, conditional admission may be offered to students who do not meet minimum language requirements for admission. *Note:* Students whose scores on either of these tests are more than two years old must retake the test.

IELTS: Overall score of 6.5, with no subsection recommended to be below 6

TOEFL iBT: Overall score of 80 for master's applicants

Note: Master's students who have earned a degree from an English language university or college, where all instruction is in English, may be admitted without taking the TOEFL or IELTS tests.

Oral Language Proficiency in English for Applicants Whose Native Language Is Other than English

All applicants to teacher education programs whose native language is other than English must demonstrate oral language proficiency in English by taking the Internet-based Test of English as a Foreign Language (TOEFL- iBT) Speaking Component with a minimum score of 28. At the discretion of the program director:

- The iBT test will be required of applicants to foreign language (French, German, Italian, Spanish) education programs.
- Students may be recommended for remediation courses in English as a Second Language if oral language proficiency is not appropriate to program goals. Satisfactory completion of these courses will be required for continuation in the teacher education program.
- For information regarding TOEFL- iBT log on to: www.toefl.org

The TOEFL iBT is administered at centers throughout the world several times each year; applicants should forward their scores directly to the School of Professional Development (the Stony Brook code is 2548). Further information is available by contacting the Education Testing Service, Princeton, New Jersey 08540, USA, or at www.toefl.org. Information on the IELTS test can be found at www.ielts.org.

Students whose speaking test scores do not meet our minimum standards for teaching will be assigned to an Oral Academic English (OAE) course.

Health Records

Any accepted students who plan to enroll in one or more courses on campus are required by New York State law to file a completed health history and physical examination with the Student Health Service. Transfer students may submit copies of their health forms from their former schools provided they contain the information required by the Student Health Service and are less than two years old. Any questions regarding health record and or health insurance requirements must be addressed to the [Office of Student Health Services](#).

Waiver of Application Fee

To fill out an application, students must go to the [School of Professional Development Application Portal](#) and create a new online account for each application. A nonrefundable application fee will be charged when the online application is submitted.

All applicants are required to pay the application fee. Exceptions are limited to:

- Applicants who re-apply for admission within one academic year of declining an official offer of admission.
- Students who are U.S. citizens and have current documentation from a financial aid administrator of an appropriate college or university official substantiating that they are currently enrolled and that the payment of the application would create a financial hardship (complete financial information for the current academic year must be provided, including total cost of education and amount and types of financial aid received). To qualify, applicants must request a waiver from the School of Professional Development Records and Admissions Office before they submit their application for admission and should include the necessary documentation listed above.
- Current students who have a fellowship/scholarship through EOP, HEOP, SEEK, McNair, Project 1000, AGEP, CSTEP, LSAMP, and AMSNY. To qualify, applicants must have a letter or email from the appropriate agency sent to the School of Professional Development Records and Admissions Office (spd@stonybrook.edu).
- Veterans of the United States Military Service, currently on Active Duty or members of the National Guard or Reserves are exempt from paying the graduate application fee. *NOTE: Before fee waiver is applied, veterans must be vetted through the [Office of Veteran Affairs](#) at Stony Brook University.*

Appropriate supporting documentation for the application fee waiver can be emailed to spd@stonybrook.edu. Once the admissions office receives the appropriate documents, the fee will be waived for the applicant so they may submit their online application without paying. Application fees cannot be refunded so do not submit and pay the fee if you are requesting a waiver.

Note: Students who do not enroll within 12 months of the original offer of admission must submit a new application and fee.

Offers of Admission

Offers of admission to a specific program for a specific semester and year are sent by graduate programs following the evaluation of applications. Offers of admission for a fall semester are not valid for a previous summer term. Such offers are limited to the conditions included and are subject to the final approval of the Program and the School of Professional Development. If specific application documents are missing, the applicant has deficiencies to remove upon arrival, or the cumulative GPA is below 3.00 on a 4.00 scale, the offer will be conditional upon fulfilling all remaining requirements. Offer letters will indicate a deadline date for accepting or declining the offer.

International Students & F-1/J-1 International Student Documentation

Each person planning to study, teach or engage in research in the United States is required to have the appropriate immigration status for that activity. The immigration documents for F-1 and I-1 student status are issued by Visa and Immigration Services at Stony Brook University based on receipt of required supporting documentation, including evidence of admission, English language proficiency, and proof of financial support for the program of study. Non-immigrant students are responsible for obtaining and maintaining the appropriate immigration status for their stays in the United States.

Upon application to Stony Brook University, Visa and Immigration Services will email applicants information on how to log in to [accessVIS](#) and submit the electronic request for a Form I-20/DS-2019. Requests are processed upon BOTH admission to the academic department and clearance by the School of Professional Development.

Government regulations require that international students attend the institution that issued the I-20/DS-2019 used for entry into the United States. Transfers between institutions may be possible if a student can show that he or she reported to the original institution with the appropriate clearance.

Please contact [Visa and Immigration Services](#) for any questions related to I-20/DS-2019 issuance or transfers.

Non-Matriculated Status (GSP)

Any person holding a bachelor's degree, its equivalent, or an advanced degree from an accredited institution of higher learning is eligible to be considered for admission to the University as a non-matriculated graduate student, also referred to as a "GSP" student. Such students may enroll in graduate courses that are open to GSP students (no reserves) as non-degree students after submitting a completed application to The Graduate School. Contact the Graduate School for additional information at (631) 632-4723 or on the [GSP page of the Graduate School's website](#). Non-degree students who later wish to pursue a graduate degree will need to make a formal application for admission and may transfer a maximum of 12 credits taken at non-matriculated status to a graduate master's or post-master's degree program or 6 to an advanced graduate certificate program.

Students who wish to apply for graduate non-matriculated status as a member of their off-campus cohort contract with the School of Professional Development apply through, and are governed by, the School of Professional Development.

Students who are matriculated (eligible to enroll) with graduate non-matriculated program status, but who exceed the maximum number of allotted credits to be transferred into a master's or post-master's program (12 credits) or an advanced graduate certificate program (6 credits), must petition through the appropriate School for approval of the excess credits. Petitions must include a rationale as to why students didn't matriculate prior to the petition. Approval of credits beyond the minimum is not guaranteed. If approved, a re-matriculation fee of \$50.00 will be charged and must be paid before your petition is processed.

Transfer of Credit

A maximum of 12 credits (internal or external) may be transferred to a master's or post-master's program and a maximum of 6 credits may be transferred to a certificate program at Stony Brook with the approval of the program and the School of Professional Development provided that they have not been used toward the satisfaction of any degree or certificate requirements here or at another institution and are not older than five years old. Credits that were earned five to ten years ago, may be considered for possible transfer credit, but are not guaranteed. Credits earned ten or more years ago are not considered eligible for transfer credit.

Transfer from Non-Matriculated Status

Students transferring from non-matriculated status are limited to a maximum of 12 graduate credits for master's degrees and 6 credits for certificates. All graduate courses completed in non-matriculated status will be counted as part of the total graduate grade point average (GPA).

Transfer from Other Institutions

A candidate for the master's degree may petition to transfer a maximum of 12 graduate credits from another institution toward their master's or post-master's degree requirements. These credits must be from an institution authorized to grant graduate degrees by recognized accrediting commissions and meet the following guidelines:

- Credits must not have been used to fulfill the requirements for either a baccalaureate or another advanced degree or certificate.
- Credits must not be more than five years old at the time the student is admitted to graduate study at Stony Brook. Acceptance of courses older than five years but less than ten years are contingent upon support of the program director and approval by the School of Professional Development.
- Credits must clearly be graduate level in order to be considered for transfer.
- Credits must carry the grade of B or better. "Pass" or "Satisfactory" grades are not transferable unless these grades can be substantiated by the former institution as B (3.0) or better.
- Grades earned in transferred courses are not counted as part of the overall GPA at Stony Brook.
- Work from one master's degree is not transferable to a second one.

Transfer from Non-US Institutions

Courses taken at institutions outside the United States: College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the institution where the courses were taken is accredited by the Ministry of Education in that country. International transfer students who have completed college level courses outside the United States may be requested to submit proof of accreditation by the Ministry of Education or provide a WES evaluation.

Transfer between Primary and Secondary Programs

A maximum of 12 graduate credits from Stony Brook, which were earned in a primary program prior to a student being accepted into a secondary program, can be applied to the secondary program. Credits applied to the degree requirements of a primary program cannot be applied toward the degree requirements of a secondary program.

NOTE: In rare instances, the transferring of credits may vary by program. Please refer to the program listing.

Stackable Credentials for School of Professional Development Programs

Graduate-level credits earned and applied to a microcredential and/or an advanced graduate certificate program can also be applied toward a master's degree in the School of Professional Development. These credits may also be applied to another university microcredential, but they

cannot be applied to another advanced graduate certificate program. Once a student has completed a master's degree, that student is no longer eligible to earn an Advanced Graduate Certificate that would lead to that same master's degree. Courses being applied cannot be more than 5 years old, and transfer credits from another institution cannot be applied in addition to the microcredential credits.

Special Circumstances

Conditional Admission

In exceptional cases where certain admission requirements are not met or the undergraduate preparation is inadequate, an applicant may be admitted conditionally. Such applicants will be considered on probation during the first semester. Program recommendation and School of Professional Development approval are required for conditional admission.

Students admitted conditionally for a low cumulative GPA must earn an overall graduate average of at least a B (3.0) during the first semester or first six credits of enrollment to be permitted to continue. For Graduate Matriculated Students, the overall GPA must be a minimum 2.5 after the first six credits. In this case, the student is considered to have achieved regular admission status.

A student admitted conditionally because of a low cumulative GPA who fails to earn a B (3.0) or 2.5 average for GSP students after the first six credits will not be permitted to re-enroll. Both the student's program and the School of Professional Development may set conditions that the student must satisfy during the early period of graduate work.

Change of Graduate Program and/or Academic Level

Should a student wish to change from one SPD program to another SPD program following admission and matriculation, a "[Change of Graduate Program](#)" form must be submitted to the School of Professional Development with original signatures by both prior and new department or program directors. In addition, international students who seek to change their program must obtain approval of an international student advisor.

Students must submit this form to the School of Professional Development before the first day of classes of the first semester indicated for the New Degree Program. Forms received after this date will be denied.

Changing from an SPD program to a program offered by a department other than SPD requires the student goes through the regular application process according to the new program. Once admitted to the new program, the student will need to submit an "Official Withdrawal from Program" form to SPD in order to discontinue the SPD program.

 [ACCESS ALL SPD FORMS](#)

Secondary Program and Advanced Graduate Certificate

Should a student wish to add a secondary program or an Advanced Graduate Certificate to his or her primary program of study, a " [Permission to Enroll in a Secondary Degree or Secondary Certificate Program](#)" form must be submitted to the School of Professional Development with original signatures by both the primary and new Graduate Program Directors. Final approval rests with the School of Professional Development. International students are required to obtain approval of an international student advisor.

Students who complete the published requirements for a second degree/certificate without obtaining this approval in advance are NOT eligible to receive the degree.

A maximum of 12 graduate credits from Stony Brook, which were earned in a primary program prior to a student being accepted into a secondary program, can be applied to the secondary program. For Advanced Graduate Certificates, students can apply a maximum of 6 credits earned in a primary program prior to being accepted into the certificate program (with exception to Post-Master's programs which allow 12 credits). Credits applied to the degree requirements of a primary program cannot be applied towards the degree requirements of a secondary program.

Credits applied to a primary program can be applied towards the requirements of an Advanced Graduate Certificate.

The time limit for a degree program remains that same when adding a secondary certificate. A student must complete the certificate within the time limit for the degree program completion.

Academic Level

SPD Part-Time Students

Part-time students admitted to the School of Professional Development will register for no more than 11 credit hours per semester.

Part-time students are classified as G1, G2, G3, or G4 depending on the program to which they have been admitted and their previous graduate training.

The academic level of a G1 or G3 student who has completed 24 credits of coursework at Stony Brook is changed to G2 or G4, respectively.

A G1 will be automatically converted to a G2 when the student has completed and received grades for 24 or more graduate credits at Stony Brook; a G3 will be automatically converted to a G4 when the student has completed and received grades for 24 or more graduate credits at Stony Brook; Incompletes are not completed credits.

Part-Time Enrollment

Full-time graduate students may be eligible to register part-time in their last semester if the number of credits needed to complete the program is less than a full-time load. If part-time enrollment is authorized for this reason, the student **MUST** graduate at the end of that particular term.

International students should contact the Visa and Immigration Services office.

Domestic students who hold a Graduate/Teaching Assistantship on campus should have their Graduate Program Coordinator contact the School of Professional Development with a request for part-time enrollment.

Change of Primary Program

Should a student wish to change their graduate program to another SPD program following admission and matriculation, a Change of Graduate Program form must be submitted to the School of Professional Development with original signatures by both prior and new Graduate Program Directors or Coordinators. The form can be downloaded on the [Forms page](#) of the SPD website. In addition, international students who seek to change their program must obtain approval of an international student advisor.

Students must submit this form to the School of Professional Development before the first day of classes of the first semester indicated for the New Degree Program/ Level. Forms received after this date will be denied.

Accelerated Bachelor's Master's Programs

Information on this is available under "Accelerated Bachelor's Master's Programs" within this Bulletin.

Glossary

Combined Degree - Student will be awarded both their undergraduate and graduate degrees concurrently upon successful completion of both programs. Students will only be recommended for their initial/professional teaching license after both their degrees have been awarded and student has submitted their FERPA release forms and processing fee to the University Certification Office. This includes all five year teacher preparation programs including the BA/BS MAT programs with the School of Professional Development and the BA/MA in English, History and TESOL with the Graduate School.

Accelerated Degree - Student will be awarded their undergraduate degree upon successful completion of their undergraduate degree requirements. Stony Brook University does not currently offer accelerated degree programs that lead to teacher certification.

Regulations

Organization of Graduate Education at Stony Brook

Under the direction of the provost, Graduate School and School of Professional Development administration rests with the dean and the administrative staff of the Graduate School and the School of Professional Development in conjunction with the Graduate Council.

The Graduate Council

The membership of the council includes one representative from the library, one professional employee, and two representatives each from the faculty of the Health Sciences Center, the College of Engineering and Applied Sciences, the Division of Humanities and Fine Arts, the Division of Social and Behavioral Sciences, and the Division of Natural Sciences. One of the two Health Sciences Center representatives must be from Basic Health Sciences. Additional members include two graduate students chosen by the Graduate Student Organization. Elected faculty members serve for three years with staggered terms. The chairperson and the secretary of the Graduate Council are elected by the council. Among other duties detailed in the "Faculty By-Laws," the council must approve all graduate programs before their submission to the SUNY System Administration Office and the State Department of Education.

The Department/Program

Each program exercises a large measure of responsibility for its graduate program. The graduate program director administers graduate activities. Individual programs select graduate applicants and recommend them for admission. The programs are responsible for administration of the graduate program, including coursework, supervised research, and any teaching assistantships, and/or graduate examinations. It is the program that certifies to the School of Professional Development that the student has completed all degree requirements.

Maintenance of Public Order

The University wishes to maintain public order appropriate to a university campus without unduly limiting or restricting the freedom of speech or peaceful assembly. The State University Board of Trustees' Rules for the Maintenance of Public Order (Part 535 of Title VIII—Compilation of Codes, Rules, and Regulations of the State of New York) are printed in the Student Conduct Code brochure. For the Rules of Public Order, please visit <https://www.stonybrook.edu/commcms/studentaffairs/ucs/policies/order.php>.

Questions regarding the Conduct Code, the hearing process, procedures for filing a complaint, or volunteering to become a student hearing board member can be directed to:

Office of University Community Standards
348 Administration Building
(631) 632-6705

University Student Conduct Code

The University Student Conduct Code provides students, faculty, staff, and visitors with a procedural guide to initiate a complaint against a student when their rights as members or visitors to the University community have been allegedly violated. For all students, the Conduct

Code supports compliance with state and federal laws pertaining to drugs, alcohol, weapons, physical assault, harassment, sexual harassment, sexual assault or abuse, acquaintance (date) rape, relationship violence, discrimination, and racial and sexual preference harassment.

Intervention by the Office of University Standards addresses inappropriate conduct and also serves to educate students on how their conduct affected themselves, others, and the University community.

University expectations for student conduct as outlined in the University Student Conduct Code are reviewed through the Rules Revision Committee that includes student participation.

To obtain a copy of the Conduct Code or Alcohol Policy,
see: <https://studentaffairs.stonybrook.edu/ucs/docs/universitystudentconductcode.pdf>

Students (undergraduate and graduate, resident and commuter) can apply to become Administrative Hearing Board volunteers. When selected, Hearing Board members are trained to hear evidence and render fair and objective decisions on allegations brought to the formal hearing process.

Questions regarding the Conduct Code, the hearing process, procedures for filing a complaint, or volunteering to become a student hearing board member can be directed to:

Office of University Community Standards
348 Administration Building
(631) 632-6705

Bias-Related Crime Prevention

For more information, please visit the University Police Department website at:

<http://www.stonybrook.edu/police/>

Tobacco-Free University

Effective January 1, 2016, Stony Brook University became 100 percent tobacco-free. This includes all tobacco and smoke/vapor-producing products. For more information regarding the policy, please visit:

<http://www.stonybrook.edu/commcms/tobaccofree/>

Registration Requirements

Registration

Students failing to register before the first day of classes or before late registration begins may still register during the first 15 days of the semester, but will be charged a late fee.

Students are responsible for the oversight of their enrollment, whether self-enrolled or block-enrolled as a member of an off-campus cohort. Programs or individual faculty members do not have authority to waive these rules.

Course and Credit Enrollment

All students must have prior permission from their department/program to take any courses outside of their primary degree plan.

Graduate Non-Matriculated Students

Graduate Non-Matriculated students may be eligible to enroll in up to 18 credits per term depending on the level of the courses. Requests to enroll in credits in excess of 12 credits per term must be submitted in writing to SPD@stonybrook.edu for consideration.

Course Changes

The add/drop period to have no "W" recorded begins on the first day of classes and ends at the close of business (4PM) on the tenth business day of classes of the fall, spring, or off-campus cohort semester, the fifth business day of classes of six-week summer sessions, or the first day of classes of three-week winter sessions.

For SPD online students, the add/drop period to have no "W" recorded begins on the first day of classes and ends at the close of business (4PM) on the tenth business day of classes of the fall or spring semester. However, SPD online students have access in SOLAR to withdraw from individual courses through the fifteenth day of classes (4PM).

When a student withdraws from a class or the semester after the posted academic calendar deadline date, tuition is charged based on the Tuition Liability schedule found on the Registrar's graduate academic calendar. This information is available on the Registrar's website. Tuition liability starts after the seventh day of the semester counting Saturday and Sunday.

At the end of the add/drop period, from days 11 to 15, students may swap courses by petition through SPD. A "W" and tuition liability will not be incurred only if an even number of credits are added and dropped in a single transaction (i.e., a swap of 12 credits for 12 credits). NOTE: This is not for SPD online students.

After the registration deadlines pass, all registration related matters require a "Retroactive Add, Drop, or Registration" form to be submitted and approved by SPD.

Graduate Students Registering for Undergraduate Classes

Graduate students may take undergraduate courses with the approval of their adviser and Graduate Program Director and the approval of the appropriate undergraduate faculty and Director of Undergraduate Studies. Undergraduate courses do not count towards a graduate student's full-time status and are not counted for credit. Undergraduate credits cannot be used towards graduate degree requirements for any graduate-level program.

All matriculated graduate students are responsible for undergraduate tuition costs. Undergraduate coursework does not count towards full-time enrollment for graduate students and may affect a student's financial aid.

Additional requirements may apply for international students. Undergraduate coursework does not count towards full-time enrollment for international graduate students. All international graduate students should contact Visa and Immigration Services before enrolling in an undergraduate course.

Undergraduate Students Registering for Graduate Classes

Upon request of the Graduate Program Director and/or the approval of the instructor of a graduate course, the School of Professional Development may authorize the admission of undergraduates of exceptional ability to graduate courses. Graduate courses taken while an undergraduate remain part of the undergraduate record except for students in approved accelerated, five-year bachelor's/master's programs, or students who have already been accepted for future graduate study at Stony Brook University.

Undergraduate students who have been admitted to the School of Professional Development at Stony Brook may apply a maximum of six credits toward the graduate degree for courses taken with advance approval and future offer of admission to SPD. These credits may not be applied to the undergraduate degree.

Courses numbered 500 and above cannot be used to satisfy distribution or proficiency requirements for undergraduates. See Permission for Undergraduate Students to Enroll in Graduate Courses if you are not in an accelerated, five-year bachelor's/master's. See Permission for Undergraduate Students in an Accelerated or Combined Degree Program to Enroll in Graduate Courses if you are in an accelerated, five-year bachelor's/master's program. Requests must be processed by the fifth day of classes for the semester of enrollment.

Leaves and Withdrawals

Leave of Absence

School of Professional Development (non-matriculated and matriculated) students do not need to request a leave of absence if they do not plan to enroll in a given semester, however they are asked to keep their program apprised of their leave and anticipated return. Students may need to contact spd@stonybrook.edu upon their return to have their student record term-activated to allow for enrollment.

Non-matriculated students will be discontinued after three semesters (fall and spring only) of no enrollment. Readmission requires a new application and fee.

Matriculated master's students will be discontinued after five continuous semesters without enrollment (fall and spring only). Readmission requires a new application and fee.

Withdrawal from the University

The process of withdrawing from the University is a formal procedure that the student must initiate. A student finding it necessary to withdraw from the University must first withdraw themselves from any course or courses either via SOLAR or submission of a completed Retroactive Add/Drop Registration form. Once withdrawn from all courses in the given semester, they must submit an Official Withdrawal from Program form to the graduate program director and the School of Professional Development.

- Students may withdraw from the University up to the last day of classes; however, financial liability to the University still remains. Permission may be granted by the School of Professional Development by submitting a completed Retroactive Add, Drop or Registration form, which can be downloaded on the Forms page of the SPD website.
- Students are urged to discuss all withdrawals with their graduate program director before such an action is taken. International students must discuss withdrawals with an international student advisor before initiating the process as a withdrawal may jeopardize their immigration status.

More information regarding access to systems after taking a leave of absence or withdrawal from the University can be found on the Division of Information Technology's website, "[Leaving Stony Brook?](#)"

Grading Policies

Grading System

The following grading system will be used for graduate students: A (4.0), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), C (2.00), C- (1.67), F (0.00). Graded/Pass/No Credit (G/P/NC) and grades of D are not approved grades for graduate students.

- A student's permanent academic record must reflect a final grade or a withdrawal grade for each course in which he or she is enrolled.
- If a student receives an incomplete (I) grade and the final grade has not been reported by the scheduled deadline (see [Registrar's Academic Calendar](#)), or if the deadline has not been appropriately extended, an I/F grade will be recorded. This will calculate towards the term and cumulative GPAs as an F.
- Courses that are designated in the Bulletin as "may be repeated for credit" may be taken more than once for credit and all grades earned will be used to calculate in the GPA for probation or graduation purposes.

All other courses can only be repeated at the discretion of the instructor of the course and the student's Graduate Program Director, and they may only be repeated once. A permission form is required to enroll in a course that is being repeated. Only the most recent attempt/grade will count towards the grade point average, but both attempts and both grades will appear on the official transcript.

- A student's official transcript will show all grades received. A student's transcript shall reflect the cumulative GPA as calculated for probation and graduation.

Final grades for all courses are the responsibility of the instructor of the course and represent his or her best judgment of the performance of the individual student. While the judgment of the instructor is not an academically appealable matter, there may be circumstances in which a student may appeal to have a grade re-evaluated. In all such cases, the request for re-evaluation must be made in writing within four calendar weeks of the notification of the final grade by the Registrar.

I (Incomplete)

An "I" is an interim grade given at the discretion of the instructor at the student's request and upon evidence that good cause, such as serious illness, prevented the student's completion of course requirements. In granting a grade of I, the instructor signifies a willingness to receive student work and submit grades in accordance with official deadlines and policies.

- Auditing a subsequent offering of the course may not make up an Incomplete.
- Final grades for students granted temporary grades of Incompletes "I", must be submitted by the subsequent term. The deadline for "I" grade completion is listed on the academic

calendar each semester and is published by the Registrar's Office. However, the instructor may require that the work be completed at any time prior to the end of the Incomplete extension period. Students should confer with their instructors to establish the deadline for the work to be completed.

- An instructor may request an extension of the original Incomplete by sending written notification to the Office of Records/Registrar before the Academic Calendar deadline date. Any extension will usually be limited to the last day of classes of the semester following that in which the course was taken. Any subsequent extensions beyond the deadline must be approved by the School of Professional Development.
- If final grades are not reported to the Office of Records/Registrar by the specified dates, the grade of I will automatically change to I/F.

S/U (Satisfactory/Unsatisfactory)

A grade of S (Satisfactory) indicates passing work (equivalent to the grade of B or higher) in those courses so designated by the program and approved by the Graduate Council where the usual mode of evaluation is impractical. A grade of U (Unsatisfactory) indicates unsatisfactory work. S/U grades are not calculated as part of a student's cumulative or semester GPA. Courses that are usually offered on a S/U basis are so indicated in the graduate class schedule published for each term.

R (Registered)

R is assigned to indicate attendance during the first semester in a year-long course. The final grade will be assigned after the completion of two semesters.

NR (No Record)

An instructor may assign a grade of NR only for students who have never, to the instructor's knowledge, participated in the course in any way. A NR grade can remain on the student's record or may be resolved through either the formal petition process to withdraw the course from a student's record (resulting in a W), or an assignment of a different grade by the instructor.

Change of Grade

Grades appearing on a student's academic record may not be changed after one calendar year from the start of term in which the grade was incurred.

- A final grade may not be changed on the basis of work completed after a term has ended.
- A final grade appearing on a student's academic record at the time of graduation cannot be changed to any other grade subsequent to the awarding of the degree. This includes processing a course withdrawal or cancellation. No grades associated with any prior earned master's, certificate or other SBU degree can be changed once the degree has been awarded.

- Grade changes that involve changing one grade to another, changing an incomplete to a letter grade after the first day of classes, or changing an incomplete to a letter grade after an extension has expired, must be approved by the School of Professional Development.

Auditing

Auditing is permitted by special arrangement between student and instructor. No record is kept of such courses.

Probation, Conduct and Grievances

Academic Probation

Matriculated Students

When a student's cumulative graduate GPA falls below B (3.0) for grades earned in courses numbered 500 and above taken at Stony Brook, the student shall be placed on probation.

- If the student's overall GPA has been raised to B (3.0) by the end of the next semester of enrollment after being first notified of probation, the student will be returned to regular status.
- Students may be on probation for a maximum of two semesters.
- A student on academic probation who fails to achieve a 3.0 cumulative GPA by the end of the second semester on probation will usually not be permitted to re-enroll.
- A student who has changed a registered area of graduate studies may, upon the request of the new program, have their record treated as two separate records. The GPA for the new area of graduate studies may be calculated from the beginning of the semester in which the change became effective.
- A student enrolled part-time who has accumulated six semester credits with a cumulative average below 3.0 will have two semesters or six additional credits (whichever comes first) to bring their cumulative GPA to 3.0.
- Temporary grades (I and NR), missing grades and those grades for which no numerical equivalents are defined (P, S, U, and R) are not calculated in determining the eligibility for academic probation.

Programs may have additional requirements as specified in program literature. Failure to meet these requirements may result in academic probation.

Academic Warning

Non-Matriculated Students

- After completing at least 3 credits, when a student's cumulative graduate GPA falls below 2.5 for grades earned in enrolled courses and above taken at Stony Brook, the student shall be placed on an academic warning.
- If the student's overall GPA has been raised to 2.5 by the end of the next semester of enrollment after being first notified of the warning, the student will be returned to regular status.
- A student on an academic warning who fails to achieve a 2.5 cumulative GPA after completing 6 credits will be academically dismissed from the School of Professional Development.

- A student who changes from non-matriculated status to matriculated status, upon the request of the new program, may have their record treated as two separate records. The GPA for the new area of graduate studies may be calculated from the beginning of the semester in which the change became effective.
- Temporary grades (I and NR), missing grades and those grades for which no numerical equivalents are defined (P, S, U, and R) are not calculated in determining the eligibility for academic warning.

Academic Dismissal

If/when a student is on academic warning, and the cumulative graduate GPA falls below a 2.5 after completing 6 credits in courses taken at Stony Brook, the student shall be dismissed from the School of Professional Development.

Conditional Reinstatement from Dismissal

Non-matriculated students who have been dismissed may petition for a conditional reinstatement. However, there is no guarantee a petition will be granted. Petitions should be in the form of an email and, 1) address the reason why the student's GPA is below a 2.5 and 2) what actions will be taken to ensure the problem(s) will be addressed and not impede success in future classes. If approved, returning students are placed on conditional reinstatement (a \$50 administrative fee must be paid for the petition). Conditionally reinstated students are required to earn at least a 2.5 semester GPA after 6 credits.

Standards of Academic Conduct

The University expects all students to cooperate in developing and maintaining high standards of scholarship and conduct. Graduate students come under rules and regulations outlined in the Grievances and Appeals section of the online SPD Bulletin.

Students are expected to meet academic requirements outlined in this Bulletin and financial obligations as specified in Financial and Residential Information in order to remain in good standing. Certain non-academic rules and regulations must also be observed. The University wishes to emphasize the policy that all students are subject to the rules and regulations of the University currently in effect, or which, from time to time, are put into effect by appropriate authorities. Students, in accepting admission, indicate their willingness to subscribe to, and be governed by, these rules and regulations. They also acknowledge the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate. University authorities will take action in accordance with due process. For detailed information about the University's Conduct Code and Maintenance of Public Order, visit [the Division of Student Affairs](#).

Academic Honesty and Scholarly Misconduct

Intellectual honesty is the cornerstone of all academic and scholarly work. Therefore, the University views any form of academic or scholarly dishonesty as a serious matter. Instructors are required to report all allegations of academic or scholarly dishonesty to their Graduate Program Director and the School of Professional Development's Director of Records and Admissions. Additional details on procedures for hearings and other functions at the judiciary processes are available in the Grievances and Appeals section of the Bulletin.

Graduate students must strictly observe professional standards, academic honesty, and proper scholarly conduct in coursework, examinations, research, written reports and in proper professional treatment of laboratory animals, research subjects, clients, students, or patients encountered in the process of graduate education.

For more information, please see [the University Policy Manual](#).

Grievance and Appeals Procedure

A variety of appeals and grievance procedures are available to School of Professional Development students; however, grievances should be considered first with the instructor and/or Graduate Program Director level.

Any appeals of a program's ruling on a case must be made in writing within two weeks to the Vice Provost of Graduate Education. When warranted, the VP will pass the matter on to the Graduate Council Appeals Committee (GCAC). The VP is responsible for making and implementing a final decision.

Grievances against a person that involve allegations of employment misconduct must be adjudicated by Human Resource Services.

For graduate students in both the Graduate School and School of Professional Development, these appeals and grievance procedures complement other means to address and resolve concerns such as the Graduate Student Organization, Graduate Student Employees Union, the Graduate Student Advocate, and for graduate research assistants the Research Foundation and the RA Union. Students encountering difficulties with programs, SPD policy or procedure, or with faculty or staff, should discuss the problem with their graduate program directors whenever possible.

Grievances for School of Professional Development Students

Students should first communicate with the instructor of the course, if appropriate. If that conversation does not result in a mutually-acceptable agreement, students should communicate with the director of the appropriate program.

Students may appeal academic decisions made by a faculty member or program director by informing SPD's Director for Records and Admission in writing (spd@stonybrook.edu). At that time, the Director will convene an Academic Standing Committee, which will be made up of an

equal number of faculty/staff and SPD students (generally two of each); the members of the committee will not be from the program from which the appeal has come. The Academic Standing Committee will review the student's appeal, ask for input from the relevant instructor and/or program director, and request any additional information required from the student. In cases where academic dishonesty has been alleged, the standard of evidence used by the hearing board is "clear and convincing." Students may be found responsible on the basis of direct evidence, circumstantial evidence, or a combination of the two. This may include, for example, any of the following: a dramatic change in writing style; possession of accessible notes, devices (i.e. mobile phones, clickers, calculators, translators, etc.), or similarly prohibited material during an exam; observed communication between students during an exam; or unusual similarity among exams, papers, assignments, projects, or other work, including similarity with online resources. When the committee has come to a decision, the Dean or Associate Vice President for Professional Education will alert the student, the relevant faculty member and/or program director as to the result.

Appeals for School of Professional Development Students

If the relevant parties wish to appeal either the process, disposition or penalties in a case of alleged academic or professional misconduct, a written appeal of the program's decision must be presented to the Vice Provost of Graduate Education within two weeks. The VP may choose to forward the case to the Graduate Council Appeals Committee (GCAC), who will then advise the VP on the disposition of the case and possible penalties. The Vice Provost of Graduate Education will determine and implement penalties for academic or professional misconduct. The VP's disposition of the case will be forwarded in writing to the relevant parties and to the program director or department chair.

Graduate Council Appeals Committee (GCAC)

The Graduate Council Appeals Committee (GCAC) will consist of an equal number of graduate students and faculty. Faculty members, including the committee chair, will be appointed by the Graduate Council. Graduate student members will be appointed by the Graduate Student Organization.

The goal of the GCAC is to resolve and/or adjudicate grievances and appeals as fairly and expeditiously as possible. The GCAC may consider appeals either on technical issues of procedure or substantive conclusions of the program's grievance committee and may suggest other resolutions of the problem. In addition to addressing specific appeals brought to it by the Dean of the Graduate School, the GCAC may recommend changes in policies of the program or University.

The GCAC will consider all appeals addressed to it unless the committee unanimously denies standing. The person who is appealing a program grievance decision is responsible to state clearly and concisely the nature of the grievance and the cause for request of an appeals hearing. Criteria for assessing the initial standing of an appeal include those policies addressed in this Bulletin or in published and approved program handbooks or guidelines.

Cases of academic or professional misconduct that are referred to the GCAC will be adjudicated in the following manner.

- Upon receiving a written appeal, the chair of the GCAC will convene a meeting of the full committee. This initial full meeting of the GCAC must occur within two weeks of receipt of the appeal, or as soon as the committee can be convened if classes are not in session.
- All GCAC members will have equal access to all documents and information. The Graduate School will appoint a faculty/staff member to assist the GCAC in obtaining, reproducing and disseminating the relevant information.
- The proceedings of the GCAC are confidential. Since information concerning an appeal may be of sensitive, highly personal and confidential nature, such information must not be disseminated outside the committee, except as necessary to the Graduate Student Advocate.
- The person who is filing the appeal must communicate with the GCAC only through its chair, and all such communications must be written. The GCAC will arrange for an interpreter or similar assistance if it deems that such aid would be useful.
- The GCAC should attempt to reach a consensus on all issues. Upon reaching a decision, the GCAC will issue a single written report to the Dean of the Graduate School, who will make recommendations on all points raised in the formal appeal that the committee has agreed to consider. The report should present the rationale for its decision(s). The substance of any dissent must be included in the text of the report.

The Vice Provost of Graduate Education's Decision

The disposition of the Vice Provost of Graduate Education is final.

Academic Dismissal

If/when a student is on academic warning, and the cumulative graduate GPA falls below a 2.5 after completing 6 credits in courses taken at Stony Brook, the student shall be dismissed from the School of Professional Development.

Dismissal from the School of Professional Development can also be requested by Programs in cases where there exist requirements beyond those of the School of Professional Development for the maintenance of good academic standing. In any such case the following requirements are made of the program:

- All such requirements must be stated clearly in writing and given to each student enrolled in the program. Any requirements not so publicized may not be enforceable.
- No student may be dismissed for poor academic or research performance by any program unless he or she has been on program probation or has received two consecutive semesters of unsatisfactory performance evaluations from the program immediately preceding the dismissal.
- Students must be notified in writing when they are placed on program probation.

- The letter of notification must be received by the student before the first day of classes of the semester in which the probation takes effect, and it must state the reason(s) for the probation, the possible consequences of the probation and the possible remedies for it.
- Students may be dismissed without having been placed on probation as described above, only in cases where they fail to pass required examinations or milestones as stated in published departmental policy, or in cases of proven academic dishonesty.
- Notifications of dismissal must be made to the student in writing, explaining the reasons for the dismissal. The School of Professional Development will then send a certified letter to the student informing them of their dismissal from the University. The student will have seven days to respond to this letter before the dismissal is processed and the student is blocked from further registration.
- Students may be dismissed or placed on probation by programs for reasons of academic or research performance only. All other disciplinary matters must be referred to the appropriate office of the University.

A graduate degree may be revoked in cases of academic or professional misconduct by a student during the course of his or her studies. The results of departmental/program hearings are forwarded to the department chair/program director who will forward this to the Dean of the Graduate School with a recommendation concerning any penalties. The Dean of the Graduate School will consult as needed with the Graduate Council. The Dean will determine and implement penalties and may recommend to the President that the degree be revoked. The Board of Trustees of the State University of New York revokes the degree. If the degree is revoked, the degree notation on the official transcript will be removed and replaced by a statement explaining the reason of the revocation.

Claims of Discrimination

If a graduate student feels that she or he has been discriminated against on the basis of race, color, national origin, religion, age, sex, disability, marital status, or sexual orientation, that person should refer to the Grievance Procedure for Review of Allegations of Discrimination. Contact the University Affirmative Action Office for information and documentation of these procedures.

Transcripts and Records

Transcripts

Students who wish to have Stony Brook transcripts forwarded to another institution or agency, or to themselves for their own use, must visit [How to Order Official Transcripts](#) on the Registrar's website for instructions. Students in the School of Medicine or the School of Dental Medicine must order transcripts by contacting their school. School of Medicine at (631) 444-2341; School of Dental Medicine (631) 632-8901.

All financial obligations to the University must be satisfied before a transcript can be released. A request for a transcript must be made by the student. Students who have both an undergraduate and a graduate transcript and want only one of them sent should specify it in their request. Partial transcripts of either the undergraduate or graduate academic records are not issued.

Student Educational Records

The Family Educational Rights and Privacy Act allows current or former students to inspect and review their educational records. Students are also accorded the right to a hearing in order to question the contents of their educational records. Written consent of students may be required before personally identifiable information about them will be released from their educational records as provided by law. Specific guidelines and procedures are contained in the Policy Manual of the University, T-507, Family Educational Rights and Privacy Act. A copy of this manual is available in the Reference Room of the Melville Library. After administrative remedies available at the University have been exhausted, inquiries or complaints may be filed with the Family Educational Rights and Privacy Act Office, Department of Health and Human Services, 330 Independence Avenue, S.W., Washington, DC 20201. Applicants or students may waive their rights to inspect confidential letters or statements of recommendation.

Calendar and Absences

Academic Calendar

Stony Brook University operates on a semester system, with fall registration occurring during the last week of August. The fall semester usually starts the first week of September and finishes before December 25. The spring semester usually begins the last week of January and finishes the third week of May. The last week of each semester is devoted to final examinations. In addition to these two semesters, classes are offered during a January Winter Session term and two Summer Session terms. Visit the [Registrar's Office website](#) for a detailed academic calendar.

Equivalent Opportunity/Religious Absences

As students may be unable to attend classes on certain days because of religious beliefs, section 224-a of the Educational Law provides that:

- No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day or days.
- Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days, be excused from any examination or any study or work requirements.
- It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of religious beliefs, an equivalent opportunity to make up any examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days. No fees shall be charged by the institution for making available to the said student such equivalent opportunity.
- If classes, examinations, study, or work requirements are held on Friday after 4:00 pm or Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements held on other days.
- It shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any students because of their availing themselves of the provisions of this section.
- Any student who is aggrieved by the alleged failure of any faculty or administrative official to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

- As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York, the Board of Higher Education of the City of New York, or any community college.

Courses and GPA

A student must achieve a 3.0 overall GPA in all graduate courses taken at Stony Brook to receive a certificate.

Calculation of the grade point average (GPA) includes all courses numbered 500 and above taken at Stony Brook. Temporary grades (I and NR), missing grades and those grades for which no numerical equivalents are defined (P, S, U, and R) are excluded from the computation.

Grading System: See Academic Regulations/Grading System

A graduate student who has changed primary program may request a restart of GPA in considering possible waiver of academic probation.

The GPA for the new program will be calculated from the beginning of the semester in which the change of program became effective. A graduate student who has graduated and is readmitted into a new degree or certificate program may request a restart of GPA. Program approval is necessary before any restart request is submitted to the School of Professional Development. Courses taken before the restart of GPA cannot be used towards a second degree or certificate.

Language Proficiency

Although the School of Professional Development does not require proficiency in a foreign language for certificate programs, programs oversee their own foreign language requirements and the evaluation of proficiency. Students must comply with program requirements.

To be granted an advanced graduate certificate at Stony Brook, a student must have been admitted to and enrolled in the appropriate certificate program for at least one semester.

Students must apply for graduation via SOLAR in accordance with published deadlines. If degree/certificate requirements are not met, students must reapply for any subsequent awarding periods using the Change of Graduation Date form found on [the Graduation Information page](#) on the School of Professional Development's website.

Registration

Degree candidates must be registered in the semester they intend to graduate. Students who intend to graduate in the spring or fall must register for at least one graduate credit. Students who intend to graduate in the summer can register for zero credits, but it still must be a graduate-level course.

Program Recommendation

When all program requirements are completed, the graduate program director may recommend to the School of Professional Development that the Advanced Graduate Certificate be granted.

Time Limit

The School of Professional Development requires that students in Advanced Graduate Certificate programs complete the program within 3 years maximum from the original admission term, and those in master's programs complete all requirements for the program within 5 years maximum. Post-Master's Advanced Graduate Certificates have a time limit of 5 years maximum.

In the event a student will not have completed all degree or certificate requirements within the specified time limit, a Request for Waiver of Graduate Time Limit form must be submitted and can be found by selecting [the Forms and Publications](#) page on the School of Professional Development website. These petitions require the approval of the student's graduate program director. Requests for a time limit extension must be filed before the limit is exceeded and must contain a significant justification. The ultimate decision rests with the Dean of the Graduate School, who may impose additional requirements.

Standards

Appreciation of the ethical questions and adherence to the highest ethical standards of the discipline are required.

Degrees and Advanced Certificates

Overview

It is possible to learn without being educated. Learning merely implies the amassing of knowledge. An educated person is much more than a receptacle for facts. He or she is able to present those facts to others with grace and clarity and to manipulate and juxtapose them with a broader base of knowledge in order to gain new insights. Finally, an educated person never ceases to test his or her knowledge against the highest standards of scholarship and develop new ways of thinking about the facts that he or she encounters or uncovers in the course of a lifetime.

Education at the graduate level clearly implies the amassing of knowledge beyond that gained in an undergraduate degree, but the nature of the knowledge and the ways in which it is gained and used are also significantly different. It is expected that graduate students will gain detailed knowledge about a more specialized field than at the undergraduate level. The process of acquiring that knowledge is also much more independent and more reliant upon the initiative of the student. In spite of the necessarily specialized nature of the new knowledge, at Stony Brook graduate students are expected to maintain a broad perspective on their studies, such that they are able to take part in scholarly discourses in the broadest possible range of disciplines. Graduate students are, therefore, responsible for extracurricular self-education within and beyond their own fields of study; the mere satisfaction of the technical requirements for a degree is not sufficient to make one an educated person.

With education comes responsibility. Stony Brook demands the highest level of scholarly ethics from all members of the academic community. Graduate students must make themselves aware of the ethical issues of academia in general, and of their own fields in particular. No degree candidate can be considered fully educated who lacks an appreciation of these values and a dedication to upholding them.

The requirements in this section are the minimal ones mandated by the School of Professional Development; the individual graduate programs may set additional requirements. The School of Professional Development in conjunction with the Dean of the Graduate School in individual instances may choose to waive specified requirements. A petition for such a waiver must be submitted and endorsed by the Graduate Program Director, who shall append the reasons for believing that the requested waiver does not violate the spirit of the regulations.

Any changes in requirements will apply only to students who first matriculate in their particular program after the change is approved and communicated to students at the time of admission. The University reserves the right to alter these regulations without notice.

Advanced Graduate Certificates

The School of Professional Development offers a wide variety of Advanced Graduate Certificates. These can be taken after completing a bachelor's, master's, or other advanced degrees. Certificates are designed around specialized areas of focus for targeted study within a field. Certificate programs can be taken concurrently with another program or as stand-alone programs (see program page for details). A certificate is a good option for someone who may not want to complete the full credit requirements for a degree program but would like to develop a solid background and skills in a specialized field.

Master's Degrees

Master's degrees are advanced degrees implying the acquisition of knowledge and skills beyond those required for a baccalaureate.

- Some of these degrees may be taken en route to a doctoral degree, while others are terminal.
- All master's degrees imply the recognition of their holders as skilled practitioners of their disciplines.
- In order to be awarded a master's degree, it is necessary to demonstrate a grasp of advanced knowledge through coursework and the ability to learn independently and to communicate effectively with one's peers.
- The granting of the master's degree is based upon the completion of any special program requirements in addition to the items listed below.

Combined Bachelor's/Master's Programs Leading to NYS Teacher Certification

Five-year bachelor's/master's programs are available in several academic departments. Some are joint programs with the Graduate School while most are with the School of Professional Development. Students are allowed to take up to fifteen (15) graduate credits that will count towards both their undergraduate and graduate requirements; subsequently reducing the total time for completion of the master's degree.

The University allows undergraduate students enrolled in a combined program to use a maximum of 15 graduate credits toward the undergraduate portion of the accelerated degree.

Undergraduate Academic Plan	Graduate Academic Program	Maximum # of Shared Graduate Credits	UG & Grad Degrees Awarded	TEACH Recommendation

BA in Italian with Teacher Preparation option	MAT in Italian	15	Concurrently	After MAT awarded
BA in French with Teacher Preparation option	MAT in French	15	Concurrently	After MAT awarded
BA in Spanish with Teacher Preparation option	MAT in Spanish	15	Concurrently	After MAT awarded
BS in Chemistry with Teacher Preparation option	MAT in Chemistry	15	Concurrently	After MAT awarded
BS in Biology with Teacher Preparation option	MAT in Biology	15	Concurrently	After MAT awarded
BS in Earth Science	MAT in Earth Science	15	Concurrently	After MAT awarded
BS in Physics with Teacher Preparation option	MAT in Physics	15	Concurrently	After MAT awarded
BS in Mathematics	MAT in Mathematics	15	Concurrently	After MAT awarded

BA in History with Teacher Preparation option	MAT in Social Studies	15	Concurrently	After MAT awarded
BA in African Studies with Teacher Preparation	MAT in Social Studies	15	Concurrently	After MA awarded
BA in English with Teacher Preparation option	MA in English (Graduate School)	12	Concurrently	After MA awarded
BA in History with Teacher Preparation option	MA in History (Graduate School)	9	Concurrently	After MAT awarded
BA in Linguistics with Teacher Preparation option	MA in TESOL (Graduate School)	8	Concurrently	After MAT awarded
BA in Italian & Linguistics with Teacher Preparation option **	MAT in Italian	15	Concurrently	After MAT awarded
BA in French & Linguistics with Teacher Preparation option **	MAT in French	15	Concurrently	After MAT awarded

BA in Spanish & Linguistics with Teacher Preparation option **	MAT in Spanish	15	Concurrently	After MAT awarded
--	----------------	----	--------------	-------------------

** Leads to two separate teaching licenses, Spanish/French/Italian Grades 7-12 and TESOL Pre-K-12)

Applying to a Combined Bachelor's/Master's Program

Students must apply and be admitted to a combined degree program. The minimum requirements to apply include completion of at least 60 credits of college coursework and a grade point average of 3.0 or higher as an undergraduate student. Additional requirements may vary by program; contact the Graduate program for more information. All applications require approval from the undergraduate department, the corresponding Graduate Program Director and the University Teacher Certification Officer.

Matriculation into the Graduate Career

When an accelerated student has completed a minimum of 105 undergraduate credits, has taken the maximum allotted number of graduate credits (15) as an undergraduate student, and has less than a full-time (12 credits) undergraduate course load needed to complete their Bachelor's degree requirements, they should matriculate into their Graduate career. Matriculation requires submission of the "SPD Change of Status" form. Students should consult with both their Undergraduate Program Director and their Graduate Program Director for advising and guidance on matriculation.

Graduation from the Combined Bachelor's/Master's Program and Teacher Certification

Students enrolled in one of Stony Brook University's combined teacher preparation programs will be eligible for graduation from both the BA or BS and MA or MAT degree at the same time. This includes completion of all degree requirements, including completion of all certification workshops (Child Abuse, School Violence, Substance Abuse and DASA). In addition, students must be awarded both their undergraduate and graduate degree programs in order to be eligible to receive an institutional recommendation on their NYSED TEACH account by the University Certification Officer and upon receipt of their FERPA release forms. All candidates must apply for their teaching

license via their NYSED TEACH account and pass all the required NYS exams and complete the fingerprinting process in order for NYSED to issue their license.

Degrees with distinction are awarded at the undergraduate level only. Undergraduate coursework taken during the graduate career will calculate into the undergraduate GPA to determine distinction for Combined Degree Program students.

As per Graduate School policy, undergraduate courses DO NOT count towards graduate degree requirements. Also, per university policy, a student must spend at least one year in residency for the master's portion of the program. Additionally, state regulation requires that students must earn a minimum of 30 graduate credits for the master's portion of the program.

Glossary

Combined Degree – Students will be awarded both their undergraduate and graduate degrees concurrently upon successful completion of both programs. Students will only be recommended for their initial/professional teaching license after both their degrees have been awarded and the student has submitted their FERPA release forms and processing fee to the University Certification Office. This includes all five-year teacher preparation programs including the BA/BS MAT programs with School of Professional Development and the BA/MA in English, History, and TESOL with the Graduate School.

Accelerated Degree- Student will be awarded their undergraduate degree upon successful completion of their undergraduate degree requirements. Stony Brook University does not currently offer accelerated degree programs that lead to teacher certification.

Courses and Grade Point Average

A student must achieve a 3.0 overall GPA in all graduate courses taken at Stony Brook to receive a degree. A minimum of 30 to 60 credits of graduate work is required to receive a master's degree.

Calculation of the grade point average (GPA) includes all courses numbered 500 and above taken at Stony Brook. Temporary grades (I and NR), missing grades and those grades for which no numerical equivalents are defined (P, S, U, and R) are excluded from the computation.

Grading System: See Academic Regulations/Grading System

A graduate student who has changed primary program may request a restart of GPA in considering possible waiver of academic probation.

The GPA for the new program will be calculated from the beginning of the semester in which the change of program became effective. A graduate student who has graduated and is readmitted into a new degree or certificate program may request a restart of GPA. Program approval is necessary

before any restart request is submitted to the School of Professional Development (SPD). Courses taken before the restart of GPA cannot be used towards a second degree or certificate.

Language Proficiency

Although the School of Professional Development does not require proficiency in a foreign language for the master's degree, programs oversee their own foreign language requirements and the evaluation of proficiency. Students must comply with program requirements.

Degree Application

Students must apply for graduation via SOLAR in accordance with published deadlines. If degree requirements are not met, students must reapply for any subsequent awarding periods using the Change of Graduation Date form found on the [Graduation Information page](#) on the School of Professional Development's website.

Registration

Degree candidates must be registered in the semester they intend to graduate. Students who intend to graduate in the spring or fall must register for at least one graduate credit. Students who intend to graduate in the summer or winter can register for zero credits, but it still must be a graduate-level course.

Program Recommendation

When all program requirements are completed, the graduate program director may recommend to the School of Professional Development that the master's degree be granted.

Time Limit

The following guidelines apply to all matriculated students enrolled in the School of Professional Development.

School of Professional Development students must complete all degree requirements within five years.

In exceptional cases where the program cannot be completed within these periods, students may petition for an extension of the time limit. Request for Waiver of Graduate Time Limit forms are available on the [Forms and Publications page](#) on the School of Professional Development website and require the approval of the student's advisor and graduate program director. Requests for a time-limit extension must be filed before the limit is exceeded and must contain a significant justification. The ultimate decision rests with the Dean of the Graduate School, who may impose additional requirements.

These petitions require the approval of the student's graduate program coordinator or graduate program director. Requests for a time limit extension must be filed before the limit is exceeded and must contain a significant justification. The ultimate decision rests with the Dean of the Graduate School, who may impose additional requirements.

Standards

Appreciation of the ethical questions and adherence to the highest ethical standards of the discipline are required.

Awarding Degrees

Degree candidates must be registered in the semester they intend to graduate. Students who intend to graduate in the spring, fall, or summer must register for at least one graduate credit.

When all requirements have been completed, the Graduate Program Director will certify to the School of Professional Development and recommend that the degree be awarded. Degrees are awarded three times a year: May, August, and December. A formal SPD ceremony, however, takes place only at the May commencement. To be eligible for a degree, a student must have completed all University requirements, all program degree requirements, satisfied any provisional admission requirements, submitted the appropriate manuscripts, obtained all University clearances, and have maintained matriculation according to the regulations outlined under the section "Maintaining Matriculated Status," elsewhere in this Bulletin.

Degrees Awarded Posthumously

Upon request, the University may award a degree posthumously. Any such request requires the following for consideration:

- The parent, legal guardian, partner, relative or legal equivalent must provide a written request to the University Registrar.
- The student must have been enrolled and in good disciplinary and academic standing at the time of passing.
- Masters students must have been in their last semester.
- The graduate program director must provide a letter of recommendation in support of the request.

The Vice Provost of Graduate Education will have final authority for the approval and awarding of a posthumous degree.

Waiver of Regulations

The School of Professional Development in individual instances may waive specified requirements. A petition for such a waiver must be endorsed by the Graduate Program Director, who shall append the reasons for believing that requested waiver would not result in a breach of the spirit of the regulations.

Teacher Certification

The Master of Arts in Teaching is a New York State registered and approved program that qualifies students for license upon successful degree completion. Students must complete all courses required for the MAT and must receive a grade of B or better in all pedagogy and foundation courses as well as an overall GPA of 3.0 or better in all coursework attempted while matriculated in a graduate teacher preparation program.

In addition, all teacher preparation candidates must be fingerprinted and must also complete certification workshops in:

- Child Abuse
- Dignity for All Students Act (DASA)
- School Violence (Project Save)
- Identification and Referral of Substance Abuse

See **Certification and Licensing Workshops** for details and schedules.

All students will have to complete the Educating All Students Test and the revised CST (Content Specialty Test) in the area of the Certificate. It is the student's responsibility to monitor the TEACH website at <http://www.highered.nysed.gov/tcert/certificate/> to ensure that they are taking the appropriate examinations.

Note: As of April 27, 2022, the NYS Education Department eliminated the edTPA as a certification requirement. Effective September 1, 2023, in lieu of the edTPA, all students in teacher preparation programs will be required to complete a teacher performance assessment. This assessment will be developed, administered, and evaluated by Stony Brook University instructors.

Programs

Bilingual Education Extension – Advanced Graduate Certificate

The Advanced Graduate Certificate in Bilingual Education Extension is a 16-credit graduate certificate program which provides the knowledge and skills necessary to teach effectively in English and Spanish in New York State schools.

Faculty Directors and Academic Advisor

Sarah Jourdain, PhD

Sarah.Jourdain@stonybrook.edu

(631) 632-9478

Renee Fabus, PhD, CCC-SLP, TSHH

Faculty, Pathway 1 Language Pathology

Renee.Fabus@stonybrook.edu

(631) 638-0502

Robert M. Mangione, EdD

Advisor, Pathway 2 for Teachers

Robert.Mangione@stonybrook.edu

(631) 632-7066

Certificate Awarded

Advanced Graduate Certificate in Bilingual Education Extension

Website

<https://www.stonybrook.edu/commcms/spd/bilingual/>

Application

<https://www.stonybrook.edu/commcms/spd/bilingual/admissions>

Admissions

Students must have completed a master's degree from an accredited institution of higher education and meet the minimum GPA requirement of 3.1. Their degree may be in any field. Each applicant must submit a personal statement that describes the applicant's special qualifications over and above those already cited on the degree application, including experience and how this program helps advance his or her professional and personal goals. In addition, a required online orientation must be completed by all applicants.

This program will only be open to either practicing professionally licensed in-service teachers seeking additional certifications or students currently enrolled in a teaching certification program.

In addition to the personal statement, candidates must also:

- Provide official transcripts showing completion of and graduation from a master's degree program or enrollment in such a program.
- Either hold an initial, professional or permanent teaching certificate in any field or be enrolled in a teaching certification program.
- Attain at least a 3.0 (B) cumulative grade point average (GPA) for all graduate courses taken at any institution(s) prior to matriculation into this program.

Complete an official ACTFL Oral Proficiency Interview (OPI) in Spanish and receive a spoken proficiency ranking of Advanced Low or above.

Certificate Requirements

The certificate program consists of 16 credits, distributed among the areas listed below. Credits for each course are noted. All requirements must be completed within three (3) years from the semester date of admission as a matriculated student.

Students will complete 5 courses (16 credits) in one of two pathways:

Pathway 1: For Speech Language Pathologists (Renee Fabus, Director)

For Speech-Language Pathology, Spanish-English Bilingual Extension

- HHS 574 Speech and Language Pathology in the Schools, Bilingual Clinical
- HHS/CEF 526 Foundations of Teaching English Language Arts to Bilingual Learners
- CEF/FLA/SPN 536 Methods of Teaching Second Language and Content to Bilingual Students
- SPN 505 Hispanic Dialectology & Sociolinguistics, or LIN 542 — Sociolinguistics, or LIN 532 Second Language Acquisition
- SPN 506 Bilingualism, or LIN 541-Bilingualism

OR

Pathway 2: For Teachers (Robert Mangione, Advisor)

For English; Mathematics, Biology, Chemistry, Earth Science, Physics; Social Sciences, Spanish-English Bilingual Extension

- CEF/FLA 574 Bilingual Education in the Schools
- CEF 526 Foundations of Teaching English Language Arts to Bilingual Learners
- CEF/FLA/SPN 536 Methods of Teaching Second Language and Content to Bilingual Students

- SPN 505 Hispanic Dialectology & Sociolinguistics, or LIN 542 Sociolinguistics, or LIN 532 Second Language Acquisition

Bilingualism Faculty

- Annette Shideler, EdD
- Renee Fabus, PhD
- Sarah Jourdain, PhD

NOTE: The course descriptions for this program can be found on the [program's website](#)

Coaching – Advanced Graduate Certificate

Stony Brook University's Advanced Graduate Certificate in Coaching program (HEGIS 0835) prepares students to become New York State certified athletics coaches. Students will examine a broad range of issues that impact the coach in today's educational climate, including learning theories, social and psychological issues, principles of organization and administration, kinesthetic theories, injury care, and exercise and nutritional considerations.

For students who wish to continue their studies, this graduate credential may also be incorporated into our Master of Arts in Liberal Studies degree program.

Program Coordinator:

Elisa Scott
(631) 632-7198
elisa.scott@stonybrook.edu

Graduate Certificate Awarded:

Advanced Graduate Certificate in Coaching

Website:

<http://www.stonybrook.edu/spd/graduate/coaching>

Application:

https://www.stonybrook.edu/commcms/spd/admissions/agc_application.php

Admissions

- Personal statement.
- A bachelor's degree, with a cumulative 3.0 grade point average.

In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Certificate Requirements

This 18-credit certificate program consists of 6 three-credit courses, distributed among the areas listed below.

Required Courses - 15 credits

- CEP 502 Principles of Coaching
- CEP 507 Philosophy, Principles & Organization of Athletics in Education
- CEP 513 Health Sciences Applied to Coaching I: Care & Prevention of Athletic Injuries
- CEP 514 Health Sciences Applied to Coaching II: The Study of Human Movement
- CEP 520 Theory and Techniques of Coaching: Sport-Specific Practicum (Prerequisite: CEP 507)

Elective - 3 credits

- CEP 500 Sport and Society
- CEP 508 The Concepts of Leisure, Play and Recreation in America*
- CEP 517 Psychology of Sport
- CEP 518 Exercise and Nutrition (prerequisite: a course in anatomy and physiology or CEP 514) HEA 533 Intercollegiate Athletics in Higher Education

Time to Completion

All certificate requirements must be completed within three (3) years from the semester date of admission as a matriculated student unless the student is also matriculated in a master's degree program. Master's students have five (5) years to complete the certificate requirements.

Faculty

The program's faculty is composed of practitioners and researchers who are leaders in the field. While they may present at national conferences, most also retain their full-time administrative positions. Their experience informs their instruction, allowing them to connect the theories that they are teaching to real-world situations.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR or on the [program's website](#).

Educational Leadership Programs

Stony Brook University offers two post-master's advanced graduate certificate programs that lead to New York State certification in areas of school district, building and business leadership.

The Educational Leadership (EDL) program is a fully online, post-master's advanced graduate certificate program that prepares K-12 educators for advancement to positions at both the school district (SDL) and school building (SBL) levels. Such positions include superintendent of schools, district superintendent, assistant superintendent, principal, assistant principal, department chairperson, or athletic director.

The post-master's certificate in School District Business Leadership (SDBL) program prepares professionals from the corporate world, public service agencies, and charitable institutions for access and advancement to positions in a school district central office, such as assistant superintendent for school business positions. Most courses are scheduled online, but two are offered on campus.

Both programs are offered in collaboration with the University's [Distributed Teacher and Leader Education Program](#) and articulate with EdD programs from other universities in the region.

Director

Craig Markson

Email: craig.markson@stonybrook.edu

Phone: (631) 632-7067

Assistant Director

Ken Forman

Email: Kenneth.forman@stonybrook.edu

Internship Coordinator

Robert Scheidet

Email: robert.scheidet@stonybrook.edu

Phone: (631) 632-4584

Certificates Awarded

Educational Leadership (School Building and School District Leadership)

School District Business Leadership

Website

<http://www.stonybrook.edu/spd/edleadership>

Application

<https://professionaldevelopment.stonybrook.edu/apply/>

Education Leadership program (School District and School Building Leader)

Admissions Requirements

- Personal statement.
- Master's degree.
- Two letters of recommendation. One must be from the Superintendent of Schools (or her/his designee) and the other must be from school supervisory personnel or administrators who have a thorough knowledge of whether the applicant has the temperament and disposition to become an effective leader.
- New York State permanent/professional teaching, administrative or pupil personnel certification plus three years of full-time teaching, administrative, supervisory, or pupil personnel service experience, excluding civil service.
- In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

EDL Program Requirements

Course Requirements

This combined SDL/SBL program consists of 36 credits, distributed among the four areas listed below.

Foundation Courses—9 credits

- EDL 501 Educational Leadership Theory I
- EDL 502 Educational Leadership Theory II (prerequisite: EDL 501)
- EDL 503 Educational Leadership Practice (prerequisites: EDL 501 and EDL 502)

Required Courses—18 credits

- EDL 515 School District Leadership
- EDL 528 School Law
- EDL 541 School Building Leadership
- EDL 555 Supervision of Instruction
- EDL 571 School Business Administration
- EDL 572 School Personnel Management

Research Project —3 credits

EDL 595 – Educational Leadership Research Project Seminar

The goal of the Project Seminar is to teach students to understand and conduct graduate-level research that culminates in a final research paper.

Prerequisite: Completion of all foundation and required course work.

Note: There are no transfer credits or substitutions permitted for EDL 595 Project Seminar.

A grade of "B" or better is required for degree clearance.

Internship and Seminar—6 credits

- EDL 585 Internship in School District/School Building Leadership* (co-requisite: EDL 586)
- EDL 586 Seminar in School District/School Building Leadership* (co-requisite: EDL 585)

**Prerequisite: Completion of all foundation and required course work.* Students may not enroll themselves in EDL 585 and EDL 586. Students who have completed the prerequisite course work should contact the Internship Coordinator, Dr. Robert Scheidet, for enrollment.

Note: In addition to the full semester and summer portion of the internship, there are field hours embedded in each course through authentic activities. These field hours and EDL 585 are typically completed through the school district in which the student works.

In addition to the course requirements listed above, all students must complete required NYSED workshops and examinations for certification. It is the student's responsibility to monitor the [TEACH website](#) to ensure that they are taking the appropriate examinations.

School District Business Leadership Program

Admissions Requirements

- Personal statement.
- Transcripts indicating that the applicant has taken at least 6 credits of accounting and has earned one of the following master's degrees: MBA, MS in Management, MS in Finance or Accounting or a graduate degree in Human Resource Management.
- Two letters of recommendation: one from the CEO, COO, or CFO (or his or her designee) and at least two from corporate or other supervisory personnel or administrators who have a thorough knowledge of whether the applicant has the temperament and disposition to become an effective leader.
- Letter from employer stating that the applicant has had at least three (3) years of full-time administrative, supervisory and business-related experience.
- In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

NOTE: Effective Spring 2017, a maximum of 12 credits may be transferred to the Educational Leadership and School District Business Leadership programs prior to matriculation.

SDBL Program Requirements

This certificate program consists of 36 credits, distributed among the areas listed below. Many of these courses are available in an online format; however, the entire program cannot be completed online. Also, please note that the courses are only available to students who are matriculated in the program.

Foundations - 9 credits

- EDL 501 Educational Leadership Theory I
- EDL 502 Educational Leadership Theory II (prerequisite EDL 501)
- EDL 515 School District Leadership

Required Courses—18 credits

- MBA 514 - Collective Bargaining and Arbitration in the Public Sector
- EDL School Finance
- EDL Managerial Accounting for the School Business Official
- EDL School Law
- EDL School Business Administration
- EDL School Personnel Management

Research Project (EDL 595)—3 credits

Each student is required to conduct an individual research project on a topic of special academic interest or professional relevance. The topic must be approved by and completed under the direction of the faculty member teaching this course.

Please Note: There are field hours embedded in each course through authentic activities. Assignments will be given that would require collaboration with administrators in a public school district. This is in addition to the full semester and summer portion of the Internship.

Internship and Seminar—6 credits

- EDL 565 - School Business Internship
- EDL 566 - School Business Internship Seminar

Prerequisite: Students must complete a minimum of 27 credits (all foundation and required courses, and an elective) before enrolling in these courses.

Examination and Workshop Requirements

In addition to the course requirements listed above, all students must complete required NYSED workshops and examinations for certification. It is the student's responsibility to monitor the [TEACH website](#) to ensure that they are taking the appropriate examinations. » [Details](#)

Faculty

Craig Markson, EdD, Dowling College, Director, Educational Leadership Program

Robert Scheidet, Lecturer, EdD, Nova Southeastern University, Coordinator of Internships,
Educational Leadership Program

Adjunct Faculty

The Educational Leadership adjunct faculty is composed of researchers and practitioners who are leaders in the field.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR and/or on the [program's website](#).

Finance—Advanced Graduate Certificate

The 18-credit Advanced Graduate Certificate (AGC) in Finance prepares students for careers in financial management, including financial analysis, portfolio management, investment banking and corporate financial associate positions. The curriculum places an emphasis on developing financial analytical skills. It offers in-depth knowledge of the principles and techniques of finance and accounting needed to understand how corporate financial objectives are developed, measured and reported, as well as the central issues in government regulation, taxation and financial reporting.

The AGC in Finance is a part-time program designed for working professionals. All courses are scheduled in the evening, and several of them are offered completely online.

Program Director

Michael Nugent

Email: Michael.Nugent@stonybrook.edu

Phone: 631) 632-7478

Admissions Recruitment Advisor, College of Business Programs

Joyce Gibson

Email: Joyce.Gibson@stonybrook.edu

Phone: (631) 632-7171

Certificate Awarded

Advanced Graduate Certificate in Finance

Application

<https://professionaldevelopment.stonybrook.edu/apply/>

Admissions

- Personal statement.
- A bachelor's degree, with a cumulative 3.0 grade point average.
- Resume
- Three letters of recommendation
- A GMAT exam is optional for applicants who have less than a 3.2 cumulative undergraduate GPA.
- In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Certificate Requirements

The curriculum consists of 18 credits (6 courses; 3 credits each). Students complete two required courses and choose elective courses that explore the broad frontier of modern finance.

Required Courses

- MBA 502 Finance
- MBA 504 Financial Accounting

Electives (Choose any 4 courses listed below)

- FIN 525 Portfolio Management
- FIN 536 Financial Management
- FIN 539 Investment Analysis
- FIN 545 Capital Markets and Financial Institutions
- FIN 541 Bank Management
- FIN 552 Mergers & Acquisitions
- FIN 578 Behavioral Finance

Financial Aid Information

This advanced graduate certificate program is eligible for financial aid.

Time to Completion

All certificate requirements must be completed within three (3) years from the semester date of admission as a matriculated student unless the student is also matriculated in a master's degree program. Master's students have five (5) years to complete the certificate requirements.

Faculty

Courses in the AGC in Finance program are taught by full-time and adjunct faculty appointed by the College of Business.

Brusco, Sandro, Professor, Economics

Frey, Robert J., Research Professor

Holod, Dmytro, Associate Dean; Associate Professor, Finance

Danling Jiang, Associate Professor, Finance

Kim, Aaron, Assistant Professor, Finance

Liu, Ting, Assistant Professor, Economics

Nugent, Michael, Sr. Lecturer, Finance; Finance Certificate Program Director

Torna, Gokhan, Assistant Professor, Finance

Xiao, Keli, Assistant Professor, Finance

Zhou, Yiyi, Assistant Professor, Economics

Adjunct Faculty

Tallerico, Thomas

NOTE: The course descriptions for this program can be found using Class Search in SOLAR and/or on the [program's website](#).

Higher Education Administration

MA in Higher Education Administration and Advanced Graduate Certificate in Higher Education Administration

The Higher Education Administration program is designed to provide the academic preparation and credentials necessary for college and university professionals to enhance their expertise and advance their careers. The curriculum combines aspects of theory and practice within the changing landscape of American higher education. It is suitable for individuals working in community colleges, 4-year colleges and universities—both public and private—as well as government agencies that address higher education planning and regulation.

Two Program Options: Master of Arts and Advanced Graduate Certificate

The 36-credit Master of Arts degree offers a comprehensive program of study that explores student affairs, academic affairs, and college and university administration. Students complete an 18-credit core requirement and then choose from a variety of electives that address their individual interests. The program provides an experiential learning practicum and culminates in a master's project.

The 18-credit Advanced Graduate Certificate is designed to deliver the core knowledge of the administrative processes that drive higher education institutions.

Flexible Scheduling: On-campus, Fully Online or In Combination

To meet the demands of working professionals, courses are offered weeknights on-campus or completely online. Students may choose to combine both face-to-face and online courses in our traditional Higher Education Administration (HEA) program, or they may apply to the HEA Online program and take all of their courses via the internet. Online students are never required to come to campus.

[Learn more about online learning at the School of Professional Development.](#)

Microcredentials

Leadership in Higher Education Management and Operations

Student Affairs Administration

Student Development, Technology and Distance Learning in Higher Education

Athletics Administration in Higher Education

Coaching in Athletics in Higher Education

Student Advising and Counseling in Higher Education

Diverse Student Body

There are approximately 205 students matriculated in our Higher Education Administration programs. Most are working full-time while taking courses on a part-time basis. They come from a

variety of institutions — from small private colleges to large state universities — and hold positions in student affairs, residence life, admissions, advancement, financial aid and administration. One of the benefits of our online courses is that our students have the opportunity to interact with and learn from their peers outside of their region, allowing them to build a broad network of professional contacts that will serve them even after graduation.

Study Abroad

Higher Education Administration students have the opportunity to gain international perspectives on higher education as part of a 15-day study- tour outside of the United States.

[More on the HEA Study Abroad Program.](#)

Faculty Director

Robert Mangione, EdD

Robert.Mangione@stonybrook.edu

(631) 632-7066

Interim Director, Records and Admissions

Andy Fong

Andrew.Fong@stonybrook.edu

(631) 632-7759

Graduate Degree Awarded

Master of Arts in Higher Education Administration

Certificate Awarded

Advanced Graduate Certificate in Higher Education Administration

Website

<http://www.stonybrook.edu/hea>

Application

<https://professionaldevelopment.stonybrook.edu/apply/>

Program Admissions

Master of Arts or Advanced Graduate Certificate

- Personal statement.
- Resume that includes degree(s) awarded, employment history, and past/current leadership, volunteer, or other relevant involvement and experience. The program accepts students

who do not have professional experience in higher education, though the Admissions Committee gives preference to applicants who have some work experience and/or student leadership experience in a higher education setting.

- A bachelor's degree, applicants with at least a 3.0 cumulative GPA are preferred. Applicants who have less than a 3.0 GPA are considered, in part, on the basis of their years and depth of professional experience in higher education.
- Applicants are required to submit a 750-1000-word essay that addresses the following question: What are three critical issues facing colleges and universities today?
- Two letters of recommendation. Recommendation letters should be written by individuals who can speak about your academic ability, commitment to the higher education field, and attributes and experiences that will make you a successful student in this program. Recommendations from current or former employers and/or faculty members are strongly encouraged.
- In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Application

<https://professionaldevelopment.stonybrook.edu/apply/>

Program Requirements

Master's Program Requirements

The Master of Arts in Higher Education Administration is a 36-credit program that can be taken after completing a bachelor's, master's, or other advanced degree. It is the appropriate degree for someone who wishes to work in the higher education field in a student affairs or administration capacity—either working directly with students or in a service-related or administrative department.

Current and upcoming course offerings are updated for every semester and can be found on the HEA Course Schedule webpage. For details on course descriptions and other important information, please review the Higher Education Course Descriptions.

All Master of Arts requirements must be completed within five years from the student's first semester of matriculation. A minimum 3.0 cumulative GPA is required to earn the MA.

Core Courses - 18 credits. The following 6 courses are required.

- HEA 501 Foundations of Higher Education Administration
- HEA 502 - Survey of College Student Development Theory
- HEA 503 - Leadership in Higher Education
- HEA 504 Research and Assessment in Higher Education
- HEA 521 - Diversity and Higher Education

- HEA 595 Project Seminar (Grade of "B" or better is required in HEA 595 for degree clearance.)

Electives - 18 credits. Select 6 courses from the list below.

- HEA 510 Technology in Higher Education
- HEA 520 Advising and Counseling in Higher Education
- HEA 522 Crisis Management and Prevention in Higher Education
- HEA 523 - Student Affairs Administration
- HEA 524 Enrollment Management
- HEA 525 The Contemporary Undergraduate
- HEA 526 Career Counseling and the Psychology of Work
- HEA 527 Community College Administration
- HEA 528 External Relations in Higher Education
- HEA 530 Legal Issues in Higher Education
- HEA 531 Finance Issues in Higher Education
- HEA 532 Facilities Management in Higher Education
- HEA 533 Intercollegiate Athletics in Higher Education
- HEA 534 Philanthropy in American Higher Education
- HEA 535 International Higher Education
- HEA 540 Critical Issues in Higher Education (Special Topics class; up to 6 credits can be applied toward the degree.)
- HEA 560 Comparative University Systems
- HEA 586 Practicum in Higher Education (Required for students who do not have at least 1 year of professional higher education experience or are currently not employed in a higher education setting.)
- HEA 587 Advanced Practicum in Higher Education Administration
- HEA 599 MA/HEA Independent Study Course

NOTE: *The course descriptions for this program can be found on the [program's website](#)*

PRACTICUM

Required for Students With Less Than One Year of Full-Time Experience

Students who do not have one year of full-time professional work experience in higher education or are not currently employed in higher education are required to complete a 150-hour (10 hours per week for 15 weeks) unpaid internship with an approved supervisor working in the higher education field to gain practical experience. Students will earn three credits and can choose to do their internship in the fall or spring. The three credits earned will count as one of the six required electives for the program.

Practicum sites can be at Stony Brook or at another college or university. Students can find current listings of available Stony Brook opportunities in Handshake (the database supported by the Career

Center) and the HEA Brightspace community. Students who are looking outside of Stony Brook must find a department and supervisor who is willing to work with them. Supervisors will be required to have an earned master's degree and at least 5 years of professional higher education experience.

In addition to their field hours, students will also complete a 14-week online course, HEA 586 Practicum in Higher Education, to build a strong theory-to-practice connection, and to reflect on and discuss the practicum experience. Once they have found a location, HEA program advisors will work with the supervisor to make sure the experience meets program requirements.

All practicum experiences must be approved by the program director prior to enrollment in HEA 586 or 587.

Note: The practicum opportunity is for students in the Master of Arts program only. Students in the Advanced Graduate Certificate program are not eligible to earn credit for a practicum experience.

Advanced Graduate Certificate Requirements

The Advanced Graduate Certificate (AGC) is an 18-credit program that can be taken after completing a bachelor's, master's, or other advanced degree. It is a good option for someone who may not want to complete the full 36-credit master's degree, but would like to develop a solid background and skills in the higher education and student affairs field.

All advanced graduate certificate requirements must be completed within three years from the student's first semester of matriculation. If the certificate program is taken in collaboration with a graduate degree program, then the student has five years for completion of the certificate. A minimum 3.0 cumulative GPA is required to earn the AGC.

Required Core Courses - 12 credits

- HEA 501 Foundations of Higher Education Administration
- HEA 502 Survey of College Student Development Theory
- HEA 503 - Leadership in Higher Education
- HEA 504 Research and Assessment in Higher Education

Electives - 6 credits. Select two courses from the list below.

- HEA 510 Technology in Higher Education
- HEA 520 Advising and Counseling in Higher Education
- HEA 521 Diversity and Higher Education
- HEA 522 Crisis Management and Prevention in Higher Education
- HEA 523 Student Affairs Administration
- HEA 524 Enrollment Management
- HEA 525 The Contemporary Undergraduate

- HEA 526 Career Counseling and the Psychology of Work
- HEA 527 Community College Administration
- HEA 528 External Relations in Higher Education
- HEA 530 Legal Issues in Higher Education
- HEA 531 Finance Issues in Higher Education
- HEA 532 Facilities Management in Higher Education
- HEA 533 Intercollegiate Athletics
- HEA 534 Philanthropy in American Higher Education
- HEA 535 International Higher Education
- HEA 540 Critical Issues in Higher Education (Special Topics class; up to 6 credits can be applied toward the certificate.)
- HEA 560 Comparative University Systems
- HEA 599 MA/HEA Independent Study Course

Time to Completion

All certificate requirements must be completed within three (3) years from the semester date of admission as a matriculated student unless the student is also matriculated in a master's degree program. Master's students have five (5) years to complete the certificate requirements.

Faculty

The Higher Education Administration faculty is composed of practitioners and researchers who are leaders in the field—including deans, provosts, and directors—who represent a range of colleges and universities. While they may present at national conferences and publish in respected journals, most also retain their full-time administrative positions. Their experience informs their instruction, allowing them to connect the theories that they are teaching to the real-world situations that face higher education professionals. This applied approach benefits students who are currently working in the field. From their very first course, students can start using what they have learned to improve their professional practice.

[Read All Faculty Biographies.](#)

Course Descriptions

The course descriptions for this program can be found using Class Search in SOLAR, and/or on the program website.

Human Resource Management

Stony Brook University's Human Resource Management master's degree program provides the academic preparation required for professionals to develop the skills they need to enter the field or advance their careers. To be effective, today's HR professional must possess broad-based knowledge and specific competencies necessary to align human resource functions with organizational goals. The 30-credit Master of Science curriculum integrates theory and practice, featuring courses taught by practitioner-scholars who are leaders in their respective fields.

The program fully aligns with the current educational standards established by the Society for Human Resource Management, the premier association for HR professionals.

Full-time or Part-time

Students can choose to pursue their studies on a full-time or part-time basis. Full-time students can complete the program in one year (including summer); part-time students can complete the program in as little as two years.

On-campus, online or on-site

To better meet the needs of working professionals, our courses are scheduled in the evening or online. SPD also partners with businesses and organizations to offer graduate and executive training programs on-site.

Graduate Program Director

Leo Giglio, PhD

Leo.Giglio@stonybrook.edu

Degree Awarded

MS in Human Resource Management

Certificate Awarded

Advanced Graduate Certificate in Human Resource Management

Website

<http://www.stonybrook.edu/spd/hrm>

Application

<https://professionaldevelopment.stonybrook.edu/apply/>

Admissions

Master of Science in Human Resource Management

- Personal statement. In 500-750 words, please explain how this degree program will assist you in advancing your professional and/or personal goals.
- Professional resume.
- An official transcript indicating conferral of a bachelor's degree (minimum 3.0 cumulative grade point average). To ensure your application materials are complete and ready for processing, applicants should order their degree-bearing transcript* to be sent upon submission of the electronic application.
- Two letters of recommendation. Letters of recommendation should be from teachers or professors with whom you have studied. Letters from professionals in fields of work related to the area of specialty you wish to pursue are also appropriate.

Advanced Graduate Certificate Program in Human Resource Management

- Personal statement. In 500-750 words, please explain how this degree program will assist you in advancing your professional and/or personal goals
- Resume
- An official transcript indicating conferral of a bachelor's degree (minimum 3.0 cumulative grade point average). To ensure your application materials are complete and ready for processing, applicants should order their degree-bearing transcript to be sent upon submission of the electronic application.

Program Requirements

Master of Science in Human Resource Management

The Master of Science in Human Resource Management program consists of 10 three-credit courses as outlined below. Students are expected to take HRM 532 and HRM 533 as their first courses. The capstone course, HRM 595, may be taken after the completion of 24 hours of coursework in the program.

Core Courses

The following courses are required of all students:

- HRM 532 Foundations of Human Resources
- HRM 533 Employee Relations and Labor Management
- HRM 545 Employment Law and Policy (prerequisite: HRM 533)
- HRM 548 Diversity and Global Issues in the Workplace (prerequisite: HRM 532)
- HRM 551 Business Acumen and Data Analytics for Effective HR Leadership (prerequisites: HRM 532 and 533)

- HRM 595 Strategic Human Resources Master's Project (prerequisite: 24 credits of HRM courses)

Electives

Students select four courses from the following list:

- HRM 537 Employee Learning and Professional/Career Development
- HRM 538 Organizational Development and Change Management (prerequisite: HRM 532)
- HRM 541 Human Relations and Workforce Planning
- HRM 546 Job Evaluation, Compensation Systems, and Benefits (prerequisite: HRM 532)
- HRM 547 Performance Management in Organizations
- HRM 552 The Strategic Organization: Communication and Employee Relationship Management (prerequisite: HRM 532, HRM 533, HRM 541)
- HRM 553 HR Leadership, Performance Management and Organizational Effectiveness (prerequisite: HRM 532, HRM 547)
- HRM 554 The HR Leader as an Organizational Consultant (prerequisite: HRM 532, HRM 538)

Advanced Graduate Certificate in Human Resource Management

This certificate program consists of five 3-credit courses distributed among the areas listed below.

Required Courses - 15 credits (5 courses)

- HRM 532 Foundations of Human Resources
- HRM 533 Employee Relations and Labor Management
- HRM 545 Employment Law and Policy
- HRM 548 Diversity and Global Issues in the Workplace
- HRM 551 Business Acumen and Data Analytics for Effective HR Leadership

Course Descriptions

The course descriptions for this program can be found on the [program's website](#).

Faculty

The program's faculty is composed of practitioners and researchers who are leaders in the field. While they may present at national conferences, most also retain their full-time administrative positions. Their experience informs their instruction, allowing them to connect the theories that they are teaching to real-world situations. Faculty focuses on the applications of the principles in their areas of expertise.

Industrial Management – Advanced Graduate Certificate

Managers and knowledge workers face the challenges of rapid change, evolving technology and burgeoning information in today's global economy. This program's goals are to enable individuals to understand the integration of an enterprise's processes, as well as how to utilize modern tools, techniques and technologies to make their organization more competitive and profitable. The curriculum introduces the strategic fundamentals of the customer/value driven enterprise, the management concepts of organizational design and structure, and the basic business processes for running a successful enterprise.

The program is offered in conjunction with the Department of Technology and Society and articulates with its MS in Technological Systems Management as well as SPD's Master of Arts in Liberal Studies. Matriculation in either of these master's degree programs requires a separate application.

Program Directors

Marypat Taveras

Email: marypat.taveras@stonybrook.edu

Phone: (631) 632-8762

Dr. David Tonjes

Email: david.tonjes@stonybrook.edu

Phone: (631) 632-8518

Certificate Awarded

Advanced Graduate Certificate in Industrial Management

Website

<http://www.stonybrook.edu/spd/graduate/industrial.html>

Note: Information provided for current students only. This program is not accepting new students at this time.

Certificate Requirements

The certificate program consists of 6 three-credit courses, selected from the list below.

Core Courses - 9 credits

- EMP 502 Engineering Economics
- EMP 506 Engineering Enterprise Management
- EMP 509 Management Information Systems

Required Courses - 6 credits

Two of the following five courses must be taken:

- EMP 501 Behavioral and Organizational Aspects of Management
- EMP 503 Legal and Regulatory Aspects of Management
- EMP 504 Quantitative Methods of Management
- EMP 511 Starting the High Technology Venture
- EMP 517 Quality Management

Elective - 3 credits

Select one of the required courses or one course from the following list:

- EST 581 Methods of Socio-Technological Decision Making
- EST 582 Systems Approach to Human-Machine Systems

NOTE: *The course descriptions for this program can be found on the [program's website](#).*

Time to Completion

All certificate requirements must be completed within three (3) years from the semester date of admission as a matriculated student unless the student is also matriculated in a master's degree program. Master's students have five (5) years to complete the certificate requirements.

Faculty

The program's faculty is composed of full-time faculty from the Department of Technology and Society as well as practitioners and researchers who are leaders in the field.

Liberal Studies

The Master of Arts in Liberal Studies (MALS) is an interdisciplinary degree program that examines issues and themes in the arts and humanities, social and behavioral sciences, and natural and applied sciences. The program is offered primarily to working adults who seek educational enrichment and professional development on a part-time basis, and does not specifically serve as a prerequisite for a more advanced degree.

Important note for teachers: The MALS degree is valid toward meeting requirements for a professional license (certification), provided the degree course work contains 12 credits relevant to your area of initial certification. It does not, however, lead directly to an initial certification. Please read the [Teacher Certification page](#) before applying.

Faculty Director / Academic Advisor

Elisa Scott

Elisa.Scott@stonybrook.edu

For general inquiries, please email spd_liberalstudies@stonybrook.edu

Degree Awarded

MA in Liberal Studies

Website

<http://www.stonybrook.edu/spd/mals>

Application

<https://professionaldevelopment.stonybrook.edu/apply/>

Admissions

- Personal statement.
- A bachelor's degree, with a cumulative 3.0 grade point average.
- Two letters of recommendation. Letters of recommendation should be from teachers or professors with whom you have studied. Letters from professionals in fields of work related to the area of specialty you wish to pursue are also appropriate.
- In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Degree Requirements

This degree program consists of 11 three-credit courses, distributed among the three areas listed below. All degree requirements must be completed within five (5) years from the semester date of admission as a matriculated student.

Liberal Studies Core - 15 credits

- LSF 501 Effective Professional Communication
- LSF 502 Effective Professional Thinking
- LSF 503 Effective Professional Global and Cultural Awareness
- LSF 504 Effective Professional Action and Leadership
- STEAM Elective – Any course with the NSLS designator

Courses may be substituted in core and elective categories as approved by an advisor.

Thematically-Related Concentration - 15 credits

A concentration is a group of courses that represents a focused area of interest. Students are allowed considerable freedom and flexibility in designing their concentrations, and may choose from most of the courses offered through SPD. (Teachers must read the Teacher Certification page prior to developing their concentrations.)

Students may also choose to incorporate a 3- or 6-credit internship into their thematically related concentration.

Capstone Seminar (CED 595) - 3 credits

The goal of the Capstone Seminar is to teach students to understand and conduct graduate-level research. Students will be guided in selecting a topic for their research paper. Methodology and resources will be reviewed as the student's work is developed.

Prerequisites: Matriculation in MALS, MPS or MS degree program; completion of 24 graduate credits within the program. There are no transfer credits or substitutions permitted for CED 595 Project Seminar. Students must earn a minimum of a "B" grade in this course to fulfill the degree requirement.

NOTE: The course descriptions for this program can be found on the [program's website](#).

Faculty

Program faculty are drawn from various University departments

Teaching: Biology

The Master of Arts in Teaching program is designed as a course of study leading to New York State certification for teaching Biology in secondary schools (grades 7-12), with an extension option for grades 5-6. Candidates admitted may also qualify for a General Science Extension for grades 7-12. This program, offered in collaboration with the School of Professional Development, the University's Department of Biochemistry and Cell Biology and **D-TALE**, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Contact Information

Science Education

Keith Sheppard

Email: Keith.Sheppard@stonybrook.edu

Phone: (631) 632-2989

Linda Padwa

Email: Linda.Padwa@stonybrook.edu

Phone: (631) 632-7075

Program Advisors

Edward Bossong

Undergraduate Advisor

Edward.Bossong@stonybrook.edu

Rachel Pileri

Undergraduate Advisor

(631) 632-8571

Rachel.Pileri@stonybrook.edu

Zuzana Zachar, PhD

Graduate Advisor, Biology

(631) 632-8970

Zuzana.Zachar@stonybrook.edu

Degrees Awarded

Master of Arts in Teaching in Biology

Bachelor of Science in Biology with Teacher Preparation Option/Master of Arts in Teaching in Biology

Website

<http://www.stonybrook.edu/spd/graduate/matscience>

Application

MAT: <https://professionaldevelopment.stonybrook.edu/apply/>

BS/MAT Programs: https://www.stonybrook.edu/commcms/spd/graduate/ba_mat.php

MAT Program Requirements

The degree program consists of 44 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits. All degree requirements must be completed within five (5) years from the semester date of admission as a matriculated student.

Graduate Science Courses- 15 credits

Courses not listed are selected with the approval of a departmental advisor

Core courses (select 3 of the following):

CEB 546 Current Topics in Biotechnology

CEB 547 Current Topics in Molecular Genetics

CEB 553 Biology of Human Behavior

CEB 554 Current Topics in Immunology

CEB 556 Ecology

CHE 591 - Chemistry in Society

BIO 542 - Model Systems for the Living Environment

Plus two of the following*:

CEB 505 History of the Long Island Environment

CEB 557 Forensic Science

CEB 548 Current Topics in Microbiology

CEB 549 Laboratory Science Curriculum Development

CEN 508/CHE 593 Demonstrations in Chemistry

*With prior approval of the MAT Biology program director, you may choose a content course from one of the master's or PhD programs in Marine Science, Genetics, Molecular & Cellular Biology and Ecology & Evolution to satisfy requirements in this area.

Professional Studies in Education - 23 credits

CEE 505 Education: Theory and Practice

CEF 547 Principles and Practices of Special Education

CEE 565 Human Development

SCI 510 Introduction to Science Teaching (co-requisite SCI 549)

SCI 520 Science Teaching Methods (prerequisite SCI 510; co-requisite SCI 550)

SCI 549 Clinical Experience I (one-credit; co-requisite SCI 510)

SCI 550 Clinical Experience II (one-credit; prerequisite SCI 549; co-requisite SCI 520)

SCI 554 Student Teaching Seminar (prerequisites SCI 510, 520, 549, 550, CEE 505, CEE 565, and CEE 594, and all content courses required for completion of the degree; interview with and permission of Science Education Committee 631.632.7059; matriculation in degree [MAT/BIO, CHE, ESS, or PHY] program. Co-requisites SCI 551 and SCI 552.)

CEE 594 Language Acquisition and Literacy Development

At the program director's discretion, an undergraduate course from a registered and approved program may be approved as a substitution for any of the courses listed below. In all cases, the undergraduate course must have been completed with a B or higher and the student must then take a different graduate pedagogy course to fulfill the graduate credits required for the graduate degree.

CEE 505: Education: Theory and Practice

CEF 547: Principles and Practices of Special Education

CEE 594 OR LIN 544: Language Acquisition and Literacy Development

CEE 565 OR PSY 595: Human Development

Speak to your graduate program director for more information and approval.

Supervised Student Teaching - 6 credits

SCI 551 Supervised Student Teaching High School Grades 10-12: Science (prerequisites SCI 510, 520, 549 and 550; co-requisite SCI 552 & SCI 554)

SCI 552 Supervised Student Teaching Middle School Grades 7-9: Science (prerequisites SCI 510, 520, 549 and 550; co-requisites SCI 551 & SCI 554)

Written Project

Students will be required to complete a teaching project approved by the sponsoring department.

MAT Admissions

BS/BA degree in biology (including two semesters chemistry, two semesters organic chemistry, two semesters physics, at least one semester of calculus, and one semester of statistics); GPA of 3.0 overall.

- Application essay.
- A bachelor's degree with an academic major (or a minimum of 36 credits) in the content field. Transcript must reflect a 2.75 minimum cumulative GPA as well as a 3.0 minimum GPA in science courses.
- One year of college-level study of a foreign language with a grade of "C" or better (this may include American Sign Language)
- Three letters of recommendation. Two of the three recommendations must be from faculty with whom you have completed a course of study at the college level. It would be preferable that these faculty be in the area of your major.
- In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Five-Year BS/MAT Biology Teacher Preparation Program

Degree and Certification Requirements

The BS/MAT program in Biology Education is based upon the completion of a combined BS in Biology and Master of Arts in Teaching in Biology. It is possible to complete both degrees in 5 years (instead of 5 ½ years) because of credit sharing between the programs. This program requires a combination of the courses that are required for each of the individual degree programs.

Applicants to the BS/MAT Biology Teacher Preparation Program must:

- Have taken at least 4 science lab courses
- Contact a Biology advisor in the Biology Undergraduate Program Office, Kelsie Poe (kelsie.poe@stonybrook.edu) or Rachel Ulysse (rachel.ulyse@stonybrook.edu) for a transcript review and to plan a course of study
- Achieve a cumulative GPA of 3.00 and a GPA of 3.00 in science courses
- Apply for the combined program during junior year
- Complete the BS/MAT application (https://www.stonybrook.edu/commcms/spd/graduate/ba_mat.php).
- SPD Student Application/Information Sheet
- Three (3) letters of recommendation
- Official transcript from each college or university attended
- Application Essay
- Any additional items required by SPD
- Submit application prior to SPD deadline as posted on the SPD website (www.stonybrook.edu/spd)

Upon entry to the program, candidates must declare a Teacher Preparation option along with their Undergraduate major by submitting the "Declaration of Major/Minor Form" with ED/TP to the Registrar. Forms are available at the Registrar's Office, the Undergraduate

Biology advisor's office in the Biology Learning Laboratories Building, and the Science Education Program Office, Life Sciences 061.

Number of Semesters of Full-Time Study Required for Program Completion at the Undergraduate and Graduate Levels

Students should apply to the combined BS/MAT program during their fifth or sixth semester of study. The first six semesters of the program are full-time study at the undergraduate level.

Semesters seven and eight will include a mix of undergraduate and graduate courses. Semesters nine and ten will consist of graduate courses only. Candidates will generally advance to Graduate status during their eighth semester.

Note: The two degrees are conferred only when the entire combined degree program has been completed. Both degrees are conferred together unless the student elects to exit the combined degree program and receive only a BS in Biology. Students must maintain a B average in their graduate courses. Students who are unable to maintain a B average in their graduate courses will be encouraged, while in Semester 8 of their studies, to leave the program and graduate with a BS degree in Biology.

Biology BS/MAT Sample Course Sequence

	UG	G		UG	G
semester 1 (Fall)			semester 6 (Spring)		
CHE 129/130 or CHE 131	4		PHY 122	4	
CHE 133	1		BIO Upper Division	3	
MAT 125	3		Bio lab Upper Division	3	
SBU 101	1		DEC/SBC	3	
DEC/SBC	3		GEO 102/112	4	

DEC/SBC	3				
semester 2 (Spring)				semester 7 (Fall)	
CHE 132	4			<u>Bio</u> Upper Division	3
CHE 134	1			Bio lab Upper Division	3
MAT 126	3			Grad 1	3
BIO 201 or 202	3			LIN 344	3
DEC/SBC	3			CEE 505	3
SBU 102	1				
semester 3 (Fall)				semester 8 (Spring)	
CHE 321	3			DEC/SBC	3
BIO 201 or 202 or 203	3			CEF 547	3
BIO 204	2			Grad 2	3
CHE 327 or AMS 110/BIO211	2 or 3			SCI 510	3
DEC/SBC	3			SCI 549	1
DEC/SBC	3			DEC/SBC	3
semester 4 (Spring)				semester 9 (Fall)	
CHE 322	3			SCI 520	3

CHE 327 or AMS 110/BIO211	2 or 3			SCI 550		1
BIO 201 or 202	3			CEE 565		3
BIO Upper Division	3			Grad 3		3
BIO 205 or 207	2			Grad 4		3
DEC/SBC	3			Grad 5		3
semester 5 (Fall)				semester 10 (Spring)		
PHY 121	4			SCI 551		3
BIO Area Elective	3			SCI 552		3
BIO Area III or IV	3			SCI 554		3
DEC/SBC	3					
DEC/SBC	3					

Note: If BIO 358 is taken as an undergraduate, BIO 558 may not be taken as a graduate course.

The above listing of courses provides a suggested sequence for coursework. There is a degree of flexibility in the order of courses, but any deviation from the above without permission of the program advisor may lead to a delay in completion of the program.

A student wishing to complete the five-year combined program is strongly encouraged to consult with the Biology advisor for individualized guidance in course selection.

Student Teaching

Additional Requirements

- Seventy-five days of student teaching are required. Depending on the semester and public school vacation schedules, student teaching may extend beyond the university semester calendar.

- Student teaching is divided into two placements of approximately equal duration, one in a middle school/junior high school and the other in a high school.

Prior to admission to student teaching, candidates will be interviewed by a committee to assess their ability to speak extemporaneously about both biology concepts and pedagogical issues.

Candidates who are not successful in this interview will be counseled in order to remedy deficiencies. Upon completion of the remediation another interview will be held. In the event that a candidate is unable to satisfy the interview component, the candidate will not advance to student teaching.

Field Experience

Field Experience sites for all teacher candidates are arranged through SCI 549 and SCI 550. Assignments and details are distributed in SCI 510 and SCI 520. New York State requires 100 hours of field experience in secondary schools prior to student teaching. Each teacher candidate is required to obtain 15 hours of field experience that includes a focus on understanding the needs of students with disabilities. These hours will be noted on the Field Experience Time Sheets from SCI 549, SCI 550, or a combination of both. While earning these field experience hours, teacher candidates will be encouraged to observe inclusion (integrated co-teaching) classes in their certification area and other special education classroom situations as available.

It is recommended that candidates take the EAS upon completion of PSY 327/CEE 565, CEF 347/547 and LIN 344/CEE 594, and take the CST during SCI 510.

Professional Portfolio

The Professional Portfolio is presented and defended at the conclusion of student teaching. It includes many performance indicators of standards-based teaching competencies.

General Science Certification

To qualify for the General Science (7-12) certification, candidates must complete a minimum of 18 semester hours in two or more sciences other than biology.

Teacher Certification

In addition to the stated course and program requirements listed in this section, New York State also has workshop, fingerprinting and other requirements for certification, which can be found in this Bulletin.

Language Requirement

New York State certification requires at least one year (6 credits) of college-level study of a foreign language. Satisfaction of SBU's SBC LANG fulfills the foreign language requirement.

General Science Certification

In order to qualify for the General Science (grade 7 – 12) certification, candidates must complete a minimum of 18 semester hours in two or more sciences other than physics.

Middle-Level Extension

Candidates who wish to qualify to teach grades 5 and 6 in a middle school setting may obtain an extension to their grades 7-12 certification by completing two additional courses, prior to graduation. The courses are: CEE 601 Early Adolescent Development and CEE 602 Middle Child Education-Instruction. Information about these courses can be found on the SPD website (www.stonybrook.edu/spd).

Faculty

Program faculty are drawn from the [Department of Biology](#), as well as from [D-TALE](#).

Course Descriptions

Descriptions for 500-level education content courses (e.g., CEE, CEF, etc.) offered through the School of Professional Development may be found in [this Bulletin](#).

Descriptions for 500-level content courses (e.g., CBE, SCI, etc.) are published in the [Graduate Bulletin](#).

The undergraduate course descriptions for this program are published in the [Undergraduate Bulletin](#).

Teaching: Chemistry

The Master of Arts in Teaching program is designed as a course of study leading to New York State certification for teaching Chemistry in secondary schools (grades 7-12), with an extension option for grades 5-6. Candidates admitted may also qualify for a General Science Extension for grades 7-12. This program, offered in collaboration with the School of Professional Development, the University's Departments of Biochemistry and Cell Biology, Chemistry, Geosciences and Physics, and **D-TALE**, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Contact Information

Science Education

Keith Sheppard

Email: Keith.Sheppard@stonybrook.edu

Phone: (631) 632-2989

Linda Padwa, PhD

Email: Linda.Padwa@stonybrook.edu

Phone: (631) 632-1571

Program Advisor

Susan Oatis, PhD

Undergraduate and Graduate Advisor, Chemistry

Susan.Oatis@stonybrook.edu

(631) 632-1571

Degrees Awarded

Master of Arts in Teaching in Chemistry

Bachelor of Science in Chemistry with Teacher Preparation Option/Master of Arts in Teaching in Chemistry

Website

<http://www.stonybrook.edu/spd/graduate/matscience>

Application

MAT: <https://professionaldevelopment.stonybrook.edu/apply/>

BS/MAT Programs: https://www.stonybrook.edu/commcms/spd/graduate/ba_mat.php

MAT Program Requirements

The degree program consists of 44 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits. All degree requirements must be completed within five (5) years from the semester date of admission as a matriculated student.

Graduate Science Courses- 15 credits

Note: Courses not listed are selected with the approval of a departmental advisor

CHE 501 Instrumental Methods in Chemistry

CHE 504 Structure and Reactivity in Organic Chemistry CHE 507 Biomolecular Structure and Reactivity

CHE 511 Structural Inorganic Chemistry CHE 590 Master's Term Paper

CHE 590 Master's Term Paper

CHE 591 Chemistry in Society

CHE 593 Demonstrations in Chemistry

Professional Studies in Education - 23 credits

CEE 505 Education: Theory and Practice

CEF 547 Principles and Practices of Special Education

CEE 565 Human Development

CEE 594 Language Acquisition and Literacy Development (formerly LIN 544)

SCI 510 Introduction to Science Teaching (co-requisite SCI 549)

SCI 520 Science Teaching Methods (prerequisite SCI 510; co-requisite SCI 550)

SCI 549 Clinical Experience I (one-credit; co-requisite SCI 510)

SCI 550 Clinical Experience II (one-credit; prerequisite SCI 549; co-requisite SCI 520)

SCI 554 Student Teaching Seminar (prerequisites SCI 510, 520, 549, 550, CEE 505, CEE 565, and CEE 594, and all content courses required for completion of the degree; interview with and permission of Science Education Committee 631.632.7059; matriculation in degree [MAT/BIO, CHE, ESS, or PHY] program. Co-requisites SCI 551 and SCI 552.)

At the program director's discretion, an undergraduate course from a registered and approved program may be approved as a substitution for any of the courses listed below. In all cases the undergraduate course must have been completed with a B or higher and the student must then

take a different graduate pedagogy course to fulfill the graduate credits required for the graduate degree.

CEE 505 Education – Theory and Practice

CEF 547 Principles and Practices of Special Education

CEE 594 OR LIN 544 Language Acquisition and Literacy Development

CEE 565 OR PSY 595 Human Development

Speak to your graduate program director for more information and approval.

Supervised Student Teaching - 6 credits

SCI 551 Supervised Student Teaching High School Grades 10-12: Science (prerequisites SCI 510, 520, 549 and 550; co-requisite SCI 552 & SCI 554)

SCI 552 Supervised Student Teaching Middle School Grades 7-9: Science (prerequisites SCI 510, 520, 549 and 550; co-requisites SCI 551 & SCI 554)

Written Project

Students will be required to complete a teaching project approved by the sponsoring department.

MAT Admissions

- Application essay.
- A bachelor's degree with an academic major (or a minimum of 36 credits) in the content field. Transcript must reflect a 2.75 minimum cumulative GPA as well as a 3.0 minimum GPA in science courses.
- One year of college-level study of a foreign language with a grade of "C" or better (this may include American Sign Language)
- Three letters of recommendation. Two of the three recommendations must be from faculty with whom you have completed a course of study at the college level. It would be preferable that these faculty be in the area of your major.
- In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Five-Year BS/MAT Chemistry Teacher Preparation Program

Degree and Certification Requirements

The BS/MAT Chemistry teacher preparation program is based on completion of a combined BS in Chemistry and Master of Arts in Teaching in Chemistry. It is possible to complete both degrees in 5 years (instead of 5 ½ years) because of credit sharing between the programs. This program

requires a combination of the courses that are required for each of the individual degree programs. A complete description follows below.

Number of semesters of full-time study required for program completion at the undergraduate and graduate levels.

Students should apply to the combined BS/MAT program during their fifth or sixth semester of study. The first six semesters of the program are full-time study at the undergraduate

level. Semesters seven and eight will include a mix of undergraduate and graduate courses. Semesters nine and ten will consist of graduate courses only. Candidates will generally advance to Graduate status during their eighth semester.

Note: The two degrees are conferred only when the entire combined degree program has been completed. Both degrees are conferred together unless the student elects to exit the combined degree program and receive only a BS in Physics.

Additional Requirements

Student Teaching

- Prior to admission to student teaching, candidates will be interviewed by a committee to assess their ability to speak extemporaneously about both chemistry concepts and pedagogical issues. Candidates who are not successful in this interview will be counseled in order to remedy deficiencies. Upon completion of the remediation, another interview will be held. In the event that a candidate is unable to satisfy the interview component, the candidate will not advance to student teaching.
- Seventy-five days of student teaching are required. Depending on the semester and public school vacation schedules, student teaching may extend beyond the university semester calendar. Student teaching is divided into two placements of approximately equal duration, one in a middle school/junior high school and the other in a high school.

Field Experience

Field Experience sites for all teacher candidates are arranged through SCI 549 and SCI 550. Assignments and details are distributed in SCI 510 and SCI 520. New York State requires 100 hours of field experience in partnership schools prior to student teaching. Each teacher candidate is required to obtain 15 hours of field experience that include a focus on understanding the needs of students with disabilities. These hours will be noted on the Field Experience Time Sheets from SCI 549, SCI 550, or a combination of both. While earning these field experience hours, teacher candidates will be encouraged to observe inclusion (integrated co-teaching) classes in their certification area and other special education classroom situations as available.

It is recommended that candidates take the EAS upon completion of PSY 327/CEE 565, CEF 347/547 and LIN 344/CEE 594, and take the CST during SCI 510.=

Professional Portfolio

The Professional Portfolio is presented and defended at the conclusion of student teaching. It includes many performance indicators of standards-based teaching competencies.

General Science Certification

To qualify for the General Science (7-12) certification, candidates must complete a minimum of 18 semester hours in two or more sciences other than chemistry.

Sample BS/MAT Course Sequence

	UG	G		UG	G
Semester 1			Semester 2		
CHE 131 or 141	4		CHE 132 or 142	4	
CHE 133 or 143	1		CHE 134 or 144	1	
MAT 125	3		MAT 126	3	
SBU 101	1		BIO or GEO	3	
DEC/SBC	3		DEC/SBC	3	
DEC/SBC	3		DEC/SBC	3	
Semester 3			Semester 4		
CHE 321	3		CHE 322 or 326	3	
CHE 383	2		CHE 384	3	
MAT 127	3		CHE 385	1	
GEO or BIO	3		MAT 211 or AMS 210	3	

DEC/SBC	3		DEC/SBC	3	
DEC/SBC	3		DEC/SBC	3	
Semester 5			Semester 6		
CHE 301	4		CHE 302	4	
CHE 303	2		CHE 304	2	
PHY 131, 133	4		DEC/SBC	3	
PSY 327	3		PHY 132, 134	4	
*Foreign Lang.	4		SSE 350	3	
Semester 7			Semester 8		
CHE 375	3		SCI 510		3
CHE 357	2		SCI 549		1
CHE 310	3		CEE 594		3
CHE 495	3		CHE 496	3	
DEC/SBC	3		Grad 2		3
Grad 1		3	DEC/SBC	3	
Semester 9			Semester 10		
SCI 520		3	SCI551		3

SCI 550		1	SCI552		3
Grad 3		3	SCI554		3
Grad 4		3			
CHE 590**		3			
CEF 547		3			

*Satisfaction of SBU's DEC Entry Skill 3/SBC LANG fulfills the foreign language requirement.

**A substantial paper on some aspect of chemical science, technology, or pedagogy is to be prepared under the aegis of CHE 590. The subject should be chosen in consultation with the faculty advisor, in whose section of CHE 590 the student will register. See page 8 of this information packet for more details about the expectations associated with CHE 590.

The above listing of courses provides a suggested sequence for coursework. There is a degree of flexibility in the order of courses, but any deviation from the above without permission of chemistry teacher preparation advisor may lead to delay in completion of the program. A student wishing to complete this five-year combined program is strongly encouraged to consult with the chemistry teacher preparation advisor for individualized guidance in course selection.

All applicants to the BS/MAT Chemistry Teacher Preparation Program must:

- Have taken at least 4 science lab courses.
- Contact the chemistry education advisor for a transcript review and to plan a course of study.
- Achieve a cumulative GPA of 3.00 and a GPA of 3.00 in science courses.
- Apply for the combined program by the end of the junior year.
- Complete the BS/MAT application that is found on the School of Professional Development website (https://www.stonybrook.edu/commcms/spd/graduate/ba_mat.php).
- SPD Student Application/Information Sheet
- Three (3) letters of recommendation
- Official transcript from each college or university attended
- Application Essay
- Any additional items required by the School of Professional Development
- Submit application prior to SPD deadline (See www.stonybrook.edu/spd for details.)

Upon entry to the program, candidates must declare a Teacher Preparation option along with

their Undergraduate major by submitting the "Declaration of Major/Minor Form" with TP to the Registrar. Forms are available at the Registrar's Office, the Undergraduate Chemistry advisor's office in the Chemistry Department Office, and the Science Education Program Office, Life Sciences 092.

Teacher Certification

In addition to the stated course and program requirements listed in this section, New York State also has workshop, fingerprinting and other requirements for certification, which can be found in this Bulletin.

Language Requirement

New York State certification requires at least one year (6 credits) of college-level study of a foreign language. Satisfaction of SBU's SBC LANG fulfills the foreign language requirement.

General Science Certification

In order to qualify for the General Science (grade 7 – 12) certification, candidates must complete a minimum of 18 semester hours in two or more sciences other than physics.

Middle-Level Extension

Candidates who wish to qualify to teach grades 5 and 6 in a middle school setting may obtain an extension to their grades 7-12 certification by completing two additional courses prior to graduation. The courses are: CEE 601 Early Adolescent Development and CEE 602 Middle Child Education-Instruction. More information about these courses can be found on the SPD website (www.stonybrook.edu/spd).

Faculty

Program faculty are drawn from the [Department of Chemistry](#), as well as from [D-TALE](#).

Course Descriptions

Descriptions for 500-level education content courses (e.g., CEE, CEF, etc.) offered through the School of Professional Development may be found in [this Bulletin](#).

Descriptions for 500-level content courses (e.g., CBE, SCI, etc.) are published in the [Graduate Bulletin](#).

The undergraduate course descriptions for this program are published in the [Undergraduate Bulletin](#).

Teaching: Earth Science

The Master of Arts in Teaching program is designed as a course of study leading to New York State certification for teaching Earth Science in secondary schools (grades 7-12), with an extension option for grades 5-6. Candidates admitted may also qualify for a General Science Extension for grades 7-12. This program, offered in collaboration with the School of Professional Development, the University's Departments of Biochemistry and Cell Biology, Chemistry, Geosciences and Physics, and **D-TALE**, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Contact Information

Science Education

Keith Sheppard

Email: Keith.Sheppard@stonybrook.edu

Phone: (631) 632-2989

Linda Padwa

Email: Linda.Padwa@stonybrook.edu

Phone: (631) 632-7075

Program Advisors

Hanna Nekvasil, PhD

Director of Undergraduate Studies

Hanna.Nekvasil@stonybrook.edu

Joel Hurowitz, PhD

Graduate Program Advisor

(631) 632-5355

Joel.Hurowitz@stonybrook.edu

Degrees Awarded

Master of Arts in Teaching in Earth Science

Bachelor of Science in Earth Science with Teacher Preparation Option/Master of Arts in Teaching in Earth Science

Website

<http://www.stonybrook.edu/spd/graduate/matscience>

Application

MAT: <https://professionaldevelopment.stonybrook.edu/apply/>

BS/MAT Programs: https://www.stonybrook.edu/commcms/spd/graduate/ba_mat.php

MAT Program Requirements

The degree program consists of 44 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits. All degree requirements must be completed within five (5) years from the semester date of admission as a matriculated student.

The departmental MAT advisor, in consultation with the student, will determine a set of Earth Science courses for the M.A.T. degree in Earth Science. For more information and a sample checklist, [visit the Department of Geosciences](#).

Graduate Science Courses- 15 credits

Courses not listed are selected with the approval of a departmental advisor

- GEO 543 Stratigraphy
- GEO 546 Mineralogy and Petrology
- GEO 549 Structural Geology
- GEO 507 Igenous and Metamorphic Petrology
- ESS 541 Earth's Surficial Environment
- ESS 542 Tectonic Environment
- ESS 543 Rocks and Minerals
- ESS 544 Geology of New York

Professional Studies in Education - 23 credits

- CEE 505 Education: Theory and Practice
- CEF 547 Principles and Practices of Special Education
- CEE 565 Human Development
- SCI 510 Introduction to Science Teaching (co-requisite SCI 549)
- SCI 520 Science Teaching Methods (prerequisite SCI 510; co-requisite SCI 550)
- SCI 549 Clinical Experience I (one-credit; co-requisite SCI 510)
- SCI 550 Clinical Experience II (one-credit; prerequisite SCI 549; co-requisite SCI 520)
- SCI 554 Student Teaching Seminar (prerequisites SCI 510, 520, 549, 550, CEE 505, CEE 565, and CEE 594, and all content courses required for completion of the degree; interview with

and permission of Science Education Committee 631.632.7059; matriculation in degree [MAT/BIO, CHE, ESS, or PHY] program. Co-requisites SCI 551 and SCI 552.)

- CEE 594 Language Acquisition and Literacy Development

At the program director's discretion, an undergraduate course from a registered and approved program may be approved as a substitution for any of the courses listed below. In all cases, the undergraduate course must have been completed with a B or higher and the student must then take a different graduate pedagogy course to fulfill the graduate credits required for the graduate degree.

- CEE 505: Education: Theory and Practice
- CEF 547: Principles and Practices of Special Education
- CEE 594 OR LIN 544: Language Acquisition and Literacy Development
- CEE 565 OR PSY 595: Human Development
- Speak to your graduate program director for more information and approval.

Supervised Student Teaching - 6 credits

SCI 551 Supervised Student Teaching High School Grades 10-12: Science (prerequisites SCI 510, 520, 549 and 550; co-requisite SCI 552 & SCI 554)

SCI 552 Supervised Student Teaching Middle School Grades 7-9: Science (prerequisites SCI 510, 520, 549 and 550; co-requisites SCI 551 & SCI 554)

Written Project

Students will be required to complete a teaching project approved by the sponsoring department.

MAT Admissions

- An academic major (or a minimum of 36 credits) in the content field (e.g., Biology, Earth Science, etc.)
- A minimum GPA of 2.75 in your overall bachelor's degree program
- A minimum GPA of 3.0 in science courses
- One year of college-level study of a foreign language with a grade of "C" or better (this may include American Sign Language)

Five-Year BS/MAT Earth Science Teacher Preparation Program

This program is designed as a course of study leading to New York State certification for teaching Earth Science and General Science in the secondary schools (grades 7-12), with an extension option for grades 5-6. This program, offered in collaboration with the School of Professional Development,

the University's Department of Geosciences and the Distributed Teacher and Leader Education program (D-TALE), is designed for those who have little or no previous coursework in education or formal classroom teaching experience. The program is committed to both science teaching and science learning.

BS/MAT Program Requirements

The requirements for the combined BA/MAT program in Earth Science Education are identical to the requirements for the two programs separately. Time is saved by allowing some courses in science content and pedagogy to count for both degrees.

Students should apply to the combined BA/MAT program during their fifth or sixth semester of study towards the B.A. in ESS/Science Education track. **(Note: Students should declare the undergraduate major as soon as possible to be eligible for NYS Math and Science Teaching Incentive Scholarships. This declaration requires adding TP/ED to the ESS major title on the major declaration form.)**

Once accepted into the program, semesters seven and eight will include a mix of undergraduate and graduate courses. Semesters nine and ten will consist of graduate courses only. Candidates will advance to Graduate status upon completion of their 15th graduate credit, typically during their eighth or ninth semester.

BS/MAT Admissions

- Have taken at least 4 science lab courses.
- Contact the Earth Science education advisor for a transcript review and to plan a course of study.
- Achieve a cumulative GPA of 3.00 and a GPA of 3.00 in science courses.
- Apply for the combined program during junior year
- Complete the BS/MAT application that is found on the website https://www.stonybrook.edu/commcms/spd/graduate/ba_mat.php
- SPD Student Application/Information Sheet
- Three (3) letters of recommendation
- Official transcript from each college or university attended
- Application Essay
- Any additional items required by SPD
- Submit application prior to SPD deadline as posted on the SPD website (www.stonybrook.edu/spd)

Note: Upon acceptance to the program, candidates must declare a Teacher Preparation option along with their Undergraduate major by submitting the "Declaration of Major/Minor Form" with TP to the Registrar. Forms are available at the Registrar's Office, the Undergraduate Earth Science advisor's office in the Earth Sciences Building, and the Science Education Program Office, Life Sciences 061.

Earth Science BS/MAT Sample Course Sequence

The below listing of courses provides a suggested sequence for coursework. There is a degree of flexibility in the order of courses, but any deviation from the above without permission of the program advisor may lead to a delay in completion of the program.

A student wishing to complete the five-year combined program is strongly encouraged to consult with the Geosciences advisor for individualized guidance in course selection.

	UG	G		UG	G
Semester 1			Semester 6		
SBC	3		ATM 205	3	
CHE 131	4		SBC	3	
CHE 133	1		UG Earth Science	4	
GEO 102/112 or GEO 122	3+1		Upper Division SBC	3	
	4		Upper Division Elec.	3	
MAT 125	3		Upper Division Elec.	3	
Semester 2			Semester 7		
SBC	3		SBC	3	
BIO 201 or BIO 202	3		SBC	3	
CHE 132	4		UG Earth Science	4	
CHE 134	1		PSY 327	3	
GEO 306	3		LIN 344	3	

GEO 366	1		Semester 8		
Semester 3			SBC	3	
SBC	3		Grad Earth Science		3
SBC	3		Grad Earth Science		3
GEO 407/467	4		Grad Earth Science		3
BIO 202 or BIO 201	3		SCI 510		3
BIO 204	2		SCI 549		1
Semester 4			Semester 9		
PHY 119	3		CEE 505		3
SBC	3		Grad Earth Science		3
AST 101	3		Grad Earth Science		3
AST 112	1		SCI 520		3
AMS 102	3		SCI 550		1
SBC	3		CEF 547		3
Semester 5					
GEO 103	3		Semester 10		
GEO 113	1		SCI 551		3

ATM 102	3		SCI 552		3
Upper Division SBC	3		SCI 554		3
Upper Division Elec.	3				
Upper Division Elec.	3				

Note: Upon acceptance to the program, candidates must declare a Teacher Preparation option along with their Undergraduate major by submitting the "Declaration of Major/Minor Form" with TP to the Registrar. Forms are available at the Registrar's Office, the Undergraduate Earth Science advisor's office in the Earth Sciences Building, and the Science Education Program Office, Life Sciences 061.

The science advisor for the undergraduate portion of this program (BA in Earth and Space Sciences, Education Track) is Prof. Hanna Nekvasil (hanna.nekvasil@stonybrook.edu). The science advisor for the graduate portion of this program is Prof. Joel Hurowitz (Joel.Hurowitz@stonybrook.edu).

Student Teaching, Field Experience and Portfolio

Student Teaching

Prior to admission to Student Teaching, the candidate will be interviewed by a committee consisting of the content advisor, a member of the science education faculty, and the student teaching field supervisor. The purpose of this interview is to assess the candidate's ability to speak extemporaneously about subject matter and pedagogical issues. Candidates who are not successful in this interview will be counseled in order to remedy deficiencies. Upon completion of the remediation, another interview will be held. In the event that a candidate is unable to satisfy the interview component, the candidate will be blocked from student teaching.

Field Experience

Field Experience sites for all teacher candidates are arranged through SCI 549 and SCI 550. Assignments and details are distributed in SCI 510 and SCI 520. New York State requires 100 hours of field experience in secondary schools prior to student teaching. Each teacher candidate is required to obtain 15 hours of field experience that includes a focus on understanding the needs of students with disabilities. These hours will be noted on the Field Experience Time Sheets from SCI 549, SCI 550, or a combination of both. While earning these field experience hours, teacher

candidates will be encouraged to observe inclusion (integrated co-teaching) classes in their certification area and other special education classroom situations as available.

Professional Portfolio

The Professional Portfolio is presented and defended at the conclusion of student teaching. It includes several performance indicators of standards-based teaching competencies.

Note: The two degrees (B.A. in ESS/Science Education track and the MAT) are conferred only when the entire combined degree program has been completed. Both degrees are conferred together unless the student elects to exit the combined degree program and receive only a BA in Earth and Space Sciences.

Teacher Certification

In addition to the stated course and program requirements listed in this section, New York State also has workshop, fingerprinting and other requirements for certification, which can be found in this Bulletin.

Workshops and Fingerprinting

To be certified in New York State, candidates must take a selection of workshops and must be fingerprinted. For descriptions and registration links, visit [Certification and Licensing Workshops](#).

Language Requirement

New York State certification requires at least one year (6 credits) of college-level study of a foreign language. Satisfaction of SBU's SBC LANG fulfills the foreign language requirement.

General Science Certification

In order to qualify for the General Science (grade 7 – 12) certification, candidates must complete a minimum of 18 semester hours in two or more sciences other than physics.

Middle-Level Extension

Candidates who wish to qualify to teach grades 5 and 6 in a middle school setting may obtain an extension to their grades 7-12 certification by completing two additional courses, prior to graduation. The courses are: CEE 601 Early Adolescent Development and CEE 602 Middle Child Education-Instruction. Information about these courses can be found on the SPD website (www.stonybrook.edu/spd).

Faculty

Program faculty are drawn from the Departments of [Biochemistry and Cell Biology](#), [Chemistry](#), [Geosciences](#) and [Physics](#), as well as from [D-TALE](#).

Teaching: English

The Master of Arts in Teaching program is a course of study leading to New York State certification for teaching English in secondary schools (grades 7-12) with an extension option for grades 5-6. This program, offered in collaboration with the School of Professional Development, the University's Department of English and D-TALE, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Graduate Program Coordinator/Advisor

Joshua Cabat
Humanities 2088
joshua.cabat@stonybrook.edu

Degree Awarded

Master of Arts in Teaching in English

Website

<http://www.stonybrook.edu/spd/graduate/matenglish>

Application

<https://professionaldevelopment.stonybrook.edu/apply/>

Master of Arts in Teaching English Admissions

- Application essay.
- A bachelor's degree with an academic major in English (Those without an undergraduate major in English should pursue a "second bachelor's" degree in English.) The transcript must reflect a 3.0 minimum cumulative GPA as well as a 3.0 minimum GPA in the English studies.
- One year of college-level study of a foreign language with a grade of "C" or better (this may include American Sign Language)
- Three letters of recommendation, preferably from English professors (one from a secondary teacher is optional)
- In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

MAT Program Requirements

The degree program consists of 44 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits. All degree requirements must be completed within five (5) years from the semester date of admission as a matriculated student.

English Language and Literature -15 credits

Course selection will be determined by the student and advisor. Students who have academic deficiencies in English linguistics and/or did not complete an advanced analytical composition course will be required to include courses that specifically address these deficiencies. These courses will be part of the 15 credits selected to satisfy this requirement. Students may substitute one to six credits from Theatre Arts or Writing and Rhetoric programs to fulfill this requirement.

- EGL 502 Studies in Shakespeare
- EGL 506 Studies in Literary Theory
- EGL 509 Studies in Language and Linguistics
- EGL 545 Studies in Victorian Literature
- CEJ 552 Adolescent Literature (*required)
- EGL 584 Topics in Genre Studies
- EGL 585 Topics in Cultural Studies
- EGL 586 Topics in Gender Studies
- EGL 587 Topics in Race, Ethnic Studies
- EGL 599 Independent Studies
- EGL 592 or WRT 592 Problems in Teaching Writing or Composition (*required)
- LIN 527 Structure of English

Professional Studies in Education - 23 credits

- CEE 505 Education — Theory and Practice
- CEE 565 or PSY 595 Human Development
- CEE 594 or LIN544 Language Acquisition & Literacy Development
- CEE 588 Methods of Instruction in Literature & Composition in Secondary
- CEE 590 Student Teaching Seminar (corequisites EGL 452 & EGL 451; prerequisites CEE 588, CEE 593, CEF 551 & CEF 552)
- CEE 593 Performance and Technology in Teaching Literature and Compositions (prerequisite CEE 588; corequisite CEF 552)
- CEF 547 Principles and Practices of Special Education
- CEF 551 Field Experience I — Grades 7-9 (one-credit; corequisite CEE 588)
- CEF 552 Field Experience II — Grades 10-12 (one-credit; prerequisite CEF 551; corequisite CEE 593)
- CEE 594 Language Acquisition and Literacy Development

At the program director's discretion, an undergraduate course from a registered and approved program may be approved as a substitution for any of the courses listed below. In all cases the undergraduate course must have been completed with a B or higher and the student must then take a different graduate pedagogy course to fulfill the graduate credits required for the graduate degree.

- CEE 505 Education – Theory and Practice

- CEF 547 Principles and Practices of Special Education
- CEE 594 Language Acquisition and Literacy Development
- CEE 565 Human Development

Speak to your graduate program director for more information and approval.

Supervised Student Teaching - 6 credits

- CEQ 591 Supervised Student Teaching High School Grades 10-12: English (prerequisites CEE 588, CEE 593, CEF 551 & CEF 552; corequisites CEE 590 & EGL 451)
- CEQ 592 Supervised Student Teaching Middle School Grades 7-9: English (prerequisites CEE 588, CEE 593, CEF 551 & CEF 552; corequisites CEE 590 & EGL 452)

Written Project

Students will be required to complete a four-week English teaching module specifically designed for the Supervised Student Teaching project.

Course Descriptions

The course descriptions for this program can be found using Class Search in SOLAR and/or on the SPD and English Department's websites.

Teacher Certification

In addition to the stated course and program requirements listed in this section, New York State also has workshop, fingerprinting and other requirements for certification, which can be found in this Bulletin.

Faculty

Program faculty are drawn from the Department of English, as well as from [D-TALE](#).

Teaching: French

The Master of Arts in Teaching program is designed as a course of study leading to New York State certification for teaching French in secondary schools (grades 7-12), with an extension option for grades K-6. This program, which is offered in collaboration with the University's [Department of Languages & Cultural Studies](#), the School of Professional Development, and [D-TALE](#), is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Director of the Foreign Language Teacher Preparation Program

Sarah Jourdain

Email: Sarah.Jourdain@stonybrook.edu

Phone: (631) 632-7440

Faculty Advisor for the MAT in French

Sarah Jourdain

Email: Sarah.Jourdain@stonybrook.edu

Phone: (631) 632-7440

Degrees Awarded

Master of Arts in Teaching in French

Bachelor of Arts in French with Teacher Preparation Option/Master of Arts in Teaching in French

Bachelor of Arts in French and Linguistics with Teacher Preparation Option/Master of Arts in Teaching in French

Websites

<http://www.stonybrook.edu/spd/graduate/matfl>

https://www.stonybrook.edu/commcms/spd/graduate/ba_mat.php

https://www.stonybrook.edu/commcms/spd/graduate/ba_mat_esl/index.php

Application

<https://professionaldevelopment.stonybrook.edu/apply/>

MAT Admissions

- Application essay.
- A bachelor's degree with an academic major (or a minimum of 36 credits) in the program language or the equivalent. Transcript must reflect a 3.0 minimum cumulative GPA as well as a 3.0 minimum GPA in language studies.

- Three letters of recommendation. Two of the three recommendations must be from faculty with whom you have completed a course of study at the college level. It would be preferable that these faculty be in the area of your major.
- In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

MAT Program Requirements

The degree program consists of 47 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits. All degree requirements must be completed within five (5) years from the semester date of admission as a matriculated student.

Language, Literature and Culture - 15 credits

Students choose from the courses listed below; those not listed are selected with the approval of a departmental advisor.

- FRN 501 Contemporary French Culture and Institutions
- FRN 507 Advanced Stylistics
- FRN 510 French Phonetics and Diction
- FRN 570 Special Topics in French Literature
- FRN 581 Independent Individual Studies
- FRN 502 French Civ & His. Perspective
- FRN 513 Romance Linguistics
- FRN 511 Business French
- FRN 552 Studies in 19th Century French Literature
- FRN 562 Studies in 20th & 21st Century

Professional Studies in Education - 26 credits

- CEE 505 Education: Theory and Practice
- CEE 565 or PSY 595 - Human Development
- CEF 547 Principles and Practices of Special Education CEE 565 Human Development
- FLA 505 Methods of Teaching Foreign Languages
- FLA 506 Portfolio Development (prerequisite FLA 505)
- FLA 507 Critical Pedagogy or LIN 544/CEE 594 - Literacy Development
- FLA 570 - Technology Literacy or FLA 571 - Technology & Education or CEF 501 FLES
- FLA 549 Field Experience I—Grades 7-9 (one credit; corequisite FLA 505)
- FLA 550 Field Experience II—Grades 10-12 (one credit; corequisite FLA 506)
- FLA 554 Student Teaching Seminar (prerequisites FLA 505, 506, & 540; corequisites FLA 551 & FLA 552)

At the program director's discretion, an undergraduate course from a registered and approved program may be approved as a substitution for any of the courses listed below. In all cases the undergraduate course must have been completed with a B or higher and the student must then

take a different graduate pedagogy course to fulfill the graduate credits required for the graduate degree.

- CEE 505 Education – Theory and Practice
- CEF 547 Principles and Practices of Special Education
- CEE 594 Language Acquisition and Literacy Development
- CEE 565 Human Development

Speak to your graduate program director for more information and approval.

Field Experience and Clinical Practice

Students will be required to complete 100 clock hours of field experience related to coursework prior to student teaching or practica. These experiences include practicing skills for interacting with parents, experiences in high-need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English Language Learners, and students with disabilities.

- FLA 551 Supervised Student Teaching HS, Grades 10-12: For. Languages
- FLA 552 Supervised Student Teaching MS, Grades 7-9: For. Languages

Supervised Student Teaching - 6 credits

Prior to student teaching, students must participate in an official ACTFL OPI (Oral Proficiency Interview) and receive a minimum spoken proficiency rating of Advanced-Low as defined in the ACTFL Proficiency Guidelines-Speaking (1999). Students must contact Language Testing International (LTI) and arrange for either a face-to-face OPI or a phone interview.

Student Teaching Courses:

- FLA 551 Supervised Student Teaching High School Grades 10-12: Foreign Languages (prerequisites FLA 505, 506, and 540; corequisites FLA 552 and 554)
- FLA 552 Supervised Student Teaching Middle School Grades 7-9: Foreign Languages (prerequisites FLA 505, 506, and 540; corequisites FLA 551 and FLA 554)

Written Project

Students in all degree programs will be required to complete a Teacher Candidate Work Sample specifically designed for the Supervised Student Teaching project.

Course Descriptions

The course descriptions for this program can be found using Class Search in SOLAR and/or on the websites for SPD and Languages & Cultural Studies.

5-year Program in Linguistics and French Combined Degree: BA + MAT

BA/MAT Program Requirements

Linguistics Major

The following six courses are required for the LIN major:

- LIN 101 Human Language
- LIN 201 Phonetics
- LIN 301 Phonology
- LIN 311 Syntax
- LIN 405 Writing in Linguistics
- LIN 431 Structure of an Uncommonly Taught Language

The following three courses are required for the TESOL certification:

- LIN 307 Introduction to Sociolinguistics
- LIN 375 TESOL Pedagogy: Theory and Practice (**see V below)
- LIN 378 TESOL Pedagogy: Language and Literacy Development

Three additional electives are required, chosen in consultation with the Undergraduate Program Director in Linguistics:

- Example: LIN 230 Languages of the World
- Example: LIN 321 Morphology
- Example: HUL 324 Romance Linguistics (counts as both LIN and FRN elective)

French (FRN) Second Major

Thirty-six (36) FRN credits, chosen in consultation with the Undergraduate French Director:

- FRN 311 French Conversation
- FRN 312 French Composition
- FRN 313 French Vocabulary Through Popular Culture
- FRN 395 Readings in French Literature I
- FRN 396 Readings in French Literature II
- FRN 411 Phonetics and Diction
- FRN 412 Stylistics
- FRN 441 French Civilization
- One course in French literature numbered 300 or higher
- Three additional courses; two may be at the 200 level

Graduate French Coursework for MAT FRN

Fifteen (15) FRN credits at the graduate (500) level, chosen with approval of the Graduate Director:

- FRN 501 Contemporary French Culture and Institutions
- FRN 507 Advanced Stylistics
- FRN 510 French Phonetics and Diction
- Two courses in literature

General Professional Preparation

- SSE 350 Foundations of American Education
- CEF 347 or CEF 547 Introduction to Special Education
- PSY 327 Introduction to Human Development
- LIN 344 Literacy Development

Professional Preparation in TESOL & World Languages: Methods courses

Students should consult with the Director of the TESOL program for additional information about the TESOL courses.

- LIN 375 TESOL Pedagogy: Theory and Practice, 3 credits ("Methods I") (**see I above) & LIN 449 Field Experience N-12
- LIN 378 TESOL Pedagogy: Language and Literacy Development, 3 credits ("Methods II") (**see I above) & LIN 450 Field Experience N-12
- FLA 506 Curriculum Development in World Languages, 3 credits & FLA 550 Field Experience in World Languages

Professional Preparation in TESOL & World Languages: Student Teaching

- LIN 574 Managing Instruction, Assessment and Resources, 1-2 credits ("Student Teaching Seminar, TESOL") & LIN 581 Supervised Student Teaching in TESOL
- FLA 554 Student Teaching Seminar in World Languages, 1-2 credits & FLA 552 Supervised Student Teaching in World Languages

ACTFL OPI

Prior to Student Teaching, World Language candidates must participate in an official ACTFL OPI (Oral Proficiency Interview) and receive a minimum spoken proficiency rating of Advanced Low. Please consult the Foreign Language Teacher Preparation Advisor for information on signing up for this interview. Additional information is at: <https://www.languagetesting.com/>

Teacher Certification

In addition to the stated course and program requirements listed in this section, New York State also has workshop, fingerprinting and other requirements for certification, which can be found in this Bulletin.

Faculty

Program faculty are drawn from the departments of Languages & Cultural Studies, as well as from **D-TALE**.

Teaching: Italian

The Master of Arts in Teaching program is designed as a course of study leading to New York State certification for teaching Italian in secondary schools (grades 7-12), with an extension option for grades 5-6. This program, which is offered in collaboration with the University's [Department of European Languages, Literatures and Cultures](#), the School of Professional Development, and [D-TALE](#), is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Director of the Foreign Language Teacher Preparation Program

Sarah Jourdain

Email: Sarah.Jourdain@stonybrook.edu

Phone: (631) 632-7440

Faculty Advisor for the MAT in Italian

Irene Marchegiani

Email: Irene.Marchegiani@stonybrook.edu

Phone: (631) 632-7440

Degrees Awarded

Master of Arts in Teaching in Italian

Bachelor of Arts in Italian with Teacher Preparation Option/ Master of Arts in Teaching in Italian

Bachelor of Arts in Italian and Linguistics with Teacher Preparation Option/ Master of Arts in Teaching in Italian

Website

<http://www.stonybrook.edu/spd/graduate/matfl>

Application

<https://professionaldevelopment.stonybrook.edu/apply/>

MAT Admissions

- Application essay.
- A bachelor's degree with an academic major (or a minimum of 36 credits) in the program language. Transcript must reflect a 3.0 minimum cumulative GPA as well as a 3.0 minimum GPA in language studies.
- Three letters of recommendation. Two of the three recommendations must be from faculty with whom you have completed a course of study at the college level. It would be preferable that these faculty be in the area of your major.

- In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

MAT Program Requirements

The degree program consists of 47 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits. All degree requirements must be completed within five (5) years from the semester date of admission as a matriculated student.

Language, Literature and Culture - 15 credits

Students choose from the courses listed below; those not listed are selected with the approval of a departmental advisor. Courses not listed are selected with the approval of a departmental advisor

- ITL 501 Contemporary Italy
- ITL 508 Advanced Grammar and Stylistics
- ITL 522 Sem in Italian Humanities & Ren Lit
- ITL 552 Studies in the Modern Novel
- ITL 562 Contemporary Lit & Poetry
- ITL 581 Independent Individual Studies
- ITL 510 Adv. Conversation & Composition
- ITL 507 Italian Linguistics
- One of the following courses in Italian Linguistics: ITL 509, ITL 511, ITL 512, ITL 513
- One course in literature
- One elective course

Professional Studies in Education - 26 credits

- CEE 505 Education — Theory and Practice
- CEF 547 Principles and Practices of Special Education CEE 565 Human Development
- FLA 505 Methods of Teaching Foreign Languages
- FLA 506 Portfolio Development (prerequisite FLA 505)
- FLA 507 Critical Pedagogy or FLA 540 Foreign Language Acquisition Research
- FLA 549 Field Experience I—Grades 7-9 (one credit; corequisite FLA 505)
- FLA 550 Field Experience II—Grades 10-12 (one credit; corequisite FLA 506)
- FLA 554 Student Teaching Seminar (prerequisites FLA 505, 506, & 540; corequisites FLA 551 & FLA 552)
- FLA 571 Technology and Education or FLA 507 Critical Pedagogy

At the program director's discretion, an undergraduate course from a registered and approved program may be approved as a substitution for any of the courses listed below. In all cases the undergraduate course must have been completed with a B or higher and the student must then take a different graduate pedagogy course to fulfill the graduate credits required for the graduate degree.

- CEE 505 Education – Theory and Practice
- CEF 547 Principles and Practices of Special Education
- CEE 594 Language Acquisition and Literacy Development
- CEE 565 OR PSY 595 - Human Development

Speak to your graduate program director for more information and approval.

Field Experience and Clinical Practice

Students will be required to complete 100 clock hours of field experience related to coursework prior to student teaching or practica. These experiences include practicing skills for interacting with parents, experiences in high-need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English Language Learners, and students with disabilities.

- FLA 551 Supervised Student Teaching HS, Grades 10-12: For. Languages
- FLA 552 Supervised Student Teaching MS, Grades 7-9: For. Languages

Supervised Student Teaching - 6 credits

Prior to student teaching, students must participate in an official ACTFL OPI (Oral Proficiency Interview) and receive a minimum spoken proficiency rating of Advanced-Low as defined in the ACTFL Proficiency Guidelines-Speaking (1999). Students must contact Language Testing International (LTI) and arrange for either a face-to-face OPI or a phone interview.

Student Teaching Courses:

- FLA 551 Supervised Student Teaching High School Grades 10-12: Foreign Languages (prerequisites FLA 505, 506, and 540; corequisites FLA 552 and 554)
- FLA 552 Supervised Student Teaching Middle School Grades 7-9: Foreign Languages (prerequisites FLA 505, 506, and 540; corequisites FLA 551 and FLA 554)

Written Project

Students in all degree programs will be required to complete a four-week foreign language teaching module specifically designed for the Supervised Student Teaching project.

5-year Program in Linguistics and Italian Combined Degree: BA + MAT

BA/MAT Program Requirements

Linguistics Major

The following six courses are required for the LIN major:

- LIN 101 Human Language

- LIN 201 Phonetics
- LIN 301 Phonology
- LIN 311 Syntax
- LIN 405 Writing in Linguistics
- LIN 431 Structure of an Uncommonly Taught Language

The following three courses are required for the TESOL certification:

- LIN 307 Introduction to Sociolinguistics
- LIN 375 TESOL Pedagogy: Theory and Practice
- LIN 378 TESOL Pedagogy: Language and Literacy Development

Three additional electives are required, chosen in consultation with the Undergraduate Program Director in Linguistics:

- Example: LIN 230 Languages of the World
- Example: LIN 321 Morphology
- Example: ITL 425 Italian Dialects (counts as both LIN and ITL elective)

Italian (ITL) Second Major

Thirty-six (36) ITL credits, chosen in consultation with the Undergraduate Italian Director:

- ITL 311 Italian Conversation and Composition I
- ITL 312 Italian Conversation and Composition II
- ITL 395 Readings in Italian Literature I
- ITL 396 Readings in Italian Literature II
- ITL 411 Advanced Conversation and Composition
- ITL 412 Advanced Conversation and Syntax

Six additional courses; two may be at the 200-level

Graduate Italian coursework for MAT ITL

Fifteen (15) ITL credits at the graduate (500) level, chosen with approval of the Graduate Director:

- ITL 501 Contemporary Italy
- ITL 508 Advanced Grammar and Stylistics

One of the following courses in Italian Linguistics

- ITL 507 Italian Linguistics
- ITL 511 History of the Italian Language
- ITL 512 Italian Dialects
- ITL 513 Romance Linguistics
- One course in literature
- One elective

General Professional Preparation

- SSE 350 Foundations of American Education
- CEF 347 or CEF 547 Introduction to Special Education
- PSY 327 Introduction to Human Development
- LIN 344 Literacy Development

Professional Preparation in TESOL & World Languages: Methods Courses

- Students should consult with the Director of the TESOL program for additional information about the TESOL courses.
- LIN 375 TESOL Pedagogy: Theory and Practice, 3 credits ("Methods I") (**see I above) & LIN 449 Field Experience N-12, 1 credit
- LIN 378 TESOL Pedagogy: Language and Literacy Development, 3 credits ("Methods II") (**see I above) & LIN 450 Field Experience N-12, 1 credit
- FLA 506 Curriculum Development in World Languages, 3 credits & FLA 550 Field Experience in World Languages, 1 credit

Professional Preparation in TESOL & World Languages: Student Teaching

- LIN 574 Managing Instruction, Assessment and Resources, 1-2 credits ("Student Teaching Seminar, TESOL") & LIN 581 Supervised Student Teaching in TESOL, 3 credits
- FLA 554 Student Teaching Seminar in World Languages, 1-2 credits & FLA 552 Supervised Student Teaching in World Languages, 3 credits

ACTFL OPI

Prior to Student Teaching, World Language candidates must participate in an official ACTFL OPI (Oral Proficiency Interview) and receive a minimum spoken proficiency rating of Advanced Low. Please consult the Foreign Language Teacher Preparation Advisor for information on signing up for this interview. Additional information is at: <https://www.languagetesting.com/>

Teacher Certification

In addition to the stated course and program requirements listed in this section, New York State also has workshop, fingerprinting and other requirements for certification, which can be found in this Bulletin.

Faculty

Program faculty are drawn from the departments of European Languages, Literatures, and Cultures and Linguistics, as well as from **D-TALE**.

Course Descriptions

The course descriptions for this program can be found under Course Catalog in the SPD Bulletin, on [the Graduate Bulletin website](#) or in the Undergraduate Bulletin.

Teaching: Math

The Master of Arts in Teaching program is designed as a course of study leading to New York State certification for teaching Mathematics in secondary schools (grades 7-12), with an extension option for grades 5-6. This program, offered in collaboration with the School of Professional Development, the University's **Department of Mathematics** and **D-TALE**, is designed for those with a strong mathematics background who have little or no previous coursework in education or formal classroom teaching experience.

Director of Mathematics Education

Lisa Berger, PhD

Associate Professor, Mathematics

4-100A Mathematics Building

Lisa.Berger@stonybrook.edu

(631) 632-8278

Degrees Awarded

Master of Arts in Teaching Mathematics

Bachelor of Science in Mathematics/Master of Arts in Teaching Mathematics

Website

<http://www.stonybrook.edu/spd/graduate/matmath>

Application

<https://professionaldevelopment.stonybrook.edu/apply/>

BA/MAT Program Website:

https://www.stonybrook.edu/commcms/spd/graduate/ba_mat.php

Master of Arts in Teaching Mathematics Admissions

- Application essay.
- A bachelor's degree in Mathematics, Applied Mathematics or the equivalent (see below), with a minimum of 36 credits in Mathematics*, with a minimum cumulative GPA of 3.0, and a minimum GPA of 3.0 in all Mathematics studies.
- One year of college-level study of a foreign language with a grade of "C" or better (this may include American Sign Language).
- Three letters of recommendation. Two of the three recommendations must be from mathematics faculty with whom you have completed a course of study at the college level. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

*These 36 credits must include courses in single and multivariable calculus, linear algebra, and at least two of the following four more advanced subjects: abstract and/or applied algebra; analysis or advanced calculus; geometry, including non-Euclidean geometry; probability and/or statistics. You must also have taken at least one mathematics course that significantly uses computers and/or graphing calculators.

MAT Program Requirements

The degree program consists of 45 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits. All degree requirements must be completed within five (5) years from the semester date of admission as a matriculated student.

Mathematics Content Courses - 15 credits

Course selection will be determined by the student and advisor. Students who have academic deficiencies in Mathematics will be required to include courses that specifically address these deficiencies. These courses will be part of the 12 credits selected to satisfy this requirement. If additional deficiencies exist, those credits required to meet these mandates will be over and above those requirements for the degree.

- MAE 501 Foundations of the Secondary School Mathematics Curriculum
- MAT 511 Fundamental Concepts of Mathematics.

Plus nine additional credits selected from the following:

- AMS 504 Foundations of Applied Mathematics AMS 507 Introduction to Probability
- AMS 507 Introduction to Probability
- AMS 572 Data Analysis I MAT 512 Algebra for Teachers
- MAT 513 Analysis for Teachers I MAT 514 Analysis for Teachers II MAT 515 Geometry for Teachers
- MAT 514 Analysis for Teachers II
- MAT 515 Geometry for Teachers
- MAT 516 Probability & Statistics for Teachers
- MAT 530 Topology/Geometry I
- MAT 534 Algebra I
- MAT 542 Complex Analysis I MAT 544 Analysis
- MAT 544 Analysis
- MAT 550 Real Analysis I
- MAT 599 Masters Level Independent Study

Professional Studies in Education - 24 credits

- CEE 505 Education: Theory and Practice
- CEE 565 Human Development
- CEE 594 Language Acquisition and Literacy Development

- CEF 547 Principles and Practices of Special Education
- MAE 510 Introduction to Methods of Teaching & Learning Standards (co- or prerequisite: MAE 501)
- MAE 520 Advanced Methods of Teaching Secondary School Mathematics (prerequisites: MAE 501 and MAE 510)
- MAE 530 Directed Readings in Mathematics Education (1 credit course; prerequisites: MAE 510; co- requisite: MAE 540 MAE 520 is a pre OR co-requisite for MAE 530.)
- MAE 540 Clinical Experience (2 credits; prerequisites: MAE 510 co-requisite: MAE 530 MAE 520 is a pre OR co-requisite for MAE 540.)
- MAE 554 Student Teaching Seminar (co-requisites MAE 551 & MAE 552; prerequisites CEE 505, CEE 565, CEE 594, MAE 501, MAE 510, MAE 520, MAE 530, MAE 540; satisfaction of all content requirements and permission of the Director of Mathematics Education) The pre-requisites here consist of ALL other program courses. It might be easier to just state that.

At the program director's discretion, an undergraduate course from a registered and approved program may be approved as a substitution for any of the courses listed below. In all cases the undergraduate course must have been completed with a B or higher and the student must then take a different graduate content or pedagogy course to fulfill the graduate credits required for the graduate degree.

- CEE 505 Education: Theory and Practice
- CEF 547 Principles and Practices of Special Education
- CEE 594 OR LIN 544: Language Acquisition and Literacy Development
- CEE 565 OR PSY 595: Human Development

Speak to your graduate program director for more information and approval.

Supervised Student Teaching- 6 credits

- MAE 551 Supervised Student Teaching Middle School Grades 7 - 9: Mathematics (co-requisites MAE 552 & MAE 554; prerequisites CEE 505, CEE 565, CEE 594, CEE 547, MAE 501, MAE 510, MAE 520, MAE 530, MAE 540; satisfaction of all content requirements and permission of the Director of Mathematics Education)
- MAE 552 Supervised Student Teaching High School Grades 10 - 12: Mathematics (co-requisites MAE 551 & MAE 554; prerequisites CEE 505, CEE 565, CEE 594, CEE 547, MAE 501, MAE 510, MAE 520, MAE 530, MAE 540; satisfaction of all content requirements and permission of the Director of Mathematics Education)

Combined Bachelor of Science in Mathematics/Master of Arts in Teaching Mathematics leading to NYS Teacher Certification in Mathematics

A five-year bachelor's/master's program is available and offered in conjunction with the Mathematics Department, the College of Arts and Sciences, and the School of Professional

Development. Students are allowed to take up to 15 graduate credits that will count towards both their undergraduate and graduate requirements, reducing the total time for completion of the master's degree.

Undergraduate Academic Plan	Graduate Academic Program	Maximum # of Shared Credit Allotment	UG & Grad Degrees Awarded	TEACH Recommendation
B.S. in Mathematics	B.S. in Mathematics	B.S. in Mathematics	B.S. in Mathematics	B.S. in Mathematics

Applying to a Combined Bachelor's/Master's Program

Students must apply and be admitted to a combined degree program. The minimum requirements to apply include completion of at least 60 credits of college coursework and a grade point average of 3.0 or higher as an undergraduate student. All applications require approval from the undergraduate department, the corresponding Graduate Program Director and the University Teacher Certification Officer.

BS/MAT Application

- A minimum GPA of 3.0 in the undergraduate record.
- A minimum GPA of 3.0 in mathematics.
- Completion of MAT 131 and MAT 132 or equivalent, MAT 211 or AMS 210, and MAT 200 with a 3.0, and with no grade below C.
- Completion of MAT 203 and at least one 300-level mathematics course are recommended.

In exceptional cases, students who do not meet the 3.0 mathematics GPA requirement will be considered for admission.

Undergraduate Course Requirements

Students complete all requirements for the regular undergraduate mathematics major with the following adjustments:

Completion of, or exemption from, the following courses:

- MAT 200, Language, Logic and Proof
- MAT 312 Applied Algebra OR MAT 313 Abstract Algebra
- MAT 319 Foundations of Analysis OR MAT 320 Introduction to Analysis
- MAT 336 History of Mathematics

- MAT 360 Geometric Structures or MAT 364 Topology and Geometry
- AMS 310 Probability and Statistics
- MAT 342 With permission of Mathematics Education Program Director or of Undergraduate Mathematics Program Director, this may be replaced by one of MAT 322, MAT 324, or MAT 341.

Graduate Course Requirements

- MAE 501 Foundations of the Secondary Mathematics Curriculum
- MAT 517 Calculators and Computers for Teachers
- Six additional credits of approved 500-level mathematics coursework. Courses are usually chosen from among MAT 512, MAT 513, MAT 514, MAT 515, and MAT 516.

Mathematics courses must be completed with a grade of C or higher in each course.

Professional Education Requirements

- PSY 327 or CEE 565 (previously PSY 595) Human Development
- CEF 347 or CEF 547 Principals and Practices of Special Education
- CEE 505 Education: Theory and Practice
- CEE 594 Language Acquisition and Literacy Development
- Note: Only two of the teacher education core courses must be at the graduate level, the remaining two can be taken at the undergraduate level
- MAE 510 Introduction to Methods of Teaching and Learning Standards
- MAE 520 Advanced Methods of Teaching Secondary School Mathematics
- MAE 530 Directed Readings in Mathematics Education
- MAE 540 Clinical Experience
- MAE 551 Supervised Student Teaching Middle School Grades 7-9: Mathematics
- MAE 552 Supervised Student Teaching High School Grades 10-12: Mathematics
- MAE 554 Student Teaching Seminar

Undergraduate professional education requirements must be completed with a grade of C or higher in each course. Graduate professional education requirements must be completed with a grade of B or higher in each course.

Note: To be eligible to student teach, students must have:

- A minimum cumulative GPA of 3.0. Exceptions are at the discretion of the program director.
- A grade of C or higher in each course required for the mathematics major. Students are encouraged to complete a one-year sequence that uses mathematics in physics, chemistry, biology, engineering science, or economics. Workshops

Teacher preparation candidates must be fingerprinted and must also complete certification workshops in:

- Child Abuse
- Dignity for All Students Act (DASA)
- School Violence (Project Save)
- Identification and Referral of Substance Abuse

See [Certification and Licensing Workshops](#) for details and schedules.

Tests

All certification candidates will have to complete the Educating All Students Test and the revised CST (Content Specialty Test) in the area of the Certificate.

It is the student's responsibility to monitor the TEACH website at <http://www.highered.nysed.gov/tcert/certificate/> to ensure that he or she is taking the appropriate examinations. All certification candidates are required to complete and submit the edTPA (Education-Teacher Performance Assessment - Portfolio) in their content field. Please check with your program director or field coordinator for details.

Matriculation into the Graduate Career

When an accelerated student has completed a minimum of 105 undergraduate credits, has taken the maximum allotted number of graduate credits (8 - BA/MA-TESOL; 15 – combined teacher prep programs) as an undergraduate student, and has less than a full-time (12 credits) undergraduate course load needed to complete their Bachelor's degree requirements, they should matriculate into their Graduate career. Matriculation requires submission of the "SPD Change of Status" form. Students should consult with both their Undergraduate Program Director and their Graduate Program Director for advising and guidance on matriculation.

Graduation from the Combined Bachelor's/Master's Program and Teacher Certification Students enrolled in one of Stony Brook University's combined teacher preparation programs will be eligible for graduation from both the BA or BS and MA or MAT degree at the same time. This includes completion of all degree requirements including completion of all certification workshops (Child Abuse, School Violence, Substance Abuse and DASA). In addition, students must be awarded both their undergraduate and graduate degree programs in order to be eligible to receive an institutional recommendation on their NYSED TEACH account by the University Certification Officer and upon receipt of their FERPA release forms. All candidates must apply for their teaching license via their NYSED TEACH account and pass all the required NYS exams and complete the fingerprinting process in order for NYSED to issue their license. Degrees with distinction is awarded at the undergraduate level only. Undergraduate coursework taken during the graduate career will calculate into the undergraduate GPA to determine distinction for Combined Degree Program students. As per Graduate School policy, undergraduate courses DO NOT count towards graduate degree requirements. Also, per university policy, a student must spend at least one year in residency for the master's portion of the program. Additionally, state regulation requires that students must earn a minimum of 30 graduate credits for the master's portion of the program.

Glossary

Combined Degree — Students will be awarded both their undergraduate and graduate degrees concurrently upon successful completion of both programs. Students will only be recommended for their initial/professional teaching license after both their degrees have been awarded and student has submitted their FERPA release forms and processing fee to the University Certification Office. This includes all five-year teacher preparation programs including the BA/BS MAT programs with the School of Professional Development and the BA/MA in English, History and TESOL with the Graduate School.

Accelerated Degree- Students will be awarded their undergraduate degree upon successful completion of their undergraduate degree requirements. Stony Brook University does not currently offer accelerated degree programs that lead to teacher certification.

Teacher Certification

In addition to the stated course and program requirements listed in this section, New York State also has workshop, fingerprinting and other requirements for certification, which can be found in this Bulletin for specific requirements.

Faculty

Program faculty are drawn from the [Department of Mathematics](#), as well as from [D-TALE](#).

Course Descriptions

The course descriptions for this program can be found under Class Search in SOLAR and on the Department of Mathematics's website.

Teaching: Physics

The Master of Arts in Teaching program is designed as a course of study leading to New York State certification for teaching Physics in secondary schools (grades 7-12), with an extension option for grades 5-6. Candidates admitted may also qualify for a General Science Extension for grades 7-12. This program, offered in collaboration with the School of Professional Development and the University's Department of Physics and Astronomy, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Contact Information

Science Education

Keith Sheppard

Email: Keith.Sheppard@stonybrook.edu

Phone: (631) 632-2989

Linda Padwa, PhD

Email: Linda.Padwa@stonybrook.edu

Phone: (631) 632-1571

Program Advisor

Angela M. Kelly, PhD

Undergraduate and Graduate Advisor

Email: Angela.Kelly@stonybrook.edu

(631) 632-9750

Degrees Awarded

Master of Arts in Teaching in Physics

Bachelor of Science in Physics with Teacher Preparation Option/ Master of Arts in Teaching in Physics

Website

<http://www.stonybrook.edu/spd/graduate/matscience>

Application

<https://professionaldevelopment.stonybrook.edu/apply/>

BS/MAT Programs: https://www.stonybrook.edu/commcms/spd/graduate/ba_mat.php

MAT Program Requirements

The degree program consists of 44 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits. All degree requirements must be completed within five (5) years from the semester date of admission as a matriculated student.

Graduate Science Courses- 15 credits

Courses are selected with the approval of a departmental advisor.

PHY 525 Current Research Instrumentation

PHY 585 Special Study: Optics and Waves

PHY 585 Special Study: Introductory Quantum Mechanics

PHY 585 Special Study: Electromagnetic Theory

Plus, one graduate course selected in concert with an academic advisor.

Professional Studies in Education - 23 credits

CEE 505 Education: Theory and Practice

CEF 547 Principles and Practices of Special Education

CEE 565 Human Development

CEE 594 Language Acquisition and Literacy Development (formerly LIN 544)

SCI 510 Introduction to Science Teaching (co-requisite SCI 549)

SCI 520 Science Teaching Methods (prerequisite SCI 510; co-requisite SCI 550)

SCI 549 Clinical Experience I (one-credit; co-requisite SCI 510)

SCI 550 Clinical Experience II (one-credit; prerequisite SCI 549; co-requisite SCI 520)

SCI 554 Student Teaching Seminar (prerequisites SCI 510, 520, 549, 550, CEE 505, CEE 565, and CEE 594, and all content courses required for completion of the degree; interview with and permission of Science Education Committee 631.632.7059; matriculation in degree [MAT/BIO, CHE, ESS, or PHY] program. Co-requisites SCI 551 and SCI 552.)

At the program director's discretion, an undergraduate course from a registered and approved program may be approved as a substitution for any of the courses listed below. In all cases the undergraduate course must have been completed with a B or higher and the student must then take a different graduate pedagogy course to fulfill the graduate credits required for the graduate degree.

- CEE 505 Education – Theory and Practice
- CEF 547 Principles and Practices of Special Education
- CEE 594 OR LIN 544: Language Acquisition and Literacy Development
- CEE 565 OR PSY 595: Human Development

Speak to your graduate program director for more information and approval.

Supervised Student Teaching - 6 credits

SCI 551 Supervised Student Teaching High School Grades 10-12: Science (prerequisites SCI 510, 520, 549 and 550; co-requisite SCI 552 & SCI 554)

SCI 552 Supervised Student Teaching Middle School Grades 7-9: Science (prerequisites SCI 510, 520, 549 and 550; co-requisites SCI 551 & SCI 554)

Written Project

Students will be required to complete a teaching project approved by the sponsoring department.

MAT Admissions

- Application essay.
- A Bachelor of Science in Physics degree from Stony Brook or equivalent requiring a minimum of 37 credits of physics. Transcript must reflect a 3.0 minimum cumulative GPA as well as a 3.0 minimum GPA in science courses.
- Additional science competency requirements: BIO201/204, CHE131/133 and either GEO102/112 or AST101/112.
- One year of college-level study of a foreign language with a grade of "C" or better (this may include American Sign Language)
- Three letters of recommendation. Two of the three recommendations must be from faculty with whom you have completed a course of study at the college level. It would be preferable that these faculty be in the area of your major.

In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Five-Year BS/MAT Physics Teacher Preparation Program

BS/MAT Program Requirements

The BS/MAT Physics teacher preparation program is based on completion of a combined BS in Physics and Master of Arts in Teaching in Physics. It is possible to complete both degrees in 5 years (instead of 5 ½ years) because of credit sharing between the programs. This program requires a combination of the courses that satisfy the requirements of both programs. See both the BS teacher preparation program (p. 2) and the MAT program (p.7). Students in the BS/MAT program, with the consent of the physics education advisor, satisfy some of their requirements for the BS by

taking appropriate graduate courses, each of which contains the content of a required undergraduate course plus additional requirements.

Number of semesters of full-time study required for program completion at the undergraduate and graduate levels.

Students should apply to the combined BS/MAT program during their fifth or sixth semester of study. The first six semesters of the program are full-time study at the undergraduate level. Semesters seven and eight will include a mix of undergraduate and graduate courses. Semesters nine and ten will consist mostly of graduate courses. Candidates will generally advance to Graduate status during their eighth semester.

Note: The two degrees are conferred only when the entire combined degree program has been completed. Both degrees are conferred together unless the student elects to exit the combined degree program and receive only a BS in Physics.

Additional Requirements

Student Teaching

Prior to admission to student teaching, candidates will be interviewed by a committee to assess their ability to speak extemporaneously about both physics concepts and pedagogical issues. Candidates who are not successful in this interview will be counseled in order to remedy deficiencies. Upon completion of the remediation, another interview will be held. In the event that a candidate is unable to satisfy the interview component, the candidate will not advance to student teaching. Seventy-five days of student teaching are required. Depending on the semester and public school vacation schedules, student teaching may extend beyond the university semester calendar. Student teaching is divided into two placements of approximately equal duration, one in a middle school/junior high school and the other in a high school.

Field Experience

Field Experience sites for all teacher candidates are arranged through SCI 449/549 and SCI 450/550. Assignments and details are distributed in SCI 410/510 and SCI 420/520. New York State requires 100 hours of field experience in secondary schools prior to student teaching. Each teacher candidate is required to obtain 15 hours of field experience that includes a focus on understanding the needs of students with disabilities. These hours will be noted on the Field Experience Time Sheets from SCI 449/549, SCI 450/550, or a combination of both. While earning these field experience hours, teacher candidates will be encouraged to observe inclusion (integrated co-teaching) classes in their certification area and other special education classroom situations as available

It is recommended that candidates take the EAS upon completion of PSY 327/CEE 565, CEF 347/547 and LIN 344/ CEE 594, and take the CST upon completion of the undergraduate physics major.

Professional Portfolio

The Professional Portfolio is presented and defended at the conclusion of student teaching. It includes many performance indicators of standards-based teaching competencies.

Sample Course BS/MAT Course Sequence

	CR	GC		CR	GC
Fall, Freshman Year			Spring, Freshman Year		
MAT131: Calc. 1 SBC: QPS	4		MAT132: Calc. 2	4	
PHY 131/133: Physics 1/Lab SBC: SNW	4		PHY 132/134: Physics 2/Lab	4	
SPN 111: Elementary Spanish I*	3		SPN 112: Elementary Spanish II* SBC: LANG	3	
WRT 102: Writing SBC: WRT	3		HIS 113:US History since 1877 SBC: SBS, USA	3	
Freshman Seminar (101)	1		Freshman Seminar (102)	1	
Total	15		Total	15	
Fall, Sophomore Year			Spring, Sophomore Year		
MAT 307: Calc 3/Lin Alg	4		MAT 308: Calc 4/Lin Alg	4	
PHY 251/252: Modern/Lab SBC: STEM+	4		PHY 300: Waves & Optics	4	
PHY 277 Programming SBC: TECH	3		PHY 335 Electronics Lab	3	
CCS 101: Cinema SBC: ARTS, HUM	3		PHY 287: Research EXP+	3	

Elective	3		Elective	3	
Total	17		Total	17	
Fall, Junior Year			Spring, Junior Year		
PHY 301: Elec/Mag	3		PHY 306: thermo and statistical mechanics	3	
MAT 341: Applied Real Analysis	3		GEO 102/112 or GEO 122: The Earth/Lab	4	
BIO 201/204 Organisms to Ecosystems/Lab	5		CHE 131/133 Chemistry 1B/Lab	5	
HUR 235: Crime Punish SBC: CER, GLO, HUM	3		AST 248: Search for Life SBC: STAS	3	
Elective	3				
Total	17		Total	15	
Fall, Senior Year			Spring, Senior year		
PHY 573: Mechanics for Teachers		3	PHY 578: Quantum Physics for Teachers		3
PHY 475: Teaching Practicum SBC: EXP+	3		PHY 570: Introductory Physics Revisited		3
PHY 487: Research SBC: EXP+	3		SSE 350: Foundations of Education	3	
HIS 396: Topics in US History SBC: SBS+	3		SCI 510: Methods I		3

Elective	3		SCI 549: Field Experience I		1
			LIN 344: Literacy Development	3	
Total	12	3	Total	6	10
Fall, Graduate Year			Spring, Graduate Year		
PHY 515: Advanced Lab		3	SCI 551 Student Teaching 7-9		3
PHY 458: Speak Effectively SBC: SPK	0		SCI 552 Student Teaching 10-12		3
PHY 600: Teaching Practicum		3	SCI 554 Student Teaching Seminar		3
CEE 565: Human Development		3			
SCI 520: Methods II		3			
SCI 550: Field Experience II		1			
CEF 547: Special Education		3			
PHY 459 Write Effectively SBC: WRTD	0				
Total	0	16	Total	0	9

*Satisfaction of SBU's SBC LANG fulfills the foreign language requirement.

- The above listing of courses provides a suggested sequence for coursework. There is a degree of flexibility in the order of courses, but any deviation from the above without permission of physics teacher preparation advisor may lead to a delay in completion of the program.

- A student wishing to complete this 5-year combined program is strongly encouraged to consult with the physics teacher preparation advisor for individualized guidance in course selection.

All applicants to the BS/MAT Physics Teacher Preparation Program must:

- Have taken at least 4 science lab courses.
- Contact the physics education advisor for a transcript review and to plan a course of study.
- Achieve a cumulative GPA of 3.00 and a GPA of 3.00 in science courses.
- Apply for the combined program by the end of the junior year.
- Complete the BS/MAT application that is found on the School of Professional Development web site (https://www.stonybrook.edu/commcms/spd/graduate/ba_mat.php).
- SPD Student Application/Information Sheet
- Three (3) letters of recommendation
- Official transcript from each college or university attended
- Application Essay
- Any additional items required by the School of Professional Development
- Submit application prior to SPD deadline (see the SPD website for details: www.stonybrook.edu/spd)

Upon entry to the program, candidates must declare a Teacher Preparation option along with their Undergraduate major by submitting the "Declaration of Major/Minor Form" with TP to the Registrar. Forms are available at the Registrar's Office, the Undergraduate Physics advisor's office in the Physics Department Office, and the Science Education Program Office in I-STEM, Life Sciences 092.

Teacher Certification

In addition to the stated course and program requirements listed in this section, New York State also has workshop, fingerprinting and other requirements for certification, which can be found in this Bulletin.

Language Requirement

New York State certification requires at least one year (6 credits) of college-level study of a foreign language. Satisfaction of SBU's SBC LANG fulfills the foreign language requirement.

General Science Certification

In order to qualify for the General Science (grade 7 – 12) certification, candidates must complete a minimum of 18 semester hours in two or more sciences other than physics.

Middle-Level Extension

Candidates who wish to qualify to teach grades 5 and 6 in a middle school setting may obtain an extension to their grades 7-12 certification by completing two additional courses prior to

graduation. The courses are: CEE 601 Early Adolescent Development and CEE 602 Middle Child Education-Instruction. More information about these courses can be found on the SPD website (www.stonybrook.edu/spd).

Faculty

Program faculty are drawn from the [Department of Biology](#), as well as from [D-TALE](#).

Course Descriptions

Descriptions for 500-level education content courses (e.g., CEE, CEF, etc.) offered through the School of Professional Development may be found in [this Bulletin](#).

Descriptions for 500-level content courses (e.g., CBE, SCI, etc.) are published in the [Graduate Bulletin](#).

The undergraduate course descriptions for this program are published in the [Undergraduate Bulletin](#).

Teaching: Social Studies

The Master of Arts in Teaching program is designed as a course of study leading to New York State certification for teaching Social Studies in secondary schools (grades 7-12), with an extension option for grades 5-6. This program, which is offered in collaboration with the University's Department of History, the School of Professional Development, and **D-TALE** is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Program Director

Charles G. Backfish

Email: charles.backfish@stonybrook.edu

Phone: 631-632-1093

Degrees Awarded

Master of Arts in Teaching in Social Studies

Bachelor of Arts in Africana Studies/Master of Arts in Teaching in Social Studies

Bachelor of Arts in History with Teacher Preparation Option / Master of Arts in Teaching in Social Studies

Website

<http://www.stonybrook.edu/spd/graduate/matss>

Applications

MAT: <https://professionaldevelopment.stonybrook.edu/apply/>

[BA/MAT Programs: https://www.stonybrook.edu/commcms/spd/graduate/ba_mat.php](https://www.stonybrook.edu/commcms/spd/graduate/ba_mat.php)

MAT Program Requirements

The MAT program consists of 44 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits. All degree requirements must be completed within five (5) years from the semester date of admission as a matriculated student.

HISTORY - 15 credits

CEG 523/HIS 500 Historiography (required)

Plus 12 credits selected from the following courses:

CEG 516 Early Modern Europe Seminar

CEG 517 Modern Latin America

CEG 522 US History since the Civil War

CEG 524 Late Modern Europe Seminar

CEG 532 US History and Civil War Seminar (formerly US History to Civil War)

CEG 534 Modern African/Asian History Seminar (formerly Topics Seminar: Africa or Topics Seminar: Asia)

CEG 535 Colonial Latin America

CEG 538 United States History since 1945

CEG 539 American Constitutional History

CEG 561 The Role of Human Geography in History

CEG 563 Introduction to South Asia

CEG 565 Introduction to Japanese History

CEG 567 Native American History

(Course offerings are subject to available faculty and may not be offered during every academic year. Additional course offerings not listed here may be offered as well.)

Professional Studies in Education - 23 credits

CEE 505 Education: Theory and Practice

CEE 565 Human Development (formerly PSY 595)

CEE 594 Language Acquisition and Literacy Development (formerly LIN 544)

CEE 577 Teaching Social Studies (corequisite CEF 548)

CEE 578 Social Studies Strategies (prerequisite CEE 577; corequisite CEF 549)

CEE 580 Student Teaching Seminar (prerequisites CEE 577, CEE 578, CEF 548 & CEF 549; corequisites CEQ 581 & 582)

CEF 547 Principles and Practices of Special Education

CEF 548 Field Experience I — Grades 7-9 (one-credit; corequisite CEE 577)

CEF 549 Field Experience II — Grades 10-12 (one-credit; corequisite CEE 578)

Supervised Student Teaching - 6 credits

CEQ 581 Supervised Student Teaching High School Grades 10-12: Social Studies (prerequisites CEE 577, CEE 578, CEF 548 & CEF 549; corequisites CEE 580 & CEQ 582)

CEQ 582 Supervised Student Teaching Middle School Grades 7-9: Social Studies (prerequisites CEE 577, CEE 578, CEF 548 & CEF 549; corequisites CEE 580 & CEQ 581)

Written Project

Students will be required to complete a Teacher Work Sample during Supervised Student Teaching.

Course Requirements for Certification Recommendation

Students in the MAT program must also satisfy the following required areas of study. These requirements may be met by *either* the graduate courses taken towards the MAT degree or by undergraduate coursework taken prior to or after commencement of graduate study. Equivalent

undergraduate courses will normally be accepted. In addition, a cluster of undergraduate courses may be accepted as evidence of satisfaction of individual standards. Undergraduate transcripts will be evaluated on an individual basis. However, the student will bear the burden of proof showing that such coursework does provide a broad introductory knowledge of each of the individual areas of study below.

1. US History to Civil War
2. US History since Civil War
3. Western Civilization or European history survey
4. Latin America – survey of the history or politics of the region or one of the major countries of the region
5. Asia - survey of the history or politics of the region or one of the major countries of the region
6. Africa - survey of the history or politics of the region or one of the major countries of the region
7. Principles of Economics
8. Human Geography
9. The Culture Concept in Theory or History. May be satisfied by courses in cultural anthropology or by courses dealing with cultural differences and cultural conflicts in the contemporary world.
10. American Government and Politics
11. Science, Technology and Society (required of undergraduate BA/MAT students only)

Note: The program does not offer graduate courses that satisfy the requirement for area 7. The requirement will have to be satisfied through an undergraduate course.

All students must achieve a minimum grade of B in both pedagogy courses and graduate history courses.

MAT Admissions

To be considered for admission to the program, applicants must have either an undergraduate degree in history or a degree in one of the social sciences with a history minor (18 credits). Prospective applicants who do not meet these requirements will be considered for admission. However, they must complete a supplementary course of study equivalent to a Stony Brook major in history before a decision can be made on their applications.

- An undergraduate degree in history or one of the social sciences (excluding psychology, linguistics, criminal justice, and communications) with an 18-credit history minor.
- A minimum GPA of 3.00 (both overall and in the major).
- A completed application and three letters of recommendation including letters from instructors in undergraduate courses.

Combined Bachelor of Arts in History/Master's Program leading to NYS Teacher Certification in Social Studies Grades 7-12

This program allows qualified students to earn both a BA and an MAT in social studies education in five years, which is one semester less than it would take if the programs were to be completed separately. The program is open to history majors with a 3.4 GPA or higher, but students are admitted to the program on a competitive basis.

Beginning in the first semester of the junior year, students in the combined program will follow a different course of study than students in the undergraduate social studies program. Therefore, students must apply to the BA/MAT program in the second semester of the sophomore year so that a decision can be made in time to allow students to enroll in the proper courses for the following semester. Transfer students who are interested in applying to the program should contact the program director and complete an application as soon as they are notified of their acceptance to Stony Brook.

Students in the combined program should complete all of the requirements for the major, SBC requirements and all of the social studies distribution requirements before beginning graduate study. Students must complete the required courses at the level (undergraduate/graduate) as described below. Courses taken at the wrong level can not be counted towards the degree. All undergraduate courses must be passed with a C or better and graduate courses with a B. To be admitted to student teaching, students must have at least a 3.0 GPA and have completed all other requirements for graduation. Students must earn at least 111 undergraduate credits, and both the BA and the MAT will be awarded at the completion of the combined program.

Students who do not perform satisfactorily in the first graduate history courses may not be permitted to continue in the program. Students who either decide not to continue for the MAT or who are not allowed to do so will be able to graduate with a BA at the end of four years. Please note that, if you do not complete the combined program, only two (2) graduate courses can be counted towards the undergraduate degree.

BA/MAT Program Requirements

The methods courses must be taken sequentially, and students must earn a B or better in these two courses in order to remain in good standing and progress to the next course in the sequence. The field experience courses must be taken concurrently with the methods courses, and students will be required to repeat both courses if requirements for either course are not met.

Undergraduate Academic Plan	Graduate Academic Program	Maximum # of Shared Credit Allotment	UG & Grad Degrees Awarded	TEACH Recommendation

B.A. in History with Teacher Preparation Option	MAT in Social Studies	9	Concurrently	After MAT is awarded

Professional Studies in Education

PSY 327 Human Development

SSE 350 Foundations of Education

CEE 594 Language Acquisition and Literacy Development

CEF 347 Special Education (BA/MAT students may also take CEF 547)

CEE 577 Teaching Social Studies (corequisite CEF 548). **Fall only**

CEF 548 Field Experience I (1 credit, S/U, must be taken concurrently with CEE 577)

CEE 578 Social Studies Strategies (corequisite CEF 549). **Spring only**

CEF 549 Field Experience II (1 credit, S/U, must be taken concurrently with CEE 578)

CEE 580 Student Teaching Seminar (corequisites CEQ 581 and 581)

CEQ 581 Supervised Student Teaching – Grades 7-9 (S/U)

CEQ 582 Supervised Student Teaching – Grades 10-12 S/U)

Note: BA/MAT students may wish to enroll in SSE 400 a zero-credit course that provides the opportunity to achieve the learning outcomes of the Stony Brook Curriculum's CER, EXP+, and SPK learning objectives. Consult with the Program Director to discuss.

Other Program and Licensing Requirements

All students are required to pass a culminating interview before being accepted for student teaching. The interview will cover content knowledge, pedagogy, and dispositions. The interview can be repeated, though remedial work may be required.

Foreign Language Requirement

Students must complete one year of college-level foreign language study. This requirement may be met by passing two semesters of a foreign language with a C or better or by earning an appropriate score on one of the alternate tests. More information can be found at:

http://www.stonybrook.edu/commcms/llrc/placement_exams/about. Sign language will be accepted in satisfaction of this language requirement.

For initial certification, students must pass the EAS and the CST exams and complete seminars in child abuse, bullying, violence prevention, and substance abuse; the substance abuse workshop is also required for graduation.

To obtain a NY teaching license, an individual must either be a US citizen or a legal resident.

Content Area Requirements

Students are expected to complete all of the requirements for the undergraduate history major with the exception that three graduate history courses may be counted towards the undergraduate degree. Students in the combined program are expected to satisfy the required areas of study, as well as HIS 301 and HIS 400, before beginning graduate history coursework. Students must complete a minimum of 42 undergraduate credits in history and the social sciences. Transfer courses will be evaluated individually by the program director.

Note: Students admitted to the BA/MAT program will be classified as graduate students as of the beginning of the semester in which the 15th graduate credit will be completed. In most instances, this will be at the beginning of the 8th semester. At this point, students will also have to pay graduate tuition and eligibility for undergraduate financial aid and housing may be affected. For more information on these matters, please contact SPD or the responsible office.

Registration for Graduate Courses

Until students have advanced to graduate status, it will be necessary to obtain permission in order to register for graduate courses. Download the permission form from the [SPD website](#), complete it, and bring it to the Program Director for signature.

Content Area Requirements (consult with the Program Director for substituting courses other than those listed below)

1. US History to 1877

HIS 103 US History to 1877

2. US History since 1877

HIS 104 US History since 1877

3. Human or Cultural Geography

HIS 281 Global History & Geography

4. Principles of Economics

SSE 100 Economics for Soc. St. Teachers

Courses in accounting, finance or personal economics do not satisfy this requirement.

5. Western Civ or European History Survey (choose 1)

HIS 101 Europe to 1789

HIS 102 Europe since 1789

6. Latin America (choose 1)

HIS 213 Colonial Latin America

HIS 214 Modern Latin America or

LAC 200 Intro. Latin America/Carib. History, Soc. & Culture

SOC 364 Sociology of Latin America

7. Asia & its Civilizations (choose 1)

HIS 105 The Ancient World

HIS 219 Chinese History and Civ.

HIS 220 Japanese History and Civ.

HIS 227 Islamic Civilization

HIS 341 20th-Century China

HIS 344 Modern Japan

HIS 347 S. Asia before Colonialism

HIS 348 Colonial South Asia

8. Africa (choose 1)

HIS 221 Modern Africa

HIS 346 Pol. & Soc. History Africa

Note: Courses in world history may be used to satisfy one of the areas 6-8 if they address the history of that region in a substantive way.

9. Science, Technology & Society (choose 1)

ANT 290 Science & Technology in Ancient Society

HIS 237 Science, Technology & Medicine in Western Civ I

HIS 238 Science, Technology & Medicine in Western Civ II

SOC 315 Sociology of Technology

EST 201 Technology Trends in Society

10. American Politics & Government (choose 1)

POL 102 American Government

POL 320 Constitutional Law and Politics

POL 325 Civil Liberties & Civil Rights

11. The Culture Concept in Theory or History (choose 1)

AFS 310 US Attitudes towards Race

AFS 325 Civil Rights Movement

ANT 102 Intro. Cultural Anthropology

ANT 230 Peoples of the World

ANT 351 Comparative Religion

ANT 370 Great Archaeo. Discoveries

HIS 390 Comparative Religion

SOC 310 Ethnic and Race Relations

Graduate Coursework

Students must complete seven graduate history (CEG) courses. Students may also register for 500-level HIS courses with the permission of the instructor.

CEG 523 Historiography (required)

Six electives chosen from the following*:

CEG 516 Early Modern Europe

CEG 517 Modern Latin America

CEG 522 US History since Civil War

CEG 524 Late Modern Europe

CEG 532 US History to Civil War

CEG 534 Modern African/Asian History Seminar (formerly Topics Seminar: Africa or Topics Seminar: Asia)

CEG 535 Colonial Latin America

CEG 538 United States History Since 1945

CEG 539 American Constitutional History

CEG 561 The Role of Human Geography in History

CEG 563 Introduction to South Asia

CEG 565 Introduction to Japanese History

CEG 566 Comparative Cultures of Slavery in the Atlantic World

CEG 567 Native American History

Course offerings are subject to available faculty and may not be offered during every academic year. Additional course offerings not listed here may be offered as well. Consult with the Program Director to determine applicability.

Note: Courses in world history may be used to satisfy one of the areas 6-8 if they address the history of that region in a substantive way.

Written Project

Students will be required to complete a Teacher Work Sample during Supervised Student Teaching.

BA/MAT Admissions

Students must apply and be admitted to a combined degree program. The minimum requirements to apply include completion of at least 60 credits of college coursework and a grade point average of 3.4 or higher as an undergraduate student. All applications require approval from the undergraduate department, the corresponding Graduate Program Director and the University Teacher Certification Officer.

This program allows qualified students to earn both a BA in History and an MAT in social studies education in five years, which is one semester less than it would take if the programs were to be completed separately. The program is open to history majors with a 3.4 GPA or higher, but students are admitted to the program on a competitive basis.

Beginning in the first semester of the junior year, students in the combined program will follow a different course of study than students in the undergraduate social studies program. Therefore, students must apply to the BA/MAT program in the second semester of the sophomore year so that a decision can be made in time to allow students to enroll in the proper courses for the following semester. Transfer students who are interested in applying to the program should contact the program director and complete an application as soon as they are notified of their acceptance to Stony Brook.

Teacher Certification

In addition to the stated course and program requirements listed in this section, New York State also has workshop, fingerprinting and other requirements for certification, which can be found in this Bulletin.

Middle Level Extension

Candidates who wish to qualify to teach grades 5 and 6 in a middle school setting may obtain an extension to their grades 7-12 certification by completing two additional courses prior to graduation. The courses are: CEE 601 Early Adolescent Development and CEE 602 Middle Child Education-Instruction. More information about these courses can be found on the SPD website (www.stonybrook.edu/spd).

Faculty

Program faculty are drawn from the [Department of History](#), as well as from [D-TALE](#).

Course Descriptions

Descriptions for 500-level education content courses (e.g., CEE, CEF, CEG, etc.) offered through the School of Professional Development may be found in this Bulletin.

Descriptions for 500-level content courses (e.g., HIS, PSY, LAC etc.) are published in the [Graduate Bulletin](#).

The undergraduate course descriptions for this program are published in the [Undergraduate Bulletin](#).

Teaching: Spanish

The Master of Arts in Teaching program is designed as a course of study leading to New York State certification for teaching French in secondary schools (grades 7-12), with an extension option for grades 5-6. This program, which is offered in collaboration with the University's Department of Hispanic Languages & Literature, the School of Professional Development, and **D-TALE**, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Director of the Foreign Language Teacher Preparation Program

Sarah Jourdain

Email: Sarah.Jourdain@stonybrook.edu

Phone: (631) 632-7440

Faculty Advisor for the MAT in Spanish

Lilia Delfina Ruiz-Debbe

Email: Lilia.Ruiz-debbe@stonybrook.edu

Degrees Awarded

Master of Arts in Teaching in Spanish

Bachelor of Arts in Italian with Teacher Preparation Option/ Master of Arts in Teaching in Spanish

Bachelor of Arts in Italian and Linguistics with Teacher Preparation Option/ Master of Arts in Teaching in Spanish

Website

https://www.stonybrook.edu/commcms/spd/graduate/ba_mat_esl/spanish_planner

Application

<https://professionaldevelopment.stonybrook.edu/apply/>

MAT Admissions

- Application essay.
- A bachelor's degree with an academic major (or a minimum of 36 credits) in the program language. Transcript must reflect a 3.0 minimum cumulative GPA as well as a 3.0 minimum GPA in language studies.
- Three letters of recommendation. Two of the three recommendations must be from faculty with whom you have completed a course of study at the college level. It would be preferable that these faculty be in the area of your major.
- In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

MAT Program Requirements

The degree program consists of 44 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits. All degree requirements must be completed within five (5) years from the semester date of admission as a matriculated student.

Language, Literature and Culture - 15 credits

Students choose from the courses listed below; those not listed are selected with the approval of a departmental advisor. Courses not listed are selected with the approval of a departmental advisor

- SPN 501 Spanish Historical Linguistics
- SPN 502 Methods in Linguistics Research
- SPN 503 Spanish Linguistics
- SPN 504 Contrastive Analysis
- SPN 505 Spanish Dialectology and Sociolinguistics
- SPN 510 Hispanic Culture
- SPN 515 Spanish Composition and Stylistics
- SPN 500-Level Courses in Literature (Consultation)
- SPN 691 Practicum in Teaching Spanish
- One course in literature
- One elective course

Professional Studies in Education - 26 credits

- CEE 505 Education — Theory and Practice
- CEF 547 Principles and Practices of Special Education CEE 565 Human Development
- FLA 505 Methods of Teaching Foreign Languages
- FLA 506 Portfolio Development (prerequisite FLA 505)
- FLA 507 Critical Pedagogy or FLA 540 Foreign Language Acquisition Research
- FLA 549 Field Experience I—Grades 7-9 (one credit; corequisite FLA 505)
- FLA 550 Field Experience II—Grades 10-12 (one credit; corequisite FLA 506)
- FLA 554 Student Teaching Seminar (prerequisites FLA 505, 506, & 540; corequisites FLA 551 & FLA 552)
- FLA 571 Technology and Education or FLA 507 Critical Pedagogy

At the program director's discretion, an undergraduate course from a registered and approved program may be approved as a substitution for any of the courses listed below. In all cases the undergraduate course must have been completed with a B or higher and the student must then take a different graduate pedagogy course to fulfill the graduate credits required for the graduate degree.

- CEE 505 Education – Theory and Practice
- CEF 547 Principles and Practices of Special Education
- CEE 594 Language Acquisition and Literacy Development

- CEE 565 OR PSY 595 - Human Development

Speak to your graduate program director for more information and approval.

Field Experience and Clinical Practice

Students will be required to complete 100 clock hours of field experience related to coursework prior to student teaching or practica. These experiences include practicing skills for interacting with parents, experiences in high-need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English Language Learners, and students with disabilities.

- FLA 551 Supervised Student Teaching HS, Grades 10-12: For. Languages
- FLA 552 Supervised Student Teaching MS, Grades 7-9: For. Languages

Supervised Student Teaching - 6 credits

Prior to student teaching, students must participate in an official ACTFL OPI (Oral Proficiency Interview) and receive a minimum spoken proficiency rating of Advanced-Low as defined in the ACTFL Proficiency Guidelines-Speaking (1999). Students must contact Language Testing International (LTI) and arrange for either a face-to-face OPI or a phone interview.

Student Teaching Courses:

FLA 551 Supervised Student Teaching High School Grades 10-12: Foreign Languages (prerequisites FLA 505, 506, and 540; corequisites FLA 552 and 554)

FLA 552 Supervised Student Teaching Middle School Grades 7-9: Foreign Languages (prerequisites FLA 505, 506, and 540; corequisites FLA 551 and FLA 554)

Written Project

Students in all degree programs will be required to complete a four-week foreign language teaching module specifically designed for the Supervised Student Teaching project.

5-year Program in Linguistics and Spanish Combined Degree: BA + MAT

BA/MAT Program Requirements

Linguistics Major

The following six courses are required for the LIN major

- LIN 101 Human Language
- LIN 201 Phonetics
- LIN 301 Phonology
- LIN 311 Syntax

- LIN 405 Writing in Linguistics
- LIN 431 Structure of an Uncommonly Taught Language

The following three courses are required for the TESOL certification

- LIN 307 Introduction to Sociolinguistics
- LIN 375 TESOL Pedagogy: Theory and Practice
- LIN 378 TESOL Pedagogy: Language and Literacy Development

Three additional electives are required, chosen in consultation with the Undergraduate Program Director in Linguistics

- Example: LIN 240 Spanish in the US
- Example: LIN 321 Morphology
- Example: SPN 393 Intro to Hispanic Linguistics (counts as both LIN and SPN elective)

Spanish Major

Thirty-six (36) SPN credits. Six (6) of these credits (2 courses) may be at the 200-level or may be satisfied by appropriate CLEP credit, AP/IB credit, etc. Thirty (30) of the 36 SPN credits must be at the 300+ level, chosen in consultation with the Undergraduate Spanish Director.

- SPN 310 or SPN 311 Spanish Conversation & Composition
- **SPN 312** Intro. To Literary Studies
- **SPN 321** Advanced Grammar and Composition
- **SPN 393** Intro to Hispanic Linguistics (counts as both LIN and SPN elective)

Three of the following:

- SPN 395 Intro to Spanish-American Lit I
- SPN 396 Intro to Spanish-American Lit II
- SPN 397 Intro to Spanish Lit I
- SPN 398 Intro to Spanish Lit II
- Five additional courses; two may be at the 200 level; at least two must be at the 400-level

Graduate Spanish Coursework for MAT SPN

Fifteen (15) SPN credits at the graduate (500) level, chosen with approval of the Graduate Director:

- Example: SPN 505 Spanish Dialectology and Sociolinguistics
- Example: SPN 506 Bilingualism
- Example: SPN 510 Hispanic Culture
- Example: SPN 515 Spanish Composition and Stylistics
- Additional SPN Literature elective at the 500 level

General Professional Preparation

- SSE 350 Foundations of American Education
- CEF 347 or CEF 547 Introduction to Special Education
- PSY 327 Introduction to Human Development
- LIN 344 Literacy Development

Professional Preparation in TESOL & World Languages: Methods Courses

Students should consult with the Director of the TESOL program for additional information about the TESOL courses.

- LIN 375 TESOL Pedagogy: Theory and Practice, 3 credits ("Methods I") (**see I above) & LIN 449 Field Experience N-12, 1 credit
- LIN 449 Field Experience, Grades N-12
- LIN 378 TESOL Pedagogy: Language and Literacy Development, 3 credits ("Methods II") (**see I above)& LIN 450 Field Experience N-12, 1 credit
- LIN 450 Field Experience N-12, 1 credit
- FLA 506 Curriculum Development in World Languages, 3 credits& FLA 550 Field Experience in World Languages, 1 credit

Professional Preparation in TESOL & World Languages: Student Teaching

- LIN 574 Managing Instruction, Assessment and Resources, 1-2 credits ("Student Teaching Seminar, TESOL") & LIN 581 Supervised Student Teaching in TESOL, 3 credits
- FLA 554 Student Teaching Seminar in World Languages, 1-2 credits& FLA 552 Supervised Student Teaching in World Languages, 3 credits

All Teacher candidates must attend four (4) seminars and be fingerprinted.

- Training in Identifying and Reporting Suspected Cases of Child Abuse
- Identification and Referral of Substance Abuse
- Prevention of School Violence
- Dignity for All Students

For information call 631-632-7022 or register on the SPD website.

ACTFL OPI

Prior to Student Teaching, World Language candidates must participate in an official ACTFL OPI (Oral Proficiency Interview) and receive a minimum spoken proficiency rating of Advanced Low. Please consult the Foreign Language Teacher Preparation Advisor for information on signing up for this interview. Additional information is at: <https://www.languageTesting.com/>

Teacher Certification

In addition to the stated course and program requirements listed in this section, New York State also has workshop, fingerprinting and other requirements for certification, which can be found in this Bulletin.

Faculty

Program faculty are drawn from the departments of Hispanic Languages & Literature and Linguistics, as well as from [D-TALE](#).

Course Descriptions

The course descriptions for this program can be found using Class Search in SOLAR and/or on the websites for SPD and Hispanic Languages & Literature.

Course Descriptions

CEA 510 Printmaking Workshop

300441 · 3 credits

Graduate studio in the theory and practice of printmaking. An advanced course stressing individual development as an artist.

Prerequisite: Permission of department 631.632.7250

CEA 518 Metal Casting

300452 · 3 credits

An advanced studio course covering the production of and finishing of sculpture in cast bronze or aluminum, emphasizing mold making and foundry work. Course work enables students to develop sculptural ideas from concept to fruition and have the finished work, or portions of it, cast in the permanent material of bronze and/or aluminum. Various techniques and materials applicable to the production of cast metal sculpture using the lost wax method of casting will be explored throughout the semester including piece molds, rubber molds, investment molds and ceramic shell molds. While a coop purchasing system will be available to minimize material costs, a student should expect to invest funds that supports class activity (approx.: \$100).

CEA 529 Music and the Brain

102113 · 3 credits

This course will examine various issues and perspectives as they relate to how the brain processes music, and a discussion of amusic conditions that may occur as a result of traumatic brain injury. The latest research in brain/music will be discussed and analyzed. Part of our studies will include a look at the anatomical and physiological elements of music processes and the function of related areas of the brain. This course is appropriate for anyone who is involved in the fields of education, music, psychology, or medicine or anyone with interest in music.

CEA 533 Special Topics in Art Studio Theory and Practice

100322 · 3 credits

Semester supplements to this Bulletin contain specific description when course is offered. May be repeated as the topic changes.

CEA 535 Shakespeare in Love

100323 · 3 credits

The film Shakespeare in Love found tremendous critical and popular success with its interweaving of romance, legend, biography, history, and literature. In order to understand how this film was created out of these existing materials, we will explore the movie's literary and historical background, beginning with the Renaissance plays and playwrights who figure in the story. Then we will turn to biography and history, including both recent scholarship and sources from Shakespeare's own time. Finally, we will examine the film and the ways in which history has been adapted to the contemporary screen. Additionally, we will compare the results to other modern Shakespearean adaptations.

CEA 542 Stony Brook Wind Ensemble

100719 · 1 credits

Study and performance of repertory from the Baroque to Contemporary periods, encompassing an international array of composers including original wind ensemble works and orchestral transcriptions. An intermediate performance level is required. The Wind Ensemble performs a public concert each semester on the main stage of the Staller Fine Arts Center.

CEA 567 History of Jazz

300465 · 3 credits

An exploration of the history of jazz music, both as a musical art and as a cultural phenomenon. Beginning with its roots in 19th century African-American musical practice through its present prominence throughout the world, the course will expose students to the broader cultural forces that led to the development, growth, and expansion of this music.

CEB 505 History of the Long Island Environment

300481 · 3 credits

This course will examine the role history has played in determining the present Long Island environment. It will include discussions of marine, fresh water, and land communities on Long Island. Special emphasis will be placed on recognizing signs of past modifications.

CEB 533 The Science and Economics of Wine

300501 · 3 credits

This course will describe all aspects of the world's continuing interest with wine: its history, botany, and microbiology; the science of wine making; physiology of the palate; geography of wine regions, including soil and climatic considerations; the economics of the wine industry; and finally an inquiry into the question of what makes one wine great and another mediocre. The wine producing regions of the world will be surveyed, and the factors affecting quality and wine classification will be discussed. (formerly: Science and Romance of Wine)

CEB 546 Topics in Biotechnology

300509 · 3 credits

An introduction to the field of biotechnology. The course will survey the history of the development of genetic engineering, methodologies used in biotechnology, applications of biotechnology in medicine, agriculture and manufacturing, and the implications of these technologies for society. Intended for the students in the MAT Science and MALS programs. This course has an associated fee. Please see www.stonybrook.edu/course_fees for more information.

Offered Spring, 3 Credits, ABCF Grading

CEB 547 Topics in Genetics

300510 · 3 credits

A survey of genetics organized around a particular topic, including gene regulation, developmental genetics, cancer genetics, epigenetics with emphasis on areas with emerging new insight. The methodology used to study these areas will also be explored. Intended for students in the MAT Biology and PhD Science Education programs.

Offered Fall, 3 Credits, ABCF Grading

CEB 548 Current Topics in Microbiology

300511 · 3 credits

A survey of microbiology with an emphasis on microbial ecology, the role of microbes in the biosphere and the methodology used to explore these areas. The course is organized around two resources available online: Unseen Life on Earth: An Introduction to Microbiology, which was produced by The American Society for Microbiology (<http://www.learner.org/resources/series121.html>) and the New York State core curriculum for The Living Environment (<http://www.p12.nysed.gov/ciai/mst/sci/lis.html>). Intended for the students in the MAT Science and MALS programs. This course has an associated fee. Please see www.stonybrook.edu/course_fees for more information.

CEB 550 Independent Study in Biology

100325 · 6 credits

A research project or body of readings will be selected with an instructor. It is expected that participants will gain current information in a topic of interest with applicability to middle school or high school curriculum.

Prerequisite: Permission of instructor

CEB 553 Biology and Human Social and Sexual Behavior

100720 · 3 credits

A biological theory of human uniqueness is presented and explored through the examination of empirical evidence from a multidisciplinary perspective including insights from ethnology, human social and sexual behavior, evolutionary biology, history, economics, the humanities and political science.

CEB 554 Current Topics in Immunology

101409 · 3 credits

This is a comprehensive course in Immunology designed to be taught to secondary school teachers and it will address the new living environment curriculum standards for Immunology. The proposed course will combine lectures in Immunology with practical laboratory exercises. Laboratory activities will be provided that can be modified for secondary school education. Emphasis will be made on recent developments in Immunology and the essential role of the immune system in protection from infections and cancer. Concepts to be covered include how the immune system distinguishes self from non-self, how it handles various pathogens and why it sometimes fails.

Prerequisite: Matriculation in either MAT biology (TBIMT) or MALS graduate programs (SPDMA/ZM).

CEB 556 Ecology

101989 · 3 credits

An examination of the interactions of living organisms with their physical and biological environments. Special attention is given to population dynamics and the interactions among organisms that determine the structure, function, and evolutionary development of biological communities. In addition, teacher candidates will conduct an independent project consisting of either a research paper or development of an ecology laboratory for a secondary school science class.

Prerequisite: Matriculation in MAT in Biology

CEB 557 Forensic Science

102027 · 3 credits

Forensic science is focused upon the application of scientific methods and techniques to crime and law. In this course, scientific methods specifically relevant to crime detection and analysis will be presented. Emphasis is placed upon understanding the science behind the techniques used in evaluating physical evidence. Science MAT students or permission of the instructor.

Science MAT Students - TBIMT, TESMT, TPHMT, TCHMT

CEB 563 Darwin in the 21st Century

306173 · 3 credits

This course is an introduction to historical and theoretical aspects of evolutionary biology. The implications of evolution for current social and public issues are also considered. It is intended to show how scientists practice science and to provide an understanding of evolutionary theory. Discussion will center on the relationships between the historical development of the Theory of Natural Selection, and its relationship to Social Darwinism, Creationism, and Contemporary Evolutionary Theory

CEB 586 Differentiated Instruction in Science and Math

306400 · 3 credits

This course introduces teachers to methods of teaching science and math that are inclusive of students with special needs at the middle and high school level. Included are the fundamental strategies of differentiated instruction and a basic understanding of specific disabilities with an emphasis on the co-teaching model.

CED 521 Foundations in Design Thinking

309575 · 3 credits

Innovative thinking is a critical skill in today's constantly changing, complex, and demanding world. Design Thinking, an effective, experiential learning approach that sees a problem from the eyes of an end-user, employs a creative process to help find meaningful solutions. This course provides an in-depth understanding of the fundamentals of Design Thinking, including its roots in psychology, management, leadership, group dynamics, and more. Students will be introduced to the tools and practices of innovation, deep customer insight, and design thinking in real world applications. Students will learn the key tenets of Design Thinking through interactive classroom presentations and will work as part of a team through a design challenge using the five phases of Design Thinking : Empathy, Definition, Ideation, Prototyping, Testing.

CED 595 Capstone Seminar

300583 · 3 credits

The goal of the Capstone Seminar is to teach students to understand and conduct graduate level research. Research may be either original or applied. Prior approval of topic by faculty required; methodology and resources will be reviewed throughout writing process. Effective Fall 2014, this course will be GRADED (A, B, C, F). Effective Summer 2015, successful completion of the Capstone Seminar requires a grade of "B" or better; otherwise, the course must be repeated in order to graduate. No transfer credit or substitutions. May not be used to meet 12 credit content requirement for professional teaching license (MA in Liberal Studies).

Pre-Requisite: Matriculation in MALS program; prior completion of 24 graduate level credits towards the degree.

CED 598 MA in Liberal Studies Internship

300584 · 6 credits

The MA in Liberal Studies Internship is a carefully monitored work or service experience in which a student has specific applied learning goals and actively reflects on their experience using an approved individual development plan. Students engaged in this 3-6 credit internship must have a faculty sponsor, prior approval of SPD, and must fulfill all requirements set forth in the SPD Internship Program. Refer to MA in Liberal Studies webpage for contact information. This course aligns with Stony Brook University's Applied Learning Initiative that focuses on an intentional effort to link SUNY's academic programs, where possible, to specific workforce needs.

CED 599 Independent Study

300585 · 6 credits

Students may pursue a specific area of academic investigation through independent study. To be considered for CED 599 Independent Study, students will need to have: 1) completed at least six credits of graduate coursework at Stony Brook; 2) maintained at least a B average in that graduate work; 3) prepared a proposal describing what they would like to do, after consulting with a Stony Brook faculty member who is willing to supervise their work and sponsor their independent study project; 4) completed and submitted an Application for Independent Study, which is available from the School of Professional Development Office. The completed application must be signed by the faculty sponsor and the appropriate department chairperson. It must also be submitted for review by the associate dean of the School of Professional Development four to six weeks in advance of a semester's final registration dates. A student will be eligible to register for CED 599 when his/her application is approved by the associate dean. An appropriate section number will be assigned at that time. The maximum number of credits of CED 599 Independent Study that may be applied toward an SPD degree (where appropriate) is six.

CEE 505 Education: Theory and Practice

300598 · 3 credits

Schools are fundamental institutions in every society. While they reflect the existing social order with all of its hierarchies and inequalities, they can also act as engines of social mobility, democratic opportunity, and social change. The purpose of the class is to help prospective teachers acquire the conceptual tools needed to analyze these processes in a sustained, in-depth manner in order to make informed judgments about their future goals as teaching professionals.

Advisory Pre-requisite: Open to prospective (pre-service) teachers, and current teachers.

CEE 509 Children's Literature

300602 · 3 credits

Students will trace the historical and psychological development of the concept of childhood by studying the canonical literature for children that shaped cultural ideas of childhood. Students will read a wide representation of classic and contemporary ¿children¿s¿ literature including fairy tales, fantasy, poetry, adventure stories, historical fiction, and picture books. The class focuses on the literary analysis of different genres in children¿s literature.

CEE 513 Teaching the At Risk Student

300609 · 3 credits

This course will explore the reasons why at-risk students are not reaching their potential and specific evidenced-based strategies to promote the skills and competencies needed for student success not only on state assessments but also in high school and in life. Due to the diversity of the at-risk population, including students who are culturally, ethnically, and linguistically diverse, a variety of evidence-based pedagogical approaches will be explored that have proven effective with these students. Opportunities will also be provided for class participants to apply these strategies in their classrooms and content specialties on both the elementary and secondary school levels. Specific local and national programs that have proven successful in working with at-risk students and lowering drop out rates will also be researched and compared.

CEE 522 Writing, Literature and Critical Thinking: Curriculum Development in All Subject Areas

300625 · 3 credits

What to think about a writing or literature assignment, what to say about it to a class of students, and perhaps more interestingly, what assignments can be given based on their inherent critical problems are the concerns of this course. Students will be involved in learning specific strategies to improve writing in all subject areas. Critical thinking skills will improve when assignments are designed to encourage meaningful writing and creativity. Attention will be given to NYS assessments and Common Core learning standards. (formerly-Writing and Literature: Strategies for the Language Arts Curriculum).

CEE 527 Peer Leadership in Teaching

300635 · 3 credits

An analysis of teacher leadership roles and programs designed to promote effective instruction in new teachers and professional growth for experienced teachers. Topics will include: mentoring, peer coaching, curriculum specialist, action researcher, data coordinator, cooperating teacher, and national teacher certification (NBPTS). Effectiveness of these programs and their impact on student success will be stressed. Former course title: Mentoring and Induction into Education.

CEE 540 Substance Abuse in Schools and the Community

300657 · 3 credits

Examines model curricula, classroom strategies, staff/parent education programs, student projects, community resources, research, and program development will include a look at: policy/procedures, legal issues, intervention, prevention, treatment models, substance abusing families, staff training, parent involvement, and community/school partnerships. (Formerly School-Based Substance Abuse Prevention)

CEE 547 Public Education-Current Concerns: Roles and Responsibilities of Players

300669 · 3 credits

This course deals with current concerns and developments in public education. Issues include: education funding, curriculum, political realities, and alternative programs. In addition, the roles and responsibilities of the participants in the school community will be assessed for their impact on the educational setting.

CEE 565 Human Development

300694 · 3 credits

An examination of the biological and psychological development of children and adolescents and its relationship to teaching and curriculum development for diverse learners. The course will focus on special education programs, childhood and adolescent psychiatric disorders, and societal issues.

Note: Preservice course for those not yet initially certified. Offered: Fall, Spring. 3 credits. Letter graded. Previously listed as PSY 595.

CEE 571 Character Education: Integrating Ethics and Values

305782 · 3 credits

Employing the goals of intellectual and moral development, character education is an integral part of the school curriculum. We will examine the academic relevance of the universal pillars of character: respect, responsibility, trustworthiness, fairness, caring and citizenship and will focus on cultivating ethics and character in the school setting. Plagiarism and other moral dilemmas seen in education will be explored within the context of building ethical learning communities. Analysis of successful character education programs will provide ideas for classroom implementation and promoting core ethical values.

CEE 577 Teaching Social Studies

303393 · 3 credits

This up-to-date examination of social studies as a subject taught in the secondary schools will look at the nature of social studies, curricula models, scope and sequence of topics, new methods of instruction, and more.

Prerequisite: Matriculation in Master of Arts in Teaching Social Studies; Students must register for the same sections of CEE 577 and CEF 548 (Corequisites).

CEE 578 Teaching Social Studies Strategies

300698 · 3 credits

An examination of various models of teaching and their application to the teaching of secondary social studies.

Prerequisite: Admittance to Master of Arts in Teaching- Social Studies; minimum GPA of 3.00; B or higher in CEE 577

Corequisite: CEF 549

CEE 580 Student Teaching Seminar: Social Studies

303396 · 3 credits

This seminar will focus on the problems and issues involved in teaching social studies at the secondary school level. Focus will be on analyzing real-life situations encountered by the student in his/her student teaching experience.

Corequisites: CEQ 581 and CEQ 582; permission of department

CEE 581 Diverse Classrooms:The Changing Culture of America's Schools

306553 · 3 credits

The diverse classroom presents both challenges and opportunities; educators must face dealing with language diversity and the impact of the immigrant population on our schools and classrooms. Current educational law mandates equal outcomes for all students as well as a culturally responsive curriculum. Concepts of diversity can go beyond ethnic and religious differences to include physical and intellectual limitations or issues related to socioeconomic status, gender and education level. Through research, readings and discussion, students will examine how America's classrooms are changing to accommodate diversity. Lesson planning and curriculum development strategies will be presented. Teachers must be prepared to meet the needs of diverse learners and understand the impact student diversity has on classroom and pedagogical techniques (formerly Diverse Classrooms: 21st Century).

CEE 584 Preventing Bullying and Bias

306643 · 3 credits

Exploration of the overt and subtle messages of bias in various settings (educational/workplace/community) that result in lower academic performance and poorer grades, serious emotional problems, unsafe environment, legal challenges, absenteeism, and inhibit

positive performance at all levels. Analysis of recent incidents of bullying, bias and harassment and understanding of the Dignity for All Students Act will be addressed. Specific strategies will be offered to promote and implement a safe, accepting environment that integrates equality, fairness, justice and respect. This will result in improved socialization and emotional well-being throughout the educational, workplace or community setting.

CEE 588 Methods of Instruction in Literature and Composition in Secondary Schools

300700 · 3 credits

Students will take an active part in this class, which will focus on the effective teaching of English. Each student will share his/her own writing, observe secondary school English classes, participate in peer group editing sessions, and teach a lesson. The final project, a portfolio, will be a reflection of the student's growth and understanding of what teaching English is all about.

Prerequisite: Matriculation in MAT in English. Restricted to those not yet certified to teach. Students must register for the same sections of CEE 588 and CEF 551 (Corequisites).

CEE 590 Student Teaching Seminar: English

300703 · 3 credits

This seminar will focus on issues, policies, programs, and problems in teaching English, grades 7-12. Real-life problems encountered by the student in his/her student teaching experience will be discussed. Guidance will be provided in preparing a teaching module designed for the student teaching experience, which will also serve to satisfy the MAT in English project requirement

Corequisites CEQ 591 and CEQ 592; one session is devoted to the State Education Department's requirement for Child Abuse Education; a \$20 processing fee will be assessed for issuance of an official statement which verifies satisfactory completion of this requirement.

Prerequisites: Permission of department, matriculation in MAT in English, completion 15 credits graduate English course work, CEE 588, CEF 551, CEF 552, CEE 505, CEE 565, LIN 544; restricted to those not yet certified to teach

Co-requisites: CEQ 591/2

CEE 593 Performance and Technology in Teaching Literature and Composition

100255 · 3 credits

This course will explore the teaching of literature and composition through the use of performance and technology. The use of performance has proven to be an effective classroom tool for several reasons. We will initially focus much on the performance component on the teaching of Shakespeare, looking particularly at the standard plays taught in high school. Then, we will apply performance techniques to other plays, poetry, short stories, novels, and several non-fiction pieces. The course will also explore effective use of film, video, and other media as well as computers and

the Internet. In addition, throughout the course, we will integrate the four NYS Regents tasks with the literature we are studying and compose original assignments for each task.

Prerequisites: Matriculation in MAT in English, CEE 588, CEF 551; restricted to those not yet certified to teach

Co-requisite: CEF 552

CEE 594 Language Acquisition and Literacy Development

309743 · 3 credits

In-depth exploration of the theories of literacy and language development of native English speakers and students who are English language learners pre-school through grade 12. The development and assessment of literacy skills among children at various stages of learning development and across disciplines will be examined. Attention will also be given to children with special needs and the integration of technology in the development of literacy skills. 3 credits, Letter graded (A, A-, B+, etc.)

CEE 598 Topics in Education

300704 · 3 credits

This course will explore issues in selected broad areas of importance to educators from various perspectives. Besides offering historical background and discussion of present issues, students will address the larger question of what is the appropriate role of the teacher or school community in the context of the topic.

CEE 601 Early Adolescent Development: Social, Emotional, Physical, and Intellectual Challenges

306368 · 3 credits

This course will address the unique social, emotional, physical and intellectual challenges faced by 10-14 year old children, known as the period of early adolescence. Critical understanding of these characteristics and transformations will be an essential part of the course, along with a review of the important work of Piaget, Erickson and others who have made significant contributions toward our understanding and ability to effectively teach this age group. The vital elements of parental involvement and responsiveness to diversity will also be emphasized. Teachers will be prepared to transition to the middle school classroom through deep appreciation for and understanding of the children they will teach in grades 5-8.

CEE 602 Middle Child Education: Curriculum, Instruction and Assessment

306369 · 3 credits

Based on a four corner framework for quality teaching, this course examines how to set the climate, teach the content, facilitate the interactions and foster reflection in the middle school

classroom. The course focuses on using brain based instruction as the basis for learning and processes for making data-driven instructional decisions and for designing curriculum to address the standards. In addition, emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and a higher order thinking skills. Woven throughout the course content is the concept of differentiating instruction and assessment of individual learners.

CEF 501 Instruction of Foreign Language at Elementary Level

309297 · 3 credits

The focus of the course is applying theories of second language learning to instruction at the elementary school level, understanding of developmental issues for teaching young children, designing effective curriculum, and engaging in effective instructional practice and assessment appropriate for world languages at the elementary school level. This course enables certified secondary teachers of foreign languages, 7-12, to extend their certification to include the instruction of foreign languages at grades 1-6. It is open only to certified Foreign Language teachers and those currently matriculated in a Foreign Language teacher certification program.

CEF 513 Applied Behavior Analysis & Behavioral Interventions

309881 · 3 credits

This course explores planning and managing a safe and productive learning environment where all students/individuals including those with disabilities can learn. Students will learn to examine environmental influences on student/individual behavior, assess behavior problems, and utilize various positive behavioral strategies. Students will learn the principles of applied behavior analysis and be able to discuss research-based interventions.

CEF 515 Media and the Family: The Impact on Children

300712 · 3 credits

This course will examine the cognitive, affective and behavioral effects of television on family life. Specifically, this course will provide a survey and analysis of family issues which have been shaped by today's media environment for children, including televised violence, how children use television, impacts on cognitive development and the very current issue of the TV industry's obligation to serve child audiences.

CEF 526 Foundations of Teaching English Language Arts to Bilingual Language Learners

309925 · 3 credits

This course provides students with an understanding of methods of teaching English language arts to bilingual English language learners, including literacy for meeting the State learning standards for students. This is a required course for students who wish to obtain a Bilingual

extension in any registered and approved Base Certification Program. There is a requirement of 25 hours of field experience dedicated to observations and paraprofessional authentic activities.

CEF 528 Multimedia Classroom

300716 · 3 credits

This course will explore the issues of using multimedia in the classroom. Issues to be discussed, but not necessarily limited to, will include: how multimedia may be used for the integration of subject areas; the effect of multimedia on learning modalities; the role of teacher vs. multimedia; the affordability of multimedia when resources are scarce; multimedia as a basis for collaborative learning and fostering student-peer networking beyond the classroom; and the concept of multimedia as just another educational fad.

CEF 536 Methods: Teach 2nd Language & Content to Bilingual Students

309898 · 3 credits

Explores methods, materials and assessment criteria for teaching native language and content areas to diverse K-12 students, including those with disabilities, in a bilingual context. It is designed as a course to help teachers explore in a very hands-on, practical and applied manner all of the technologies used by teachers of languages in the core subject areas Home Language Arts (HLA)/English Language Arts (ELA), Mathematics, Science and Social Studies. Emphasis is on curricular and lesson development to meet State and National learning and literacy standards. The class will also discuss how these methodologies relate to current language pedagogies, both for individualized and classroom learning, using Next Gen P-12 Learning Standards.

CEF 538 Classroom Management for New Teachers

300723 · 3 credits

This course is designed to get neophyte teachers off to a good start in their new careers. Topics will include effective lesson planning, effective classroom management techniques, characteristics of good teachers, effective schools research, current assessment practices, and implementation of New York State standards.

CEF 547 Principles and Practices of Special Education

101087 · 3 credits

An overview of special education principles and practices that will include an understanding of the categories of disabilities; identification and remediation of disabilities; the special education process and state and federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom

management needs. As of Fall 2011, this course meets the NYS special education requirement for all pre-service candidates for teacher certification.

CEF 548 Field Experience I - Social Studies 7-12

101381 · 1 credits

Observation, inquiry, and practice in Social Studies Education at the secondary level in grades 7 - 12. Field experience will include 50 hours of documented visitation and observation at appropriate sites. Field observation logs will be the basis for group discussions. S/U Graded.

Prerequisite: Admittance to Master of Arts in Teaching- Social Studies;

Corequisite: CEE 577 Note: you must register for the same sections of CEE 577 and CEF 548

CEF 549 Field Experience II - SS 10-12

101382 · 1 credits

Observation, inquiry, and practice in social studies education at the secondary level in grades 10 -12. Field experience will include 50 hours of documented visitation and observation at appropriate sites. Field observation logs will be the basis for group discussions. S/U Graded.

Prerequisite: Admittance to Master of Arts in Teaching- Social Studies; minimum GPA of 3.00; B or higher in CEE 577

Corequisite: CEE 578

CEF 550 Special Education: Developing & Implementing the Individual Education Plan (IEP)

101385 · 3 credits

An overview of Individual Education Plan (IEP) and the pathways for developing appropriate goals and expected outcomes for students with disabilities. Developing and implementing the IEP, collaborating with Committee on Special Education, integrating the NY State Standards and Performance Indicators in a differential classroom will be covered in this course. Students will learn about providing an integrated service delivery model for assessments, and incorporating behavior management techniques and will investigate new methods for handling classroom/family situations using special education case studies.

CEF 551 Field Experience I English Grades 7-9

101390 · 1 credits

Observation, inquiry, and practice in english education at the secondary level in grades 7-9. Field experience will include 50 hours of documented visitations and observation at appropriate sites. Field observation written logs will be the basis for group discussions. S/U Graded.

Prerequisite: Matriculation in MAT in English. Restricted to those not yet certified to teach. Students must register for the same sections of CEE 588 and CEF 551 (Corequisites).

CEF 552 Field Experience II English Grades 10-12

101391 · 1 credits

Observation, inquiry, and practice in English education at the secondary level in grades 10-12. Field experience will include 50 hours of documented visitations and observation at appropriate sites. Field observation logs will be the basis for group discussions. S/U Graded.

Pre-requisite: MAT in English, grade of "S" in CEF 551

CEF 554 Teachers as Change Agents

101517 · 3 credits

This course is designed for educators who wish to learn about the change process, characteristics of leadership, the relationship between change and leadership, and ways teachers can employ the change process and leadership principles to positively impact classroom instruction and overall performance in school settings.

CEF 562 Transition Planning for People w/ Developmental Disability

309794 · 3 credits

An examination of concepts of human development and developmental variations as a foundation for understanding human growth, development and challenges as applied to the field of human services. By examining the life span, students will explore the various stages of human development to developmental challenges experienced by persons with disabilities and their families at different stages of life and the planning that is needed at every stage. Through guided field experiences, students will observe and reflect on the development of personal identity, cultural and developmental variations, as well as cognitive, social and vocational implications for persons with disabilities living in 21st century communities. Students will also consider ways in which interpersonal relationships, roles and relationships in home and community living settings, can be designed to support the developmental process throughout the lifespan.

CEF 574 Foundations of Bilingual Education

309679 · 4 credits

CEF 574 is a combined Seminar/Field Experience course focusing on the practices of Bilingual Education in the schools. Participants are required to complete 50 clock hours of field experience in bilingual settings. The seminar will discuss models of bilingual education and assessment, multicultural diversity and perspectives in education, differentiated instruction, advocacy and outreach, classroom management, NYS and National Standards, educating family, collaboration with professionals, and reflections on clinical experiences.

CEG 511 Communication for Social Equity

300731 · 3 credits

Explores issues that arise when individuals from different cultures, backgrounds, and ways of life communicate in an attempt to create shared meaning. Students will apply knowledge and skills learned through readings and activities to assess communication barriers related to language use, nonverbal communication and identity, in order to articulate best practices regarding equity and ethics in the workplace and on a national stage. (Formerly Titled: Inter-Cultural Communications)

CEG 516 Early Modern Europe: 1450-1700

100863 · 3 credits

With a focus on the debates over historical interpretation, this course will take a look at some of the important themes in Europe 1450-1700. Topics include: the expansion of Europe and the beginnings of colonialism/imperialism, the Reformation and the question of cultural and religious diversity, and the growing power of the nation state. Offered as both CEG 516 and HIS 501.

Prerequisite: matriculation in graduate History program or MAT Social Studies

CEG 517 Modern Latin American History Seminar

303381 · 3 credits

Field seminar in modern Latin American history. Surveys major historical problems and debates from the post-independence period to the present. This course is offered as both CEG 517 and HIS 542.

Note: Basic background in Latin American history and culture recommended.

Prerequisite: matriculation in graduate History program or MAT Social Studies

CEG 520 American Literature and the Environment

300738 · 3 credits

A review of literature that focuses on the natural environment with themes that include discussion of geology, wilderness preservation, and social responsibility to the environment. Literary styles such as non-fiction, fiction, and poetry will be read and discussed, to demonstrate the development of these themes. Students will explore how some authors achieve self-awareness through observations of nature and will gain an increased appreciation for the literature of nature and of nature itself.

CEG 522 Introduction to United States History Since the Civil War

303357 · 3 credits

Field seminar in U.S. history from the Civil War to the Cold War. Surveys the major interpretations.

Prerequisite: matriculation in graduate History program or MAT Social Studies

CEG 523 Historiography

303322 · 3 credits

Introduction to historiography through reading and writing about interpretations of history, historical methods, and major historians. Term paper on historian of choice.

Prerequisite: matriculation in graduate History program or MAT Social Studies

CEG 524 Late Modern Europe Seminar

100880 · 3 credits

Field seminar in late modern European history, 1789-1945. Surveys the major historical problems and interpretations from the French Revolution through the Second World War. This is offered as both CEG 524 and HIS 502.

Prerequisite: matriculation in graduate History program or MAT Social Studies

CEG 525 Gothic Literature

102226 · 3 credits

Students will read and discuss works of Gothic Literature from Horace Walpole's *Castle of Otranto* (1764) to Anne Rice's *Vampire Lestat* (1985). Topics of discussion will include the genre's literary origins, stylistic elements and sociological aspects along with author background and sources for each assigned reading. Modern critical appraisals and modern applications of the genre including popular fiction and film will also be considered.

CEG 526 Literature and Society

101185 · 3 credits

Students will examine the ideal of self-realization in the modern novel in order to develop an appreciation of the choices of an individual in the context of historical or political change. Students will read a series of modern novels and companion readings in psychology, history, criticism, and philosophy. Students will also be expected to research and interpret the career and work of a modern literary figure of their choice.

CEG 532 United States History to the Civil War Seminar

100865 · 3 credits

This field seminar in United States history will survey the major topics and interpretations, beginning with the founding of the British colonies to the start of the Civil War.

Prerequisite: matriculation in graduate History program or MAT Social Studies

CEG 534 Modern African History and/or Asian History Seminar

303392 · 3 credits

Field seminar in modern African history. Surveys major topics such as nationalism, anticolonial movements, and modernization.

Note: MAT and MA/LS students must register under CEG 534; crosslisted with HIS 562

Prerequisite: matriculation in graduate History program or MAT Social Studies

CEG 535 Introduction to Colonial Latin American History

303378 · 3 credits

Field seminar in colonial Latin American history. Surveys major historical problems and debates from the colonial period through the wars for independence. Required for M.A. in Latin American history.

Prerequisite: matriculation in graduate History program or MAT Social Studies

CEG 536 Field Seminar on South Asia

101177 · 3 credits

This course surveys major topics such as nationalism, anticolonial movements, legacies of British imperialism, and modernization. Offered as both HIS 563 and CEG 536

Prerequisite: matriculation in graduate History program or MAT Social Studies

CEG 538 United States History since 1945

306355 · 3 credits

This course surveys United States history since 1945 (World War II). Topics of study will include: the postwar economic boom, the rise of a consumer economy, the Cold War, civil and equal rights movements, the decline of industry, the rise of Reagan and conservatism, globalization, the War on Terror, and shifting ideas about identity and citizenship in postindustrial America.

CEG 539 The Constitution in US History

308876 · 3 credits

Through the rigorous study of primary sources and current historiography, we will explore the central and often contentious roles played by the Constitution, legal, and judicial systems in the historical evolution of the American nation. It is important to note that this course in US Constitutional History focuses on the curriculum for secondary school educators.

CEG 560 News Literacy for Secondary School Curriculum

306555 · 3 credits

An introduction to the principles of News Literacy for secondary school curriculum, including critical thinking and increased civic engagement. This course will develop critical thinking skills designed to educate news consumers on how to determine the credibility of information in the Internet Age. Topics range from the power of Information (or why do so many people want to kill journalists), how news differs from other types of information, the distinction between news and opinion, the nature of journalistic truth, how to identify bias in news reports and how to deconstruct news stories in print, broadcast or on the Internet - in order to make reliable judgments or take responsible actions.

CEG 561 The Role of Human Geography in History

310626 · 3 credits

How has human geography impacted the events of history? In this course, we will examine the interrelationships between people, places and environment and their role in history, using events from global history to inform our analysis. This examination will involve two interrelated goals. The first, a more conventional approach to geography, will center on how geography has influenced human history as well as how humans have impacted the Earth's ecosystems, especially since industrialization. This study will enhance our knowledge of the current physical and political configuration of the earth. Our second goal will be to consider new approaches to conceiving space and depicting the Earth's surface and populations. As part of this more conceptual project, we will study the history of mapping and examine new modes of representing the Earth based on twenty-first century global needs.

CEG 565 Japanese History

306568 · 3 credits

Field Seminar in Modern Japanese History surveys major historical topics from reform and modernization to imperialism and postwar reconstruction. For MA, MAT, PhD students.

Prerequisite: matriculation in graduate History program or MAT Social Studies

CEG 566 Comparative Cultures of Slavery in the Atlantic

306438 · 3 credits

In this course, we will study the history and culture of slavery from a comparative perspective. Delving into the vast historiography on this subject (including both classic texts and new works), we will consider how scholars have investigated and interpreted the role of slavery in different regions and cultural contexts in North America and the greater Caribbean from the colonial era to the early 19th century. Cross-listed as a History graduate course and a CEG course.

Prerequisite: matriculation in graduate History program or MAT Social Studies

CEG 567 Native American History

306629 · 3 credits

An examination of the social, environmental, political, and cultural histories of indigenous peoples in North America from the pre-contact period to the late twentieth century. We will review current research and scholarship on Native American history, as well as primary documents from each era. Throughout the course, we will pay close attention to the complex sets of exchange and sometimes-violent periods of conflict (both among Native groups and between Indians and Euro-American settlers) that have shaped and reshaped life on this continent.

CEH 522 Literature of Travel

300779 · 3 credits

Remote lands, exotic peoples, dangerous adventures, and personal discoveries are the topics of the literature we read in this course. Authors to be read include: the ancient-world traveler, Herodotus; the Spanish conquistador, Cabeza de Vaca; the American humorist, Mark Twain; the spiritual explorer, Peter Matthiessen; the daring Englishwoman, Freya Stark; and other exciting authors. Students will be transported throughout the world and back in time to examine the themes, purposes, and conventions of this popular genre. For more information, visit <http://ms.cc.sunysb.edu/~shbrown/>

CEH 531 Literature of the American Family

300791 · 3 credits

This course explores literary works (poetry, fiction and drama) from the late-nineteenth century to the present which offer portraits of traditional and nontraditional families. Our discussions and a final essay will examine the literature's purposes, rhetorical features, levels of meaning, structure, language conventionality and clarity, and the theme of the individual within the family. (formerly The American Family: A Literary Approach)

CEH 569 Stony Brook Chorale

300837 · 1 credits

Students will study and perform a repertory from the Middle Ages to the present.

Prerequisite: Audition call 631.632.7330; some previous choral experience preferred; must be able to read music although expert sight-singing is not a prerequisite

Note: Credits are repeatable up to a maximum of six credits; the Chorale performs once each year with the graduate Stony Brook orchestra at the Staller Fine Arts Center and performs in public concert each semester; coscheduled with MUS 261

Prerequisite: Audition required

CEI 506 Global Perspectives: Examining Cultural Diversity

300891 · 3 credits

The cultural diversity of our world is amazing! This course will introduce concepts and approaches from the field of Cultural Anthropology, which will offer a perspective to understanding the variations of human social patterns. Students will draw relevant comparisons between their own culture and others.

(Formerly titled: Cultural Anthropology)

CEI 511 Communication Technology: Impact on Education, Business and Society

300896 · 3 credits

The expansion of technology within the communications field in the past decade has substantially influenced how society interacts. Students will explore how modern communications devices and web-based communications tools impact education, business and personal life while building knowledge to harness the power of these tools for personal and professional growth. Topics include the ethics surrounding the use of modern communications. The class will examine ways that communication technologies can increase opportunities for people to network in multiple settings, have greater access to others and to certain needed resources and supports where applicable. Advancements in technology, especially in communication systems, has been especially life-saving/enhancing for people with disabilities.

CEI 518 Literature of American Slavery

300903 · 3 credits

Students will read and analyze a wide range of literature: novels, slavery narratives, spirituals, poetry, abolitionist essays, and oral histories. The literature will come from the 18th, 19th, and 20th centuries including works such as Douglass's Narrative of his Life, Jacob's Incidents in the Life of a Slave Girl, Melville's Benito Cereno, Stowe's Uncle Tom's Cabin, Twain's Huckleberry Finn, Hurmence's Before Freedom, and Morrison's Beloved. These and additional works will invite discussion of social, moral, economic, and political issues related to slavery. For more information, visit <http://ms.cc.sunysb.edu/~shbrown/>

CEI 531 Cultural Diversity in American Musicals

300921 · 3 credits

Using classic American musicals, students will explore differences in ethnicity, gender and economic class. Musicals to be discussed will include Show Boat, West Side Story, Fiddler on the Roof, My Fair Lady, South Pacific, King and I, Carousel and other musical examples. Students will be asked to explore and report on contemporary examples of musicals and popular music videos to expand the resources available in our online classroom. These resources, in addition to assigned readings from Lois Stalvey's Education of a WASP and Claude Steele's Whistling Vivaldi will form a context for exploring concepts in cultural diversity (specifically stereotyping, ethnicity, racism, sexism, and economical stratification) and how these concepts affect us in our work environments and everyday lives.

CEI 536 Shakespeare

100828 · 3 credits

This course is an introduction to Shakespeare's development of genre: Early, Middle and Late. We will explore Shakespeare's works as both reflections of and reactions against Elizabethan manners and mores. At the same time, students will chart the evolution of those stances with the political and historical evolution of the era.

CEI 544 Mystery of Matter

300937 · 3 credits

Exploration of our understanding of the basic constituents of matter, and of how that understanding and the tools developed to study them affect aspects of contemporary society. Historical discoveries and their place in social and political institutions of the time are considered, along with issues of government funding and the cost to society. Includes a discussion of developments at Brookhaven National Lab and their scientific and social impact. Note: Suitable for students without science background; some chemistry and physics background helpful but not required; coscheduled with PHY 313. Formerly: From Quarks to Cosmos

CEI 550 Human Ecology

300946 · 3 credits

This opportunity to explore and analyze the diversity of ecological literature will look at the discipline both as a science of ecology and as a science that applies to the human condition.

CEI 558 Youth and Gang Violence in Contemporary American Cities: Causes, Societal Impact, and Social Policy

101969 · 3 credits

Designed for educators, social workers, youth workers, administrators, and others who work with youth, this course will examine youth and gang violence in contemporary America from a public

health model. The public health model is a multidisciplinary approach to problem solving that emphasizes involvement in a variety of perspectives including sociological, economic, psychological, and cultural competence. Through discussions, readings, and research, students will learn the factors that contribute to youth violence and develop the strategies and skills for effective prevention and intervention.

CEI 565 Music in Society

300961 · 3 credits

Topics in the study of music in relation to its cultural context. This interdisciplinary course studies music as a manifestation of a particular geographical region (e.g., Music in Turn-of-the-Century Vienna), of a particular historical era (e.g., Music of the 1960s), and of a particular genre in relation to society. This course may only be repeated twice for a total of 6 credits towards the MA/LS degree.

CEJ 502 East Asian History Seminar

300984 · 3 credits

This course will introduce students to modern Chinese culture and society. The approach will be interdisciplinary and focus on themes that dominate the development of modern China. Topics to be included are: history and geography, ideology and organization, the individual and the state, the family and society, conflict in society, the economy, literature and the arts, science and technology, and future prospects. This is offered as both CEJ 502 and HIS 564.

CEL 536 Legislation and Advocacy

309503 · 3 credits

This course provides an introduction to the important legislative processes in federal, state and local American governmental systems. Students will build knowledge, develop and create effective and meaningful ways to participate and advocate as an individual or member of an organization. Skills utilized in advocacy and change such as debate, negotiation and persuasion, statistical analysis and research will be explored and practiced. Students will consider issues in legislation and advocacy from multiple perspectives while formulating convincing arguments for change.

CEL 537 Foundations of Not-for-Profit Organizations

309747 · 3 credits

This course will provide an overview of the principles and practices of nonprofit organizations, through both philosophical perspectives as well as managerial procedures. Students will study the role of these entities in the larger business environment, and investigate what successful ventures have in common. Missions, leadership, Ethics, Financial, Governing, and other related challenges

will be explored. Measurements of effectiveness will be surveyed for ongoing productivity on all levels; with an eye on sustainability of well-run companies and other outfits.

CEL 538 Financial Accounting Operations for Non-Profit Organizations

310513 · 3 credits

The objective of this course is to introduce and explore basic financial accounting terminology, principles and concepts and their relevant business applications to a nonprofit organization. Students will review and interpret nonprofit financial statements such as the Statement of Financial Position (Balance Sheet) and Statement of Financial Activities (Income Statement). The focus will also be on how nonprofit revenue producing transactions such as: contributions, gift & pledge transactions, contracts & grants and fundraising affect the financial performance of a nonprofit entity. Emphasis will be on identifying key accounting concepts such as revenue recognition principle and accrual accounting. Other topics include strategic planning and budgeting, financial reporting and analysis needed to make informed nonprofit business decisions. Through a combination of discussion, lecture, review of nonprofit financial data and illustrative exercises, students will gain basic financial skills needed to be effective in their respective non-financial roles within the nonprofit world. No prerequisites.

CEL 586 Leadership Practicum

309897 · 3 credits

This course is intended to provide students with an opportunity to integrate theory and practice and become familiar with the role of professionals in leadership positions. Students enrolled in the course will also be participating in a 150 hour internship in an approved leadership capacity in an organization that will support and develop leadership skills equivalent to a mid-level or higher management position. The focus of the course will be to reflect and discuss the practicum experience.

PQ for CEL 586

CEL 596 Leadership Theories and Practice

300981 · 3 credits

This seminar presents an overview of the research literature on leadership as a background for analyzing and assessing leadership behavior in a number of settings including business, educational, community and volunteer organizations. Students will be responsible for extensive readings on organizational and leadership theory and will also conduct and report on their own independent research projects. Note: Some course work in sociology, psychology, or administration is recommended.

CEL 597 Leading High Performing Teams

309759 · 3 credits

Exceptional leaders assemble and direct a team that maintains a high level of effective performance. This course examines how leaders leverage the dynamics of their teams to achieve their goals. Topics, such as team diversity of thought, creating a collaborative environment, establishing a shared vision, and facilitating effective self-motivation will be examined in depth.

This course will be part of the Leadership badge in the MA in Liberal Studies program.

CEL 598 Futures-Based Change Leadership

309901 · 3 credits

Futures-Based Change Leadership is a course that seeks to empower leaders to use effective combinations of futuring / planning decision theory, design thinking theory, collaborative leadership theory, systems; disciplines practices, and dispositions. Through simulation, panel discussion, Socratic Seminar, debate, case study, wiki construction, and research projects, participants will enable their organizations to effectively anticipate their emerging futures and make strategic decisions and take purpose based actions that will align with their preferable futures.

CEM 573 Long Island's Ocean Beaches

101750 · 3 credits

This course is a practical guide to beaches and coastal processes on Long Island's ocean shoreline. Topics include beach features, waves and storms, erosion and erosion control. Recipes for describing and forecasting beach conditions. Suitable for coastal residents, community planners, real estate agents, environmental lawyers, teachers, etc.

CEM 580 Life Stages of Adolescence

101171 · 3 credits

A bio-psycho-social perspective on the life-stages of adolescence. Selected theorists/theories will be explored to provide a knowledge base in the areas of physical, emotional, intellectual and social development. Special attention will be given to identification and exploration of the specific developmental tasks of adolescence. Contemporary issues facing adolescents will be discussed such as multimedia influences, peer influences and brain development. (formerly Adolescent Life Stages: Normal to Abnormal)

CEN 508 Demonstrations in Chemistry

301094 · 3 credits

The design and implementation of demonstrations to illustrate modern concepts of chemistry. This course provides high school chemistry teachers with detailed instructions and background

information regarding the use of chemical demonstrations in the classroom. Teachers will practice demonstrations that deal with all of the major topics in the chemistry curriculum, as well as some demonstrations that go beyond the standard curriculum. Safety aspects and disposal procedures will be discussed.

CEN 580 Assessment of Socio-Technological Problems and Issues

301175 · 3 credits

The systematic study of a series of studies that relate to current socio-technological problems and issues is the content of this course. Problem areas include transportation, water and energy resources, access for the disabled, artificial hearts, and electronic funds transfer. Emphasis will be placed on the assessment of emerging technological systems and the science and mathematics that underlie these systems.

CEP 502 Principles of Coaching

301203 · 3 credits

This course will review selected principles of coaching and incorporate an appreciation of this knowledge into a framework of competitive athletics. Attention will be given to the potential of the coach to significantly influence the attitudes, behavior, and physical well-being of players toward their own self-development.

CEP 507 Philosophy, Principles and Organization of Athletics in Education

301210 · 3 credits

This overview takes a look at the administrative responsibilities in education, with particular reference to the role of the administrator in athletics. Topics include: personnel responsibilities, governance, finance, supervision, evaluation, and scheduling. Former course title: Administrative Responsibilities in Athletics - may not be repeated for credit. Note: This course is one of three approved courses to meet the NYS Coaching Certification requirement.

CEP 508 The Concepts of Leisure, Play, and Recreation in America

301211 · 3 credits

This course examines some of the most important ways in which Americans have spent their leisure time over the past 100 years. Leisure and recreation are considered within the context of the changing American workplace, but most attention is given to leisure forms themselves. Among the topics covered are the saloon, city parks, the rise of sports, amusement parks, the movies, television, and the different leisure activities of men and women. The course deals with the more local and community-based leisure forms of the late 19th century, while the 20th-century section is mostly concerned with the rise of mass recreation. Throughout, the course will be attentive to the

changing relationship between spheres of work and leisure, as well as to the different, and at times conflicting, approaches to leisure and recreation among classes, races, and ethnic groups.

CEP 513 Health Sciences Applied to Coaching: Care and Prevention of Athletic Injuries

301215 · 3 credits

This course is an in-depth analysis of the care and prevention of athletic injuries. As a result of the increasing awareness of the specialized nature of athletic injuries, considerable emphasis is now being placed on the importance of this developing area of sports medicine. May not be repeated for credit.

Note: This course is one of three approved courses to meet the NYS Coaching Certification requirement.

CEP 514 The Study of Human Movement for Coaches

301216 · 3 credits

Applied anatomy and kinesiology will be discussed in reference to three major topics: anatomic and physiologic fundamentals of human motion, fundamentals of biomechanics, and principles and applications of motor skills. The major topics to be covered in reference to exercise physiology are the following: physiology of energy sources, neuro-muscular concepts, cardiorespiratory considerations, physical training applications, environmental aspects, and nutrition and body composition. May not be repeated for credit.

CEP 517 Psychology of Sport and Performance

301218 · 3 credits

Athletes, coaches and performing artists all understand the importance of psychological factors in consistently performing at their best. By integrating lecture, readings, group exercises, and applied projects this course presents students with both an opportunity to gain an in-depth understanding of the field and the ability to apply the most advanced techniques in building Mental Toughness and creating a Zone of Performance Excellence. Topics include Goal Setting, Pre-Competitive Anxiety Management, Creating the Ideal Performance Zone, Experiencing Flow, Imagery Training, Mental Rehearsal, Hypnosis, Focus Planning, Attention Control, Mental Training for Individuals and Teams, Building Team Cohesion, Psychological Aspects of Injury, and Career Termination Issues.

CEP 518 Exercise and Nutrition

301219 · 3 credits

This course integrates the concepts of nutrition, bioenergetics, and energy expenditure into a wellness paradigm for optimal health. Emphasis will be placed on the topics of macro and micro nutrients and their effects during exercise and training; nutrient bioenergetics; thermoregulation;

ergogenic aids; body composition; energy balance and weight control; and optimal nutrition for exercise, training and health. Recommended: A course in anatomy and physiology or CEP 513.

CEP 520 Theory and Techniques of Coaching-Sport Specific Practicum

301220 · 3 credits

This practicum is designed for those students who would like to coach a particular sport at the high school level, but who have had limited coaching experience. This course requires 72 hours of practical experience in the coaching field to be completed concurrently with the seminar. All students are required to make arrangements for his/her own coaching practicum with approval of instructor. Students will be evaluated in the administration and presentation of a specific coaching program. May not be repeated for credit. Note: This course is one of three courses approved to meet NYS Coaching Certification requirements, with specific sport(s) designation. Pre-requisite: CEP 507 and matriculation in the AGC in Coaching.

Prerequisites: CEP 507. Must be matriculated in the AGC in Coaching.

CEQ 581 Supervised Student Teaching High School Grades 10-12: Social Studies

301242 · 3 credits

Prospective secondary school social studies teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 10-12. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

Note: Cannot apply toward MA/LS; S/U Graded.

Prerequisites: Department permission, matriculation in MAT Social Studies, 15 credits grad History, CEE 505/565/577/8, CEF 548/9, LIN 544; restricted to those not yet certified to teach; overall GPA B average

Corequisites: CEE 580 and CEQ 582

CEQ 582 Supervised Student Teaching Middle School Grades 7-9: Social Studies

301243 · 3 credits

Prospective secondary school social studies teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 7-9. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

Note: Cannot apply toward MA/LS; S/U Graded.

Prerequisites: Department permission, matriculation MAT Social Studies, 15 credits grad History, CEE 505/565/577/8, LIN 544; restricted to those not yet certified to teach; overall GPA B average

Corequisites: CEE 580 and CEQ 581

CEQ 591 Supervised Student Teaching High School Grades 10-12: English

301244 · 3 credits

Prospective secondary school English teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 10-12. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching. See English Department's student teaching supervisor for further details.

Note: Cannot apply toward MA/LS; S/U grading

Prerequisites: Permission of department, matriculation MAT in English, completion 15 credits grad English course work, CEE 588/593, CEF 551/2, CEE 505/565, LIN 544; restricted to those not yet certified to teach

Co-requisites: CEE 590 and CEQ 592

CEQ 592 Supervised Student Teaching Middle School Grades 7-9: English

301245 · 3 credits

Prospective secondary school English teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 7-9. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching. See English Department's student teaching supervisor for further details.

Note: Cannot apply toward MA/LS; S/U grading

Prerequisites: Permission of department, matriculation MAT in English, completion 15 credits grad English course work, CEE 588/593, CEF 551/2, CEE 505/565, LIN 544; restricted to those not yet certified to teach

Co-requisites: CEE 590 and CEQ 591

CER 503 Purchasing and Sourcing Management

309300 · 3 credits

Business today requires creative and comprehensive approaches to sourcing of raw materials, finished products and components. Successful sourcing impacts competitive leverage and amplifies profit margin opportunity. This class focuses on foundational issues of procurement and sourcing management, both domestically and internationally and develops the skill sets necessary to understand and execute sourcing responsibilities. As sourcing is a supply chain function, the interface with suppliers, vendors, logistics, legal, customer service, sales, finance, and other verticals will be explored.

CER 504 Foundations of personal financial literacy

309542 · 3 credits

The need for a financial education has never been greater, as financial traps within a complex and ever changing world are becoming harder to avoid. Consumers are inundated with credit opportunities and the way we shop and pay for items have changed. Many companies have shifted their retirement plans from traditional pensions to those requiring employees to make their own investment selections. Therefore, it is of immediate and grave importance for Americans of all ages to become more financially literate. Financial literacy can positively impact behavior and help foster a winning environment.

CES 597 Advocacy and Marketing for Social Entrepreneurs

309231 · 3 credits

One of three courses for the University Badge in Social Entrepreneurship, this course teaches skills and knowledge for effectiveness in supporting causes, ideas and policies through a variety of analyses of examples from profit and not-for-profit entities. Special attention is paid to analyses of the individual and group causes in which students in the class are interested. Custom consulting techniques are applied. Competencies include organizational goal setting with specific emphasis on the tenets of marketing particular organized causes; continuous evaluation and analysis of strategic direction; resilience to change; win-win-win decision making; communicating benefits for a wide variety of target segments (including multicultural); subtle but assertive selling; and behavioral recruiting and training. 3 credits, Letter graded

CEV 528 The Literature and Culture of Terrorism

306554 · 3 credits

"Terrorism" is among the most hotly debated terms of the day, and one which has helped shape how we think about world politics. In short stories and novels this course will survey definitions of the term and themes conventionally associated with terrorism, using primary and secondary source research, textual analysis, and creative role-playing to better understand the cultural, political and historical dimensions of the text.

CEV 546 Disney Magic and the American Dream: Contemporary American Culture through Disney Animated Film

306405 · 3 credits

An analysis of the role that Disney animated films have played throughout 20th Century America, and how they have addressed the issues of race, class, and gender. This course allows students to gain a better understanding of the impact that American culture and politics has had on Disney's works, as well as attain a clear grasp of the significance of technology, globalization, and international relations to Walt Disney, the company, and the continually transforming American people. By examining animated films, and incorporating readings that both criticize and defend Walt Disney and the Disney organization, students will draw their own conclusions about Disney's status as an icon of American popular culture, as well as evaluate the "Disney phenomenon" and its place in American History.

CEY 507 Long Island's Groundwater

301480 · 3 credits

This course will cover basic groundwater concepts in unconsolidated sediments, and examine contamination issues in light of Long Island's particular hydrogeology, land use, and waste management history. Mathematical principles will be discussed but not stressed; scientific and technical papers discussing particular concepts or problems, including important local examples, will be closely read. Crosslisted with MAR 521.

CEZ 545 Autism Spectrum Disorders Today

305881 · 3 credits

This course provides an overview of Autism Spectrum Disorders (ASD) aimed towards an understanding of current issues regarding possible causes, prevalence, diagnosis and classification, early identification, educational interventions, medical and behavioral treatment options, individual differences and co-morbidities. Students will explore these areas through lecture, video presentations and class discussion for the purpose of achieving an acceptable level of competency in recognizing autism in its various forms, understanding the cognitive, social and behavioral deficits associated with each subtype, and preparing for more in-depth instruction on the education and treatment practices currently in place for children and adults with this disorder.

EDL 501 Educational Leadership Theory I

301226 · 3 credits

This course presents a study of the concepts, theories, methods, and findings dealing with how to remain abreast of research in education and acquire the extensive knowledge of learning theories, leadership theories, creative thinking, teaching, assessment, and the principles of effective schools. Materials will be drawn largely from the behavioral sciences. These will be applied to the practice of educational administration at all levels and in all settings, taking into account cultural diversity and locale. (formerly CEQ 501)

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

EDL 502 Educational Leadership Theory II

301227 · 3 credits

The focus of this course will be on organizational behavior. Topics include: the study of roles and relationships; working well with the school staff, students, parents, and community; bureaucracy; social systems; human motivation; using resources effectively; maintaining an orderly physical environment; decision making, leadership and organizational change; communications; and the effect of community and outside influences. (formerly CEQ 502)

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

EDL 503 Educational Leadership Practice

301228 · 3 credits

This course helps to articulate the interrelationship between leadership theory and practice and promotes the philosophy that future school leaders should be pro-active. The course deals with administrative decision-making behavior in the context of a community. Students will use simulated materials that reflect the problems and issues of a school district. Political, social, and economic pressures, the educational needs and the establishment of high expectations for staff and students performance are considered, as well as the establishment of systems of rewards and recognition. The use of group dynamics in the decision-making process is emphasized. (formerly CEQ 503)

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

EDL 515 School District Leadership

301230 · 3 credits

This course is an examination of theories and practices related to school district leadership, administration, supervision, and evaluation. Topics included are organizational structure, engaging teachers, staff, and parents in the decision-making process, curriculum, leadership, supervision, staff development, monitoring and evaluating the school's or program's performance and involving staff in making changes, mechanisms for effecting change, establishing and maintaining ongoing cooperation and collaboration between the home and the school, personnel administration, business management, and school law. (formerly CEQ 515)

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

EDL 520 School Finance

100250 · 3 credits

Students will study the economic, political, and legal aspects of financing public education, from a general point of view and with specific attention to New York State. Areas considered include basic economic principles; local, state, and federal financial support; systems analysis; taxing systems; fiscal impacts of equal educational opportunities; budgeting, purchasing, accounting, reports; and communication of fiscal information. (formerly CEQ 520)

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

EDL 525 Managerial Accounting for the School Business Official

306950 · 3 credits

An overview for school district business administrators in advanced accounting, financial reporting and internal control concepts for New York State School Districts. Knowledge of advanced concepts in order to properly manage the district's finances, protect its assets and ensure compliance with Federal and State financial related laws and regulations, will assist the student in establishing credibility and respect with his or her future superintendents, School Boards and the general public. Topics in the course will be presented from both a building and district level perspective. (formerly CEQ 525)

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

EDL 528 School Law

301231 · 3 credits

A study of the legal framework within which public education operates. Topics include: church-state relations, state agencies, local school boards, financing education, tort liability, teacher-personnel administration, the Taylor Law, tenure, desegregation, and the constitutional rights and freedoms of students. (formerly CEQ 528)

EDL 541 School Building Leadership

301233 · 3 credits

This course focuses on the leadership and administrative roles of elementary and secondary school building leaders. Topics include: tasks of a building administrator; building organizations and staff utilization; curriculum development; evaluating the school or program performance and involving the staff in making changes; leadership; engaging teachers, staff, and parents in the decision-making process; facilities management; employee relations, student affairs; public

relations; maintaining collaboration between the home and the school and school law. (formerly CEQ 541)

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

EDL 555 Supervision of Instruction

301236 · 3 credits

This course covers the basic aspects of the supervisory process. Areas included are an overview of supervision, theory and research, organization and function, roles of various personnel in the supervisory process, factors influencing change, improving instruction through individuals and groups, curriculum development, effective use of learning resources and evaluating supervisory programs. (formerly CEQ 555)

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

EDL 565 Internship in School District Business Leader

305793 · 3 credits

This course is a cooperatively guided leadership and administrative experience at the school district business office. Students will submit a plan of administrative, financial and budgetary tasks to the departmental internship coordinator and the school district supervisor on the district staff. Achievement will be determined against a stated list of competencies as assessed by the school district supervisor and the University supervisor. S/U Graded. (formerly CEQ 565)

Prerequisites: Departmental consent, matriculation in one of the Educational Leadership programs, and completion of all courses except EDL 595 (CEQ 595) before enrolling in internship and seminar; corequisite EDL 566

EDL 566 Internship Seminar for School District Business Leader

305794 · 3 credits

Course consists of weekly seminars for consideration of problems confronted in the area of school business administration. (formerly CEQ 566)

Prerequisites: Departmental consent, matriculation in one of the Educational Leadership programs, and completion of all courses except EDL 595 (CEQ 595) before enrolling in internship and seminar; corequisite EDL 565

EDL 571 School Business Administration

301239 · 3 credits

This course presents an examination of the duties and responsibilities of the school business administrator including an understanding of the role in relation to other members of the administrative team. Also examined during the course are other aspects of the business administrator's work such as office management, budget procedures, financial management, accounting and auditing, purchasing and supply management, insurance programs, capital outlay and debt service, school plant operation and maintenance, food service, and transportation. (formerly CEQ 571)

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

EDL 572 School Personnel Management

301240 · 3 credits

This course examines the nature, scope, and organization of the personnel function and will look at the planning process, collective bargaining (negotiations and contract administration), personnel recruitment (selection, induction, and development), effective work performance appraisal, compensation, and job security issues. An examination of the Federal and State laws and regulations that govern district personnel operations will be included. (formerly CEQ 572)

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

EDL 585 Internship: Educational Leadership - School District/Building Leader Certifications

305890 · 3 credits

This course is a cooperatively guided leadership experience at the school district central office level and school building level, strategically designed to immerse candidates in educational experiences that support and rely upon the information and skills attained from courses taken in the combined certification program. A plan of leadership, administration and supervisory tasks must be submitted to the internship coordinator. The internship is conducted in schools and school districts over an extended period of time. Achievement will be determined against a stated list of competencies as assessed by the school district personnel and the SBU supervisor. Field experiences are structured so that candidates gain proficiency in all twelve NY State Leadership competencies. S/U Graded. (formerly CEQ 585)

Prerequisites: Departmental consent, matriculation in the Educational Leadership program, and completion of all courses except EDL 595 (CEQ595) before enrolling in internship and seminar; corequisite EDL 586

EDL 586 Internship Seminar: Education Leadership - School District/Building Leader Certifications

305889 · 3 credits

This course consists of weekly seminars for the consideration of problems and current issues confronted in the field. The internship Seminar will provide a forum for sharing insights, understanding and developing collaborative problem-solving and decision-making skills. The purpose of the Internship Seminar is to facilitate the blending of practical field experience with academic learning. (formerly CEQ 586)

Prerequisites: Departmental consent, matriculation in the Educational Leadership program, and completion of all courses except EDL 595 (CEQ 595) before enrolling in internship and seminar; corequisite EDL 585

EDL 595 Educational Leadership Research Project Seminar

101264 · 3 credits

An advanced graduate course designed to teach students to understand and conduct graduate level research. EDL 595 should be taken immediately before, during or after the internship. Students will be required to conduct an intensive literature review on a topic related to their internship and will be guided in selecting a topic for their research paper. Research methodology and resources will be reviewed, explored and developed. Prerequisite: Matriculation in one of the Educational Leadership programs: prior completion of all foundation and required courses. This course will be GRADED (A, B, C, F). Successful completion requires a grade of "B" or better; otherwise, the course must be repeated in order to graduate. No transfer credit or substitutions permitted. All students are expected to present their research at the EDL Research Fair. Formerly CEQ 595.

Pre-requisite: Matriculation in one of the Educational Leadership programs: prior completion of 24 graduate credits in the program.

EDL 619 Advanced Study in Organizational Theory

308518 · 3 credits

This course in theoretical perspectives closely considers a number of theories to give practitioners access to the research literature of the fields and the frame problems as researchable questions. As an advanced doctoral course, the primary focus is on different perspectives on theory building in educational

administration. Second, there is the substance of contemporary theories as they relate to organizational structures and processes. Third, the instructional strategy incorporates the intellectual tasks involved in developing a conceptual framework for candidates' own doctoral research.

EDL 659 Introduction to Doctoral Research

308517 · 3 credits

This course will lay the foundation for doctoral research by (a) stimulating student thinking on current national issues in the field of education; (b) assisting students in acquiring the basic research tools they need for formulating a research plan; and (c) assisting students in defining themselves as researchers, who are to be future leaders in the area.

EDT 531 STEAM Education: Foundations

309744 · 3 credits

In this course participants will learn about STEAM principles, concepts and skills for Science, Technology, Engineering, Art and Math education. Participants will begin to explore the use of STEAM tools within the curriculum and examine the research behind STEAM pedagogy. Participants will look at different fields and areas of business and industry to see how STEAM skills are being applied to real world situations, careers and fields. The culminating activity for this course is to analyze a field which relies heavily on STEAM skills and adapt an activity for the classroom that prepares students for these challenges.

EDT 532 STEAM Education: Educational Best Practices

309745 · 3 credits

In this course participants will begin to utilize STEAM tools and apply them within their own educational environment. They will adapt existing lessons and activities to reflect STEAM tools, principles and ideologies, developing a strong understanding of STEAM pedagogy within instructional practice. Participants will explore web based STEAM tools for education and understand how to apply those tools to their classroom.

Pre-requisite: EDT 531

EDT 533 STEAM Education: Curriculum Integration

309746 · 3 credits

In this course participants will learn how to fully integrate STEAM tools and leverage best practices into their curriculum. Participants will develop an extensive integration plan for a specific learning environment and associated curriculum. Participants will align STEAM best practices, pedagogy, 21-century skills and their own research to develop an integration plan that outlines a cohesive STEAM learning experience. The culmination of this course and program will be the delivery of part of this integration plan in their educational environment and presentation of the overall integration plan to peers.

Pre-requisite: EDT 531 and EDT 532

EDT 541 Digital Wellness and Education

310345 · 3 credits

In this course, students will take a step back and look at how Technology affects our overall wellness and state of mind. Technology drives our every move in this fast paced society. Everywhere you look, our youth is connected to a device and has access to unlimited information. This course explores the use of technology among the younger generation and examines the impact emotionally and physically. Students will research policy and practices to help create a life, technology balance and show educators how to develop techniques to help students become more mindful and well rounded in this technology saturated living environment. By the end of this course, students will have developed multiple techniques and strategies essential for balancing wellness, mindfulness, and technology into K-12 classroom curriculum.

EDT 544 Empowering All Learners Through Educational Technology

310346 · 3 credits

In this course participants will learn to integrate educational technology tools and applications, explore best practices, strategies and methods to help support needs of all student populations. Participants will plan, design and deliver a teacher centered educational technology workshop focused on leveraging technology to enhance curriculum and engage all student groups including special needs, ELLs (English Language Learners), at-risk students and gifted and talented students. By the end of the course, participants will be able to fully understand how to harness the power of technology and engage all learner, so they reach their highest potential.

HEA 501 Foundations of Higher Education Administration

306305 · 3 credits

This course will introduce students to the primary areas of responsibility for higher education administration. Topics will include college and university organizational structures, human resource issues, finance and budgeting, legal issues, parental involvement, mission, access and retention. APA style writing will be emphasized. Formerly CEK 501. Advisory pre/co-req for all HEA courses.

Prerequisite: matriculation in Higher Education Administration programs

HEA 502 Survey of College Student Development Theory

306304 · 3 credits

This course examines the major theoretical constructs that inform practitioners who work with college students. Topics will include moral and ethical development, emotional maturation and identity formation, as well as the link between student persistence and involvement. Students will gain an understanding of psychosocial/affective, cognitive, typological and person/ environment interaction theories. Formerly CEK 502.

Prerequisite: matriculation in Higher Education Administration programs

HEA 503 Leadership in Higher Education

306741 · 3 credits

Colleges and universities are unique institutions. Although they seem to increasingly resemble the complex organizations typically found in business and public administration, their special missions of teaching, research and service put them in a singular category where collegiality and university traditions of academic freedom introduce powerful cross-currents of equality. This course explores collegiate leadership, from the lofty heights of the presidency to the more mundane challenges faced by managers at all levels, be they in academic or administrative units. Students will become familiar with the myths and realities of leadership, as presented in the literature, and conduct their own leadership studies. Formerly CEK 503.

Prerequisite: matriculation in Higher Education Administration programs

HEA 504 Research & Assessment in Higher Education

306735 · 3 credits

This course introduces assessment and program evaluation in colleges and universities. With increasingly difficult, diverse, and complex decision-making circumstances, it is essential that professionals examine assessment techniques and how these strategies may be best employed to benefit organizations and ultimately their stakeholders. Higher education (like other organizations) must use evidence for planning and linking programs, evaluating and assessing program results, and improving programs based on evaluation data. Assignments will emphasize how to perform effective, high quality assessment and program evaluations. Formerly CEK 504.

Prerequisite: matriculation in Higher Education Administration programs

HEA 510 Fundamentals of Technology in Higher Education

308488 · 3 credits

An exploration of new and innovative technologies in higher education, and their impact on student learning, engagement, and motivation. Higher education is impacted by technology on an ever changing scale. Students will learn about best practices in higher education, including several web based productivity and course management tools, cyber-ethics and digital footprint, organization of the digital world, collaborating with technology, social media, virtual worlds as well as presentation strategies and tools. The culminating project is the research, assessment, analysis, and presentation of a college student technology profile.

HEA 520 Survey of Advising & Counseling in Higher Education

306308 · 3 credits

This course is an introduction to advising and counseling in higher education. Course topics include advising and student development theory; advising structures for effective learning,

teaching, and mentoring; legal issues in advising; advising methods and best practices; key stakeholders in advising; and articulating a personal advising philosophy. Formerly CEK 520

Prerequisite: matriculation in Higher Education Administration programs

HEA 521 Diversity and Higher Education

306303 · 3 credits

This course examines diversity in institutions of higher education from both a theoretical and historical framework. It will provide a foundation for examining policy and practice by the study of key concepts in human diversity, legislation and case studies. Best practice assessment methods are explored within the context of multicultural pedagogy. Formerly CEK 521.

Prerequisite: matriculation in Higher Education Administration programs

HEA 522 Crisis Management and Prevention in Higher Education

306397 · 3 credits

This course will explore the critical role that student safety and effective institutional management of student crises play in the academic and social success of students. Risk factors such as mental health issues, alcohol and other drug use, and violence will be examined, as well as protective factors such as sense of belonging/community, health and wellness, and self-efficacy. Course participants will become familiar with latest best practices in institutional strategies to creating a safe environment for learning. (Formerly CEK 522.)

Prerequisite: matriculation in Higher Education Administration programs

HEA 523 Student Affairs Administration in Colleges and Universities

306398 · 3 credits

An overview of the history of the Student Affairs field, as well as a more in-depth examination of the changing context in which student affairs professionals practice. This will include the philosophies, ethics, and theories that guide the practice of student affairs work. Review of the development of the field, legal and ethical foundations of practice, learning, retention and development theories, changing campus environment (including diversity, economic considerations and access issues), organizational structure, strategic planning and finance, information technology, learning outcomes and assessment and human resources as they relate to student affairs. Consideration of the practical application of such topics in specific student affairs units i.e., housing/residence life, student activities, career services, counseling, Student health centers and judicial affairs. Formerly CEK 523.

Prerequisite: matriculation in Higher Education Administration programs

HEA 524 Enrollment Management

306359 · 3 credits

This course covers marketing the university, programs to attract applicants, the application process, generating and applying models for predicting enrollment, and assessing outcomes, including ratios such as applicant-to-accept, accept-to-enrollment, and enrollment-to-retention, and graduation rates. Issues of selectivity, financial aid leveraging (merit and need-based scholarships and aid programs), and linkages between academic and student affairs are covered. The prime focus is undergraduate enrollment, but the course also examines graduate and professional school enrollment. Learn roles of admissions officers and counselors, information technology and data processing professionals, and institutional research analysts. Ways to attract and retain students, increase selectivity and enrollment, and improve students' academic and social integration and success are highlighted. Formerly CEK 524.

Prerequisite: matriculation in Higher Education Administration programs

HEA 525 The Contemporary Undergraduate

307268 · 3 credits

An in-depth examination of lifestyle, attitudes, characteristics and demographics of the contemporary undergraduate college student in the United States. This course offers an overview of the theoretical and research literature on college students in the U.S. from a variety of perspectives, and considers the educational, social, and environmental needs of different student subgroups. Students will explore traditional and non-traditional college populations at two-and four-year institutions. Formerly CEK 525.

Prerequisite: matriculation in Higher Education Administration programs

HEA 526 Career Counseling and the Psychology of Work

307539 · 3 credits

A comprehensive overview of the theoretical and practical aspects of career development, career counseling, and the psychology of working. Fundamental career development theories will be presented with emphasis on application within the college student population. Readings and discussions will cover the psychological aspects of career indecision, as well as family, social and cultural factors which influence career identity formation of a college student. Students will explore the complex ways in which economics and politics define the contemporary world of work and shape a student's career choices and decisions. A practice of integrative career counseling approaches via case study analysis will be emphasized. Pre/Co-requisite: CEK 502. Formerly CEK 526.

Pre/co-requisite: HEA 502 and matriculation in the Higher Education Administration Master's degree program or advanced graduate certificate.

HEA 527 Community College Administration

309180 · 3 credits

A study of the history, philosophy, nature, and administrative functions of the community college in the United States. This course introduces concepts related to the knowledge and skills that will enable a reflective community college administrator to effectively and efficiently navigate the issues associated with administering a community college in the 21st century.

Prerequisite: matriculation in Higher Education Administration programs

HEA 528 External Relations in Higher Education

309459 · 3 credits

This course will explore historical and contemporary influences that external entities have on institutional policy and practice. Various and complex stakeholder interests (e.g. corporations, government entities, grant-making agencies, alumni, etc.) will be examined from multiple lenses. Students will explore and discuss these issues and using a systems-approach to group projects, emulate the cross-functional committee work common in higher education.

Prerequisite: matriculation in Higher Education Administration program & prior completion of HEA 501

HEA 530 Legal Issues in Higher Education

306307 · 3 credits

This course, designed for college and university administrators, presents an overview of key issues and problem areas in the fast developing law of higher education. Topics include student and faculty rights and responsibilities, academic freedom, governance, affirmative action, campus security, collective bargaining and labor relations, to name just a few. Students will review important court cases that establish a framework for decision-making and will also participate in problem-solving exercises. Former title: Higher Education Law Formerly CEK 530.

Prerequisite: matriculation in Higher Education Administration programs

HEA 531 Finance Issues in Higher Education

306306 · 3 credits

This course is devoted to the examination of critical concepts in higher education finance by analyzing key theories, structures and challenges of college and university financing. Funding sources, the role of federal and state governments, allocation of resources, balancing budgets and contingency plans will be discussed along with ethical considerations of major public policy issues

in financing higher education such as affordability, access/choice, equity, productivity and accountability and the public private benefits of higher education. Formerly CEK 531.

HEA 532 Survey of Higher Education Facilities Management

306399 · 3 credits

Today's higher education administrator is faced with a cross-section of job responsibilities and functions which may include the management and maintenance of academic facilities. This course will focus on the organizational structure of college and university facilities and the responsibilities of managers within the facilities unit. We will examine the multi-disciplinary activities within the built environment and the impact they have on students, faculty, staff and the surrounding campus community. Formerly CEK 532.

Prerequisite: matriculation in Higher Education Administration programs

HEA 533 Intercollegiate Athletics in Higher Education Administration

307542 · 3 credits

Through an in depth examination of the historical path (past, present and future) and significance of intercollegiate athletics within the context of colleges and universities, professionals will be prepared for active engagement with athletics administrators, coaches and student-athletes in varying capacities. This course is designed for college administrators from all disciplines to enhance their understanding of intercollegiate athletics and the role of sport in higher education. Formerly CEK 533.

HEA 534 Philanthropy in American Higher Education

307782 · 3 credits

An exploration of the evolution of philanthropic support in American higher education and an introduction to theoretical foundations and current best practices in educational philanthropy. Students will consider the current state of philanthropy, trends and forecasting challenges, mission-centered institutional advancement, key philanthropic stakeholders and influencers, donor motivation and behavior, and ethical issues in philanthropy. Formerly CEK 534.

Prerequisite: matriculation in Higher Education Administration programs

HEA 535 International Higher Education

307882 · 3 credits

This course examines international higher education and the historical, political, cultural and socio-economic evolution differentiating national tertiary systems, regional frameworks, and international cooperation among industrialized, developing, and transitioning countries. Comparative higher education theory, empirical examples, and international organization and

government reports are investigated to benchmark system performance, international and global models, and assess quality, standards, accreditation, accountability, and governance shaping sector policy, planning, and reform. Contemporary public-private higher education dichotomy, administration, funding mechanisms, curriculum and organization of degrees, academic profession, and the social stratification impacting higher education access and student mobility in the knowledge economy is explored. (Advisory pre-requisite for Study Abroad HEA programs). Formerly CEK 535.

Prerequisite: matriculation in Higher Education Administration programs

HEA 540 Seminar on Critical Issues in Higher Education Administration

307370 · 3 credits

In this advanced seminar students address critical questions pertaining to US higher education. The topics selected represent themes that continue to elude resolution, but nonetheless generate thoughtful and often heated discussion, argument and debate. A list of subjects to be covered includes, but is not limited to: Affirmative Action, the Rising Cost of College Tuition, Collective Bargaining & Tenure, Distance Education, MOOC's, Collegiate Sports, Non-Traditional Students, and Campus Safety. This is a special topics course. Students may repeat the course 2 times for a maximum of 6 credits. Formerly CEK 540.

Prerequisite: matriculation in Higher Education Administration programs

HEA 560 Comparative University Systems

307406 · 3 credits

An examination of higher education institutions, referencing leading universities in major cities of a particular geographical region (e.g., Asia, Europe, South America), and comparing them with those in the US. By combining university information sessions and lectures on the region's history and educational philosophy, students will acquire knowledge and an appreciation for the historical and traditional significance of higher education in a given region while enriching their knowledge of that area's contemporary student. This course may include a study tour or online component for greater understanding of higher education administration in practice outside of the US. Formerly CEK 560.

Prerequisite: matriculation in Higher Education Administration programs

HEA 586 Higher Education Administration Practicum

307274 · 3 credits

This course will provide students with an opportunity to integrate theory and practice and become familiar with the role of professionals within the higher education field. Students enrolled in the course will participate in a 150 hour internship in an approved higher education or student affairs

department. The focus of the course will be to reflect and discuss the field experience. Formerly CEK 586. (Pre-req HEA 501; Advisory pre/co-req HEA 502).

Prerequisite: matriculation in Higher Education Administration programs

HEA 587 Advanced Practicum in Higher Education Administration

307525 · 3 credits

This advanced practicum course will provide students with additional opportunities to integrate theory and practice within the higher education field. Students enrolled in the course will participate in a 150 hour internship in an approved higher education or student affairs department. The focus of the course will be to reflect and discuss the field experience.

Pre-requisite: HEA 586. Formerly CEK 587.

Prerequisite: matriculation in Higher Education Administration programs

HEA 595 Higher Education Administration Project Seminar

307106 · 3 credits

The goal of the Project Seminar is to teach students to understand and conduct graduate level research. Research may be either original or applied. Prior approval of topic by faculty required; methodology and resources will be reviewed throughout writing process. Effective Fall 2014, this course will be GRADED (A, B, C, F). Effective Summer 2015, successful completion of the Project Seminar requires a grade of "B" or better; otherwise, the course must be repeated in order to graduate. No transfer credit or substitutions. Formerly CEK 595.

Prerequisite: Matriculation in MA Higher Education Administration degree program; completion of 24 graduate level credits in the degree program; pre/co-req HEA 504

HEA 599 MA in Higher Education Administration Independent Study

307611 · 3 credits

Independent Study in Higher Education Administration. Provides the opportunity for an HEA student to undertake a special independent project entailing advanced readings, or research on a topic of their own choosing in consultation with an HEA faculty member. Pre-requisites: At least 12 credits completed in the HEA program, sponsorship of a faculty member, permission of HEA faculty director, 1-3 credits. Formerly CEK 599.

Prerequisite: Matriculation in MA Higher Education Administration degree program; completion of 24 graduate level credits in the degree program; pre/co-req HEA 504

HRM 532 Foundations of Human Resources

304598 · 3 credits

This required course explores the basic elements of personnel administration that includes an overview of human resource functions; recruitment, selection, staffing, and placement; job classification and wage and benefit systems; employee supervision, performance management, workplace health, safety and security, counseling, discipline, and grievance. The legal framework of human resource administration, workplace diversity, and approaches specific to union and nonunion environments is also covered. This course should be taken in your first semester (formerly CES 515).

Pre-requisite: matriculated in Human Resource Management Programs or Concentrations

HRM 533 Employee Relations and Labor Management

304599 · 3 credits

The focal point of this foundation course is the historical development of labor unions in the United States, the evolution of the legal framework governing labor relations today, and the major elements of collective bargaining and dispute resolution techniques used in the private and public sectors. A discussion of the future of organized labor concludes the course. This course is offered as both HRM 533 and MBA 533 (formerly CES 516).

Pre-requisite: matriculated in Human Resource Management Programs or Concentrations

HRM 537 Employee Learning and Professional/Career Development

304620 · 3 credits

This course provides an overview of employee learning methods, and includes training design, development, and evaluation procedures in organizations. Emphasis is placed on how to perform a needs analysis, how to select the latest training technologies, and how to apply methodologies to maximize adult learning as well as improve upon organizational development. In addition, employee development strategies are reviewed, i.e., training generalist managers and specialists, how to foster an atmosphere conducive to continuous learning, and how to reward supervisors for encouraging and supporting employee development (formerly Training and Development).

Pre-requisite: matriculated in Human Resource Management Programs or Concentrations

HRM 541 Human Relations and Workforce Planning

304602 · 3 credits

Organizations, both today and in the future, look for employees, managers, and leaders who possess a significant understanding of the principles and practices of human relations and organizational behavior in the workplace. Given the value of human capital in our ever-changing global economy, the strategic impact that human resource leaders have on their organizations has never been more important. This course explores the modalities of human relations in the workplace, explains and applies employment laws that govern human relations and workforce

planning, and applies innovative workplace solutions and programs to aid leaders so they can retain and engage a productive and high functioning workforce.

(Formerly CES 511)

Pre-requisite: matriculated in Human Resource Management Programs or Concentrations

HRM 545 Employment Law and Policy

304613 · 3 credits

This course is designed to give business and HR professionals insight into and practical knowledge of the various legal issues that inform today's employer-employee relationships. Topics will include workplace safety and health, ethics, managing diversity and hiring practices, formation of the employment contract, laws governing the work relationship, investigation protocols and risk-reduction techniques, viewed against a backdrop of emerging employment trends. (formerly CES 525).

Prerequisite: HRM 533; Matriculation MS or AGC in HRM or concentration

HRM 546 Job Evaluation, Compensation Systems and Benefits

304614 · 3 credits

An advanced course providing students with both theory and specific knowledge of job evaluation and compensation systems. Topics include comparable worth and legal requirements: preparation of job evaluation and job design, fringe benefits, pensions, social security, theory of compensation systems as they relate to job satisfaction and employee morale; development of wage and salary surveys, internal and external equity pay scales, performance-based pay systems, and salary administration procedures. An analysis of incentives-bonuses, stock options, salary deferrals and special benefits-will complete the course. Prerequisite: HRM 532 (formerly CES 526).

Prerequisite: HRM 532; Matriculation MS or AGC in HRM or concentration

HRM 547 Performance Management in Organizations

308446 · 3 credits

This course provides insight to the importance of performance management and the behavior of individuals and teams in organizations. Emphasis will be placed on implications for effective human resource management, and the need to align organizational goals with performance management practices. Approaches used to drive performance and analyze problems encountered in managing human resources will be discussed throughout the course. Additional topics include performance appraisal, individual and group decision-making skills, recruitment, selection, and employee orientation, employee ability, motivation and incentive systems, job satisfaction, retention, and employee engagement.

Pre-requisite: matriculated in Human Resource Management Programs or Concentrations

HRM 548 Diversity and Global Issues in the Workplace

308445 · 3 credits

This course examines contemporary practices and trends in the global marketplace. Topics include both the similarities and differences among people, organizations, and management across sectoral and national boundaries that must be a part of the knowledge base of tomorrow's human resource manager. Human resources from a global perspective, including issues for expatriates and repatriation, the European Union, health and safety, business ethics, employee benefits and unions will be covered. Additional emphasis will be placed on understanding how differences among multinational corporations, governmental regulatory agencies, public authorities, strategic alliances, political and cultural environments impact the management of human resources.

Pre-requisite: HRM 532 or HRM 541; Matriculation MS/AGC in HRM or concentration

HRM 551 HRM Business Acumen and Data Analytics for Effective HR Leadership

309888 · 3 credits

For students working in human resources (HR) management or a related field, this course will provide an understanding of the importance of learning an organization's operations and functions as well as its competitive environment/landscape. The course will specifically review human resources data analytics, a key component to creating the case for human resources projects and other decisions they may have to make in the course of being a HR professional. Students will develop a comprehensive human resources business case.

Prerequisite: HRM 532 and HRM 533, and Matriculation in HRM program

HRM 552 The Strategic Organization: Communication and Employee Relationship Management

309889 · 3 credits

This course provides insight into effective strategic approaches to communication and employee engagement. Students will learn the concepts of the strategic communication process and its role in business organizations. This course will examine the traits and skills needed for students to become a strategic communicator including understanding principles and concepts of effective communication, a high level of self-awareness, an ability to understand other people, a basic knowledge of the complexity of the communication process itself, and the ability to think critically; to analyze and evaluate situations and use that information to formulate effective communication strategies. Moreover, this course will examine the Engagement Equation and will explain the driver of employee engagement, and how you can use improved engagement to execute strategy, reduce costs, and meet your organizational goals.

PQ: HRM 532, HRM 533, HRM 541, & Matriculation in HRM program

HRM 553 HR Leadership, Performance Management, and Organizational Effectiveness

309890 · 3 credits

This course provides insight into effective leadership, performance management and organizational effectiveness in today's organizations. Students will learn how leaders motivate, influence, and navigate political environments. Leadership components that will be covered in the course will include the nature of leadership, contemporary situational theories of leadership and emerging leadership issues. In addition, students will learn what new emerging leaders need to know about the importance of performance management and aligning the organizational goals with performance management practices. This course will also set the stage for understanding the components of organizational effectiveness. Organizational effectiveness provides leaders with information for improving an organization's operations and effectiveness, organizational structure and design, the culture of organizations, and organizational change and change management.

PQ: HRM 532, HRM 547, + Matriculation in HRM program

HRM 554 HR Leader as Organizational Consultant

309891 · 3 credits

This course is designed to equip business and HR professionals with the competencies to be an internal consultant within any organization. Students will learn to apply a structured approach to the consulting process and conduct appropriate interventions for designing, adapting, and improving business policies and practices. Focused on the major components of organization development and change management combined with consulting skills, the course addresses evaluating internal and external challenges to the organization; partnering effectively with leadership and business units; facilitating interpersonal processes; prioritizing multiple stakeholders; and being a value-added contributor in identifying appropriate business solutions which meet the needs of both internal and external customers. Students build their personal consulting skills toolkit, while learning how to add value and HR perspective to initiatives central to their organizations' success.

PQ: HRM 532, HRM 538, + Matriculation in HRM program

HRM 585 Human Resource Management Internship

307279 · 1 credits

SPD's Master of Science in Human Resource Management graduate students may choose to gain field experience by completing a one-credit internship practicum over and above the requirements for the Master of Science degree. The internship course requires a minimum of 45 hours of work in a setting that is outside of the student's current area of employment. Students must obtain approval from the faculty director to enroll in this S/U graded course. At the conclusion of the

term, an Internship Project Requirement (Work Report) must be submitted to and approved by the faculty advisor who is mentoring and supervising the student's experience.

Pre-requisite: matriculated in Human Resource Management Programs or Concentrations

HRM 595 Strategic Human Resources Masters Project

308422 · 3 credits

This is an advanced course, designed to examine and research new developments and professional concerns in human resource management. The course focuses on such topics as strategic human resource management, productivity in the American workplace; developing union/management cooperation for productivity; methods of employee learning in the workplace; metrics and measurement in human resources; and specialized needs of the new workforce in a high-tech and service economy. Students will be guided through professionally oriented activities designed to provide them with culminating experiences that result in a research project and final paper. Topics will vary from semester to semester. Pre-requisite: completion of 24 credits of HRM coursework. Effective Summer 2015, successful completion of the Project Seminar requires a grade of "B" or better; otherwise, the course must be repeated in order to graduate. No transfer credit or substitutions (replaces CED 595).

Prerequisite: Matriculation in the MS or AGC in HRM; prior completion of 24 graduate HRM credits.

LIN 502 Methods I - Foundations of TESOL Pedagogy

308486 · 3 credits

Theory and practical methodology of language and literacy instruction and assessment to children and adolescents for whom English is not their first language, in alignment with current state, national, and professional standards. Inquiry into instructional approaches, standard-based and data-driven lesson planning, reflective practices, in the teaching and assessment of speaking, listening, reading, and writing. Review and evaluation of resources and technologies.

LIN 503 Methods II TESOL Pedagogy through the Content Areas

308487 · 3 credits

Content-based language and literacy instruction and assessment to children and adolescents for whom English is not their first language, in alignment with current state, national, and professional standards. Teacher candidates design standard-based and data-driven curricular modules for teaching language through mathematics, the sciences, English language arts and the social studies, engage in reflective and collaborative practices, and evaluate web-based technologies.

Prerequisite: B or better in LIN 502

LIN 504 Intro to Teaching Linguistic & Literacy Skills

308568 · 3 credits

This course prepares teachers to teach literacy skills from the perspective of linguistics. Participants will master effective tools to promote English Language Learners (ELLs) receptive (listening and reading), in addition to productive (speaking and writing) language development. It will focus on teaching listening and reading comprehension, reading and writing instruction with a deep understanding of the linguistic demands of the different activities.

LIN 505 Structure of English Grammar for Teachers

309882 · 3 credits

The course is designed for future teachers of English Language Learners (ELLs) to the principles of the grammar of English. A special focus will be on aspects of English grammar particularly difficult for ELLs. The practical application of this study of English grammar includes diagnosing and addressing student errors, teaching English structures in a new way and teaching ELLs the grammar knowledge they need to be successful at the academic language of school. Materials and exercises for teaching various grammatical structures will be developed. We will consider actual errors made by learners of English and will develop practical techniques for remedying these errors. The class will feature the development of hands-on activities.

LSF 501 Effective Professional Communication

309329 · 3 credits

Concepts and practice in different modes of professional communication: writing in a variety of genres; designing effective, accessible presentations; speaking, and effective group problem solving and writing/communicating strategies, as well as using selected technologies to support these skills.

LSF 502 Effective Professional Thinking

309331 · 3 credits

Examines how to use, synthesize and analyze the vast amount of data professionals are exposed to daily. The course will be infused with how to utilize technologies in decision making processes. Competencies include using inductive versus deductive reasoning, learning how to effectively schedule, create and analyze spreadsheets and budgets, problem solving, thinking creatively, and using critical thinking skills.

LSF 503 Effective Professional Global and Cultural Awareness

309332 · 3 credits

Explores issues surrounding diversity and inclusion, beginning with a broad consideration of geographical and cultural globalization topics. Students will leverage the knowledge and skills garnered from readings on intercultural communication, diversities of ethnicity, religion, disability, gender and sexuality, in order to articulate best practices regarding justice and ethics in the workplace and on a national stage.

LSF 504 Effective Professional Action & Leadership

309333 · 3 credits

Provides a professional roadmap for individuals who wish to navigate an enriched personal and professional path. This course focuses on helping learners to understand themselves as professionals and to take action for further and future development. Attention will be given to individual and group dynamics, leadership, self-monitoring, time management, and other important concepts for professional success.