

School of Professional Development

Bulletin

SPRING 2020

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Welcome

Spring 2020 SPD Bulletin

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.

SPD enrolls hundreds of students in graduate degree and certificate curricula leading to teacher and administrator certification. Through its collaborations with school districts, Teacher Centers, BOCES, and other organizations, SPD serves as a leading resource for educators across the region.

All of SPD's education degrees and advanced certificates articulate with the New York State Education Department's certificate and licensing regulations. They are fully accredited by National Council for Accreditation of Teacher Education (NCATE) and align with the standards set forth by the appropriate professional associations, including the American Council on Teaching the Foreign Language (ACTFL), the National Science Teacher Association (NSTA), the National Council for the Social Studies (NCSS), and the Educational Leadership Coordinating Council (ELCC), among others.

Beyond the K-12 level, we have also added a [Master of Arts in Higher Education Administration](#) designed to provide the academic preparation and credentials necessary for college and university professionals to enhance their expertise and advance their careers.

In addition to education programs, SPD also offers graduate degree and advanced certificates in [human resource management](#), liberal studies and [coaching](#). We also have an extensive array of non-credit, career development programs such as Project Management, and Women in Stem as well as outreach programs for teachers, administrators and lifelong learners.

Courses meet online, on campus in the evening, on weekends, and off-campus through partnerships with External Corporate Partnerships, Teacher Centers and school districts. Online students may take individual courses or complete one of several degree and advanced graduate certificate programs. A complete listing of all of our degree and certificate programs can be found on our [SPD Graduate Studies webpage](#).

Please explore our website for more detailed information on our offerings, or contact us to speak with a program representative. We welcome your interest and the opportunity to discuss our programs and how they can help you advance to a more rewarding career.

SPD's Mission Statement

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.

To 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 tri-state area and internationally.

To serve as a source of expertise for the campus and community concerning K-12 education, distance education and professional development.

To 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.

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 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 this publication. To be considered for admission, all applicants must submit a completed application online as well as the following documentation to the graduate program:

- A. 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.)
 - a. *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.
- B. 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.
- C. Zero - Three letters of recommendation depending on individual program requirements
- D. Scores for the Graduate Record Examination (GRE) General Test sent directly from ETS (photocopies are not acceptable) for Master of Arts in Teaching Programs only. Applicants seeking admission to the AGC – Finance Program must submit GMAT scores. Other test scores may be required for admission to some programs and are outlined on each program’s admissions page.
- E. Documented proficiency in English for international students (see the English Proficiency Requirements for Non-Native Speakers of English below for details).

To fill out an application, students must go to stonybrook.edu/spd and create an online account. A nonrefundable 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 will be required to 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, please see the Visa and International Services site.

Graduate Record Examination (GRE)

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

The GRE General Test is required for graduate students seeking admission to the Master of Arts in Teaching programs. Applicants seeking admission to the AGC – Finance Program must submit GMAT scores. Please refer to the admission requirements of the specific program of interest. Applicants who have taken the GRE should request that Educational Testing Service forward scores directly to the School of Professional Development (the Stony Brook code is 2548). Failure to submit GRE scores with the completed application will prevent the review of student applications by the program. Photocopies are not acceptable. To register for the GRE, please see www.ets.org.

NOTE: The GRE Examination is waived for students in approved Stony Brook accelerated, five-year bachelor's/master's programs.

The Advanced Graduate Certificate – Finance graduate program does not require the GRE, but requires score results from the GMAT exam. To register for the GMAT, please see <https://www.mba.com/exams/gmat/before-the-exam/register-for-the-gmat-exam>. Please use the following code when sending your scores : K6R-3Z-10

Grade Point Average 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.

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 and additional, more stringent speak competency requirements for MAT. Students may be conditionally admitted without meeting some admission requirements, but under no circumstances may students teach in a class until they have met Stony Brook University's speak competency requirements.

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.

English Proficiency Requirements for Admission:

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 minimal 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, but such MAT students must still meet Stony Brook University's English language competency requirements in order to Student Teach.

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.

All applicants who fail to achieve the minimum score on one of these tests will not be allowed to student teach. This includes all

Master's students who will be required to student teach as a part of their degree requirements.

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.

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 J-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 SPD. Contact SPD for additional information at (631) 632-7050 or on the GSP page of the SPD 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.

School of Professional Development (SPD) 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 SPD 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 accredited 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 micro-credential (a university badge and/or an advanced graduate certificate program) can be also be applied toward a master's degree in the School of Professional Development. These credits may also be applied to another university badge, 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. The courses being applied cannot be more than 5 years old, and transfer credits from another institution cannot be applied in addition to the micro-credential credits.

Special Circumstances

Waiver of Application Fee

To fill out an application, students must go to <http://www.stonybrook.edu/spd> (School of Professional Development programs) 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 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 [http://spd@stonybrook.edu](mailto:spd@stonybrook.edu) (School of Professional Development). 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.

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 Non-Matriculated (GSP) 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 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 reenroll. 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 programs 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. The form can be downloaded at

<https://www.stonybrook.edu/commcms/spd/current/forms.php>. 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 go 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.

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 12 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

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 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

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 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 Credit Allotment	UG & Grad Degrees Awarded	TEACH Recommendation
B.A. in Italian with Teacher Preparation option	MAT in Italian	15	Concurrently	After MAT awarded

B.A. in French with Teacher Preparation option	MAT in French	15	Concurrently	After MAT awarded
B.A. in Spanish with Teacher Preparation option	MAT in Spanish	15	Concurrently	After MAT awarded
B.S. in Chemistry with Teacher Preparation option	MAT in Chemistry	15	Concurrently	After MAT awarded
B.S. in Biology with Teacher Preparation option	MAT in Biology	15	Concurrently	After MAT awarded
B.S. in Earth Science	MAT in Earth Science	15	Concurrently	After MAT awarded
B.S. in Physics with Teacher Preparation option	MAT in Physics	15	Concurrently	After MAT awarded
B.S. in Mathematics	MAT in Mathematics	15	Concurrently	After MAT awarded
B.A. in History with Teacher Preparation option	MAT in Social Studies	15	Concurrently	After MAT awarded
B.A. in African Studies with Teacher Preparation	MAT in Social Studies	15	Concurrently	After MA awarded
B.A. in English with Teacher Preparation option	M.A. in English (Graduate School)	12	Concurrently	After MA awarded
B.A. in History with Teacher Preparation option	M.A. in History (Graduate School)	6	Concurrently	After MAT awarded
B.A. in Linguistics with Teacher Preparation option	M.A. in TESOL (Graduate School)	8	Concurrently	After MAT awarded
B.A. in Italian & Linguistics with Teacher Preparation option **	MAT in Italian	15	Concurrently	After MAT awarded
B.A. in French & Linguistics with Teacher Preparation option **	MAT in French	15	Concurrently	After MAT awarded
B.A. 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/combined degree student has completed a minimum of 105 undergraduate credits, has taken the maximum allotted number of graduate credits (8 - BA/MA-TESOL; 15 – other 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 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/School of Professional Development 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 – 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.

Degrees and Advanced Graduate 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 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 to 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 Certificate

The School of Professional Development offer a wide variety of Advanced Graduate Certificates. These can be taken after completing a bachelor's, master's, or other advanced degree. 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.

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 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 School of Professional Development's web site.

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 Dean of the Graduate School 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, 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 program enforces a time limit, the Request for Waiver of Graduate Time Limit form can be found by selecting the forms link from the School of Professional Development web site. 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.

The Degrees of Master of Arts, Master of Arts in Teaching and Master of Science

Introduction

Master of Arts, Master of Arts in Teaching and Master of Science 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.

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 School of Professional Development's web site.

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 School of Professional Development web site 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.

The Request for Waiver of Graduate Time Limit form can be found by selecting the forms link from the School of Professional Development web site. 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:

1. The parent, legal guardian, partner, relative or legal equivalent must provide a written request to the University Registrar.
2. The student must have been enrolled and in good disciplinary and academic standing at the time of passing.
3. Masters students must have been in their last semester.
4. 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.

Regulations

All programs, regulations, and schedules of dates are subject to change or withdrawal depending on the availability of funds and the approval of programs by appropriate state authorities. It is the student's responsibility to be aware of University, and SPD regulations, policies, and procedures as set forth in this Bulletin and in all official campus publications and notices.

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 <http://studentaffairs.stonybrook.edu/jud/order.shtml>.

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/>

[http://naples.cc.sunysb.edu/Admin/HRSForms.nsf/pub/UPDD0006/\\$file/UPDD0006.pdf](http://naples.cc.sunysb.edu/Admin/HRSForms.nsf/pub/UPDD0006/$file/UPDD0006.pdf)

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 withdrawal 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. Since tuition

scholarships do not cover the tuition for undergraduate courses, all graduate students are responsible for undergraduate tuition costs.

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 masters 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 course either via SOLAR or a 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 GPA's 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.

Non-Matriculated Students

Academic Warning

- 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:

<http://studentaffairs.stonybrook.edu/stu/policies.html>

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 visit

<https://www.stonybrook.edu/policy/policies.shtml?ID=210>

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.

In the case that a student finds an academic decision made by a faculty member or program director in SPD is unfair, s/he may appeal the decision. The student should inform the SPD Director for Records and Admission in writing (spd@stonybrook.edu). At this time, the Dean 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. When the committee has come to a decision, the Dean 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 the 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

Dismissal from the School of Professional Development can 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 Web site 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.

Programs

Advanced Graduate Certificate: Bilingual Education Extension

Faculty Director and Academic Advisor:

Sarah Jourdain, PhD
School of Professional Development Email: Sarah.Jourdain@stonybrook.edu
Telephone: (631) 632-9478

Degree 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>

Description

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.

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

Facilities

Courses may be offered at Stony Brook University and/or at specific contracted offsite locations.

Degree Requirements

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

Pathway 1: for Speech Language Pathologists

For Speech-Language Pathology, Spanish-English Bilingual Extension

- HXX 574 Speech and Language Pathology in the Schools, Bilingual Clinical
- HXX/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

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
- Renee Fabus
- Dr. Sarah Jourdain

NOTE: The course descriptions for this program can be found using Class Search in SOLAR

Coaching

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/age_application.php

Description

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. This program is offered completely online to meet the demands of busy professionals. Find out more about online learning at the School of Professional Development.

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.

Admissions

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

1. 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)

2. 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 and/or at the end of the bulletin.

D-TALE

The Distributed Teacher and Leader Education Program (D-TALE) is Stony Brook University's home for all programs that lead to New York State Certification for P-12 teaching and administration. For a complete list of programs and pathways to certification, visit the D-TALE website:

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

Education and Teacher Certification

The Distributed Teacher and Leader Education Program (D-TALE) is Stony Brook University's home for all programs that lead to New York State Certification for P-12 teaching and administration. For a complete list of programs and pathways to certification, visit the D-TALE website:

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

NOTE: The course descriptions for this program can be found in the corresponding program PDF or at COURSE SEARCH.

Educational Computing

Program Coordinator

Al Pisano, Al.Pisano@stonybrook.edu

Graduate Certificate Awarded

Advanced Graduate Certificate in Educational Computing

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Description

Educational computing is a diversified area of study which is concerned with the design, implementation and assessment of computer-based technologies to enhance education and training. The advanced graduate certificate program was designed to provide professionals in all fields with the necessary expertise to use technological concepts and devices to improve the performance and management of specific systems. Students in this program focus on one of two professional tracks - education or business and industry. This advanced graduate certificate program is approved by the New York State Education Department (HEGIS 0799).

Two Tracks, Multiple Opportunities

- Students in this program focus on one of two professional tracks: education or business & industry. Experts in educational computing can find employment with:
- Schools and colleges that need highly-skilled faculty and administrators
- State departments of education that seek curriculum developers and technology planners
- Government and public service agencies that require trainers for skills development programs
- High-tech manufacturers that hire experts to develop products for the education market
- Publishing companies that need educational software developers for the mass market
- Corporations that hire skilled professionals as instructors and designers of in-house training programs
- Business and organizations, that are expanding their operations to embrace electronic commerce

This certificate is offered in collaboration with the University's Department of Technology and Society, part of the College of Engineering and Applied Sciences. Courses from this program may also be used to fulfill requirements for the Master of Science degree in Technology Systems Management as well as for SPD's Master of Arts in Liberal Studies.

Educational Computing Admissions

- A. Personal statement.
- B. A bachelor's degree, with a cumulative 3.0 grade point average.
- C. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Certificate Requirements

This certificate program consists of 6 three-credit courses, selected from the list below. Students select either the School Track or Business/ Industry Track. Several of the courses are available online.

1. Required Courses - 12 credits

EST 565 Foundations of Technology in Education

EST 567 The Internet, Social Networking and Collaborative Environments EST 570 Educational Technology Lesson Development

EST 571 Educational Technology Research Methodologies

2. Professional Tracks - 3 credits

SCHOOL TRACK (choose one)

EST 563 Computer Literacy for Educators

EST 573 Design of Multimedia Courseware

EST 585 Technology in Learning Systems

OR

BUSINESS/INDUSTRY TRACK (choose one)

EMP 509 Management Information Systems

EST 520 Computer Applications and Problem Solving

EST 530 Electronic Commerce

3. Elective - 3 credits

EST 528 Teaching with Interactive Whiteboards and Immersive Technologies

EST 529 Supporting Common Core Standards Through Educational Technology

EST 574 Distance Learning and Virtual Environments

EST 576 Geographic Information Systems (GIS) in Research and Education

EST 589 Technology-Enhanced Decision Making

EST 590 Project Seminar in Educational Computing

EST 591 Independent Study in Educational Computing

EST 596/CEY 596 Simulation Models for Environmental & Waste Management

CEI 511 Communication Technology: Impact on Education, Business, and Society

CEN 580 Assessment of Socio-Technological Problems

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 of educational technology. 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, and/or at the end of the Bulletin.

Educational Leadership Programs

Director

Craig Markson, 2321 Computer Science Building, (631) 632-7067 craig.markson@stonybrook.edu

Program Coordinators

[Ken Forman, 2321 Computer Science Building, Kenneth.forman@stonybrook.edu](mailto:Kenneth.forman@stonybrook.edu)

Internship Coordinator

Robert Scheidet, 2321 Computer Science Building, (631) 632-4584 robert.scheidet@stonybrook.edu

Post-Master's Advanced Graduate Certificates Awarded

Educational Leadership (School Building and School District Leadership), School District Business Leadership

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Educational Leadership

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 [Professional Education Program](#) and articulate with EdD programs from other universities in the region.

Educational Leadership Admissions

Educational Leadership (School District and School Building) Requirements

- A. Personal statement.

- B. Master's degree.
- C. 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.
- D. 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.
- E. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

School District Business Leadership Requirements

- A. Personal statement.
- B. 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.
- C. 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.
- D. Letter from employer stating that the applicant has had at least three (3) years of full-time administrative, supervisory and business-related experience.
- E. 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.

Educational Leadership Program Requirements

EDUCATIONAL LEADERSHIP

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

- 1. 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)
- 2. 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
- 3. 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.

4. 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.

Please 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.

»[Educational Internship FAQs](#)

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](#)

SCHOOL DISTRICT BUSINESS LEADERSHIP

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.

1. Foundations - 9 credits

EDL 501 Educational Leadership Theory I

EDL 502 Educational Leadership Theory II (prerequisite EDL 501)

EDL 515 School District Leadership

2. 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

3. 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.

4. Internship and Seminar—6 credits

Prerequisite: Students must complete a minimum of 27 credits (all foundation and required courses, and an elective) before enrolling in these courses. Read more about the Internship Experience.
EDL 565 - School Business Internship
EDL 566 - School Business Internship Seminar

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, Interim 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 at the end of the Bulletin.

Finance

Finance Certificate Program Director

Michael Nugent, Harriman Hall 331, (631) 632-7478, Michael.Nugent@stonybrook.edu

Admissions Recruitment Advisor, College of Business Programs

Joyce Gibson, Harriman Hall 109, (631) 632-7171, Joyce.Gibson@stonybrook.edu

Certificate Awarded

Advanced Graduate Certificate in Finance

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Advanced Graduate Certificate in Finance

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.

Financial Aid Information

This advanced graduate certificate program is eligible for financial aid. View the federally mandated Gainful Employment Disclosure Information.

AGC in Finance Admissions

- A. Personal statement.
- B. A bachelor's degree, with a cumulative 3.0 grade point average.
- C. Resume.
- D. Three letters of recommendation
- E. A GMAT exam is required for applicants who have less than a 3.2 cumulative undergraduate GPA. We will accept the GRE in lieu of the GMAT. A GMAT waiver may be considered for applicants earning below a 3.2 if they have significant and relevant work experience. This will be determined through a resume review and letters of recommendation.

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

Finance 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 552 Mergers & Acquisitions
- FIN 576 Real Estate Finance

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.

Finance 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, Lecturer, Finance; Finance Certificate Program Director

Palermo, Mark, Lecturer, Management Stoyanov, Stoyan, Research Professor, Finance

Tauman, Yair, Professor, Economics

Torna, Gokhan, Assistant Professor, Finance

Xiao, Keli, Assistant Professor, Finance Zhou,

Yiyi, Assistant Professor, Economics

Adjunct Faculty

Thomas Tallero

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the bulletin.

Higher Education Administration

Co-Faculty Director

Richard Gatteau, PhD, (631) 632-7082, Opt. 2, Richard.Gatteau@stonybrook.edu

Robert Mangione, EdD, (631) 632-7066, Robert.Mangione@stonybrook.edu

Assistant Director

Samantha Lodato, 222 Student Activities Center (631) 632-7378 samantha.lodato@stonybrook.edu

Admissions Counselor

Andy Fong, Andrew.Fong@stonybrook.edu, (631) 632-7759

Graduate Degree Awarded

MA in Higher Education Administration

Certificate Awarded

Advanced Graduate Certificate in Higher Education Administration

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

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.

Diverse Student Body

There are approximately 250 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.](#)

Higher Education Administration (HEA) Program Admissions

Master of Arts or Advanced Graduate Certificate

- A. Personal statement.
- B. 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.
- C. 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.
- D. Essay. 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?
- E. 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.
- F. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Requirements for the MA in Higher Education Administration

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 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

Requirements for the Advanced Graduate Certificate in Higher Education Administration

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 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

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](#)

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.

Human Resource Management

Graduate Program Director

[John Coverdale, 2321 Computer Science, hrm@stonybrook.edu](mailto:hrm@stonybrook.edu)

Assistant Director

Susan Russo, 2321 Computer Science, (631) 632-7053, hrm@stonybrook.edu

Degree Awarded

MS in Human Resource Management

Certificate Awarded

Advanced Graduate Certificate in Human Resource Management

Website

Human Resource Management: <http://www.stonybrook.edu/spd/hrm>

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

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.

Human Resource Management Program Admissions

MS in Human Resource Management

- A. Personal statement. In 500-750 words, please explain how this degree program will assist you in advancing your professional and/or personal goals.
- B. Resume.
- C. A bachelor's degree, with a cumulative 3.0 grade point average.
- D. 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.
- E. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Advanced Graduate Certificate Program in Human Resource Management

Admissions Requirements

- A. Personal statement. In 500-750 words, please explain how this degree program will assist you in advancing your professional and/or personal goals.
- B. Resume.
- C. 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.
- D. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be requested.

MS in Human Resource Management Program Requirements

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 course work in the program.

- HRM 532 Foundations of Human Resources
- HRM 533 Employee Relations and Labor Management
- 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 545 Employment Law and Policy (prerequisite: HRM 533)
- HRM 546 Job Evaluation, Compensation Systems, and Benefits
- HRM 547 Performance Management in Organizations (may substitute MBA 592 Organizational Behavior)
- HRM 548 Diversity and Global Issues in the Workplace (prerequisite: HRM 532 or HRM 541)
- HRM 595 Strategic Human Resources Master's Project (prerequisite: 24 credits of HRM course work)

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

Advanced Graduate Certificate in Human Resource Management Program Requirements

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

Required Courses - 12 credits (4 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

Elective - 3 credits (select one of the following courses)

- HRM 538 Organizational Development and Change Management
- HRM 546 Job Evaluation, Compensation Systems, and Benefits

- HRM 547 Performance Management in Organizations 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 and/or at the end of the Bulletin.

Industrial Management

Program Director

Marypat Taveras, Dept. of Tech & Society, (Old) Computer Science Building (631) 632-8763
Marypat.taveras@stonybrook.edu

Dr. David Tonjes, Dept. of Tech & Society, (Old) Computer Science Bldg. (631) 632-8518
Email: David.Tonjes@stonybrook.edu

Graduate Certificate Awarded

Advanced Graduate Certificate in Industrial Management

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Industrial Management Program

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 itsMS 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.

Industrial Management Admissions

- A. Personal statement.
- B. A bachelor's degree, with a cumulative 3.0 grade point average.
- C. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Certificate Requirements

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

1. Core Courses - 9 credits

EMP 502 Engineering Economics
EMP 506 Engineering Enterprise Management

EMP 509 Management Information Systems

2. 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 520 Computer Applications and Problem Solving
- EST 530 Internet Electronic Commerce
- EST 581 Methods of Socio-Technological Decision Making
- EST 582 Systems Approach to Human-Machine Systems

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.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.

Liberal Studies

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://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

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.

Flexible Scheduling: On-campus and Online

To meet the demands of working professionals, courses are scheduled on-campus during the evening or online. Students may choose to combine face-to-face and online courses in our traditional MALS program, or they may apply to the MALS Online program and take all of their courses via the Internet. Prospective online students should review the online course schedules from prior semesters to see the scope of the courses we offer prior to applying.

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

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.

Master of Arts in Liberal Studies Admissions

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

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

Master of Arts in Liberal Studies

(New requirements – effective Fall 2017)

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. Students are advised to print and keep this student advisement worksheet (PDF) for reference.

1. Liberal Studies Core - 15 credits

** Please note that at least two (2) of the four (4) LSF courses must be taken within the first twelve (12) credits taken as a student in the MA in Liberal Studies program. All four (4) LSF courses must be taken within the first 24 credits taken in the program.**

- 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
- NSLS Elective – Any course with the NSLS designator

There are no transfer credits or substitutions permitted for the Liberal Studies Core curriculum.

2. 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. Visit the Liberal Studies Internship information page for details and an application.

In addition, students may choose courses from one of Stony Brook's Advanced Graduate Certificate (AGC) programs to fulfill concentration requirements. A separate application is required; restrictions may apply. See a list of SPD's AGC programs on our Graduate Programs page. Students should also consider earning any of SPD's University Badges; no additional application or fee is required for earning a University Badge.

3. 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.

Note: 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.

Faculty

Program faculty are drawn from various University departments, as well as K-12 educators and practitioners who are leaders in their respective fields.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.

Operations Research

Program Director

Dr. Wei Zhu, AMS Graduate Program Director for M.S. and AGC Programs, Wei.Zhu@stonybrook.edu, 631-632-8374, www.ams.sunbysb.edu/~zhu

Graduate Certificate Awarded

Advanced Graduate Certificate in Operations Research

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Operations Research

The Advanced Graduate Certificate in Operations Research provides students with the fundamental applied mathematics tools for developing protocols for the efficient management of private companies, government agencies and non-profit organizations. In today's global marketplace, organizations need to be efficient to survive. The Operations Research program will provide formal training in methods of optimization, modeling and statistics used in operations research. The objective of this program is to help individuals assist organizations to make efficient use of their resources so as to maximize efficiency and minimize net cost. Graduates of this program may be able to advance in management and organizational planning positions within their current employment or obtain new employment. It is recommended that applicants to the program hold a bachelor's degree in mathematics, engineering or computer science.

The program is offered in collaboration with the **Department of Applied Mathematics and Statistics** in the College of Engineering and Applied Sciences and articulates with the M.S. in Applied Mathematics and Statistics as well as the Master of Arts in Liberal Studies offered through SPD. If you intend to pursue the M.S. in Applied Mathematics and Statistics, please refer to the University's Graduate Bulletin for any additional admission requirements.

Coaching Admissions

- A. Personal statement.
- B. A bachelor's degree, with a cumulative 3.0 grade point average. It is recommended that applicants to the program hold a bachelor's degree in mathematics, engineering or computer science.
- C. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Computer Support Services

Students in this program are welcome to use the University's Computing Center, the central facility for instructional, research, and administrative computing. All students are eligible for a campus-based computer account and may use dial-up numbers for access from off-site locations.

Certificate Requirements

This advanced certificate program of 18 credits, consisting of six three-credit courses, trains students in the fundamental mathematical tools for working in the operations research profession. Operations research is the field of applied mathematics related to efficient management of the activities of private companies, government agencies and nonprofit organizations. The following courses are required for certificate:

- AMS 507 Introduction to Probability
- AMS 540 Linear Programming
- AMS 550 Stochastic Models
- AMS 553 Simulation and Modeling
- AMS 572 Data Analysis I

And one (3 credit) elective chosen by student in consultation with an advisor.

Faculty

The program's faculty is composed of faculty from the University's Department of Applied Mathematics and Statistics.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.

Master of Arts in Teaching Biology

Director, Center for Science and Mathematics Education

Keith Sheppard, 39 Life Sciences Building (631) 632-2989 Keith.Sheppard@stonybrook.edu

Program Director

Zuzana Zachar, 50 Life Sciences Building (631) 632-8970 Zuzana.Zachar@stonybrook.edu

Degree Awarded

Master of Arts in Teaching Biology

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Master of Arts in Teaching Biology

This program is designed as a course of study leading to New York State certification for teaching Biology in the 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 the **D-TALE program**, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Master of Arts in Teaching Admissions

- A. Application essay.
- B. Graduate Record Examination (GRE) General Test scores.
- C. 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.
- D. One year of college-level study of a foreign language with a grade of "C" or better (this may include American Sign Language)
- E. 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.
- F. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Requirements for the MAT in Biology

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.

1. 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 masters or PhD programs in Marine Science, Genetics, Molecular & Cellular Biology and Ecology & Evolution to satisfy requirements in this area.

2. 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, successful completion of the LAST Examination. 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.

3. 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)

4. WRITTEN PROJECT

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

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 course work 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)

See Certification and Licensing Workshops for details and schedules.

All students will have to complete the ALST (Academic Literacy Skills Test), Educating All Students Test, and the revised CST (Content Specialty Test) in the area of the Certificate. The activation date of some of the new Content Specialty Tests will vary as they become live during the 2013-2014 academic year. It is the student's responsibility to monitor the TEACH website at <http://www.highered.nysed.gov/tcert/> to ensure that they are taking the appropriate examinations. All students are required to complete and submit the edTPA (Education-Teacher Performance Assessment - Portfolio) in their content field. Students should check with the program director for specific requirements.

Faculty

Program faculty are drawn from the Department of Biochemistry and Cell Biology, as well as from the D-TALE program.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.

Master of Arts in Teaching Chemistry

Director, Center for Science and Mathematics Education

Keith Sheppard, 39 Life Sciences Building, (631) 632-2989 Keith.Sheppard@stonybrook.edu

Program Director

Susan Oatis, 104 Chemistry (631) 632-1571 Susan.Oatis@stonybrook.edu

Degree Awarded

Master of Arts in Teaching Chemistry

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Master of Arts in Teaching Chemistry

This program is designed as a course of study leading to New York State certification for teaching Chemistry in the 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 University's Department of Chemistry, the School of Professional Development, and the **D-TALE program**, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Master of Arts in Teaching Admissions

- A. Application essay.
- B. Graduate Record Examination (GRE) General Test scores.
- C. 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.
- D. One year of college-level study of a foreign language with a grade of "C" or better (this may include American Sign Language)
- E. 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.
- F. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Requirements for the MAT in Chemistry

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.

1. GRADUATE SCIENCE COURSES

15 credits; 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

2. 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, successful completion of the LAST Examination. 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.

3. 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 sSCI 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)

4. WRITTEN PROJECT

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

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 course work 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)

See Certification and Licensing Workshops for details and schedules.

All students will have to complete the ALST (Academic Literacy Skills Test), Educating All Students Test, and the revised CST (Content Specialty Test) in the area of the Certificate. The activation date of some of the new Content Specialty Tests will vary as they become live during the 2013-2014 academic year. It is the student's responsibility to monitor the TEACH website at <http://www.highered.nysed.gov/tcert/> to ensure that they are taking the appropriate examinations. All students are required to complete and submit the edTPA (Education-Teacher Performance Assessment - Portfolio) in their content field. Students should check with the program director for specific requirements.

Faculty

Program faculty are drawn from the Department of Chemistry, as well as from the D-TALE program.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.

Master of Arts in Teaching Earth Science

Director, Center for Science and Mathematics Education

Keith Sheppard, 39 Life Sciences Building (631) 632-2989 Keith.Sheppard@stonybrook.edu

Faculty Advisor

Gilbert Hanson, 310 Earth and Space Sciences (631) 632-8210 Gilbert.Hanson@stonybrook.edu

Degree Awarded

Master of Arts in Teaching Earth Science

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Master of Arts in Teaching Earth Science

This program is designed as a course of study leading to New York State certification for teaching Earth Science in the 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 Geosciences and the D-TALE program, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Master of Arts in Teaching Earth Science Admissions

- A. Application essay.
- B. Graduate Record Examination (GRE) General Test scores.
- C. A bachelor's degree with an academic major (or a minimum of 36 credits) in the content field. Transcript must reflect a 3.00 minimum cumulative GPA as well as a 3.0 minimum GPA in science courses.
- D. One year of college-level study of a foreign language with a grade of "C" or better (this may include American Sign Language)
- E. 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.
- F. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Requirements for the MAT in Earth Science

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.

1. GRADUATE SCIENCE COURSES - 15 credits

Each student's 15-credit content curriculum within the Earth Science MAT will be predicated on background preparation. For further information on possible course offerings please go to:
http://www.geo.sunysb.edu/Earth_Science_Education.

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

2. 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, successful completion of the LAST Examination. 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.

3. 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 sSCI 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)

4. WRITTEN PROJECT

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

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 course work 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)

See Certification and Licensing Workshops for details and schedules.

All students will have to complete the ALST (Academic Literacy Skills Test), 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/> to ensure that they are taking the appropriate examinations. All students are required to complete and submit the edTPA (Education-Teacher Performance Assessment - Portfolio) in their content field. Students should check with the program director for specific requirements.

Faculty

Program faculty are drawn from the Department of Geosciences, as well as from the D-TALE program.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.

Master of Arts in Teaching English

Acting Director of English Teacher Education

Dr. Nicole Galante, Humanities 2084 (631) 632-7303, Nicole.Galante@stonybrook.edu

Degree Awarded

Master of Arts in Teaching English

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Master of Arts in Teaching English

The Master of Arts in Teaching English is a course of study leading to New York State certification for teaching English 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 English and the **D-TALE program**. (Distributed Teacher and Leader Education) Program, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Master of Arts in Teaching English Admissions

- A. Application essay.
- B. Graduate Record Examination (GRE) General Test scores. The verbal score should be near 600 (former GRE scoring system) or 160 (new GRE scoring system); test scores can be no more than 5 years old.
- C. 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.
- D. One year of college-level study of a foreign language with a grade of "C" or better (this may include American Sign Language)
- E. Three letters of recommendation, preferably from English professors (one from a secondary teacher is optional)
- F. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Requirements for the MAT in English

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.

1. **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 Lang&Linguistic
- EGL 545 Studies in Victorian Literature
- CEJ 552 Adolescent Literature
- 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
- LIN 527 Structure of English

2. 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.

3. 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)

4. WRITTEN PROJECT

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

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 course work 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)

See Certification and Licensing Workshops for details and schedules.

All students will have to complete the ALST (Academic Literacy Skills Test), 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/> to ensure that they are taking the appropriate examinations. All students are required to complete and submit the edTPA (Education-Teacher Performance Assessment - Portfolio) in their content field. Students should check with the program director for specific requirements.

Faculty

Program faculty are drawn from the Department of English, as well as from the D-TALE program.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR

Master of Arts in Teaching French

Director of the Foreign Language Teacher Preparation Program

[Sarah Jourdain, 1055 Humanities, \(631\) 632-7440, Sarah.Jourdain@stonybrook.edu](mailto:Sarah.Jourdain@stonybrook.edu)

Faculty Advisor for the MAT in French

Prosper Sanou, 1069 Humanities (631) 632-7439 Prosper.Sanou@stonybrook.edu

Degree Awarded

Master of Arts in Teaching French

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Master of Arts in Teaching French

The Master of Arts in Teaching is designed as a course of study leading to New York State certification for teaching French in the 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 [the D-TALE program](#), is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Master of Arts in Teaching French Admissions

- A. Application essay.
- B. Graduate Record Examination (GRE) General Test scores.
- C. 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.
- D. 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.
- E. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Requirements for the MAT in French

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.

1. LANGUAGE, LITERATURE AND CULTURE

15 credits; courses not listed are selected with the approval of a departmental advisor

French

- 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 Lit.
- FRN 562 Studies in 20th & 21st Century

Plus two additional graduate-level FRN literature courses

2. 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 FLA 571 - Technology & Education
- 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 Human Development

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

3. 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

4. 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.

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)

5. 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.

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 course work 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)

See Certification and Licensing Workshops for details and schedules.

Also, all students will have to complete the ALST (Academic Literacy Skills Test), Educating All Students Test, and the revised CST (Content Specialty Test) in the area of the Certificate. Please check with the MAT program director for specific requirements.

Faculty

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

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.

Master of Arts in Teaching Italian

Director of the Foreign Language Teacher Preparation Program

Sarah Jourdain, 1055 Humanities (631) 632-7440 Sarah.Jourdain@stonybrook.edu

Faculty Advisor for the MAT in Italian

Irene Marchegiani, Humanities (631) 632-7440 Irene.Marchegiani@stonybrook.edu

Degree Awarded

Master of Arts in Teaching Italian

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Master of Arts in 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 the 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 the D-TALE program, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Master of Arts in Teaching Italian Admissions

- A. Application essay.
- B. Graduate Record Examination (GRE) General Test scores.
- C. 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.
- D. 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.
- E. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Requirements for the MAT in Italian

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.

1. LANGUAGE, LITERATURE AND CULTURE

15 credits; courses not listed are selected with the approval of a departmental advisor

Italian

- 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

2. 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.

3. 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

4. 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.

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)

5. 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.

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 course work 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)

See Certification and Licensing Workshops for details and schedules.

Also, all students will have to complete the ALST (Academic Literacy Skills Test), Educating All Students Test, and the revised CST (Content Specialty Test) in the area of the Certificate. Please check with the MAT program director for specific requirements.

Faculty

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

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.

Master of Arts in Teaching Mathematics

Director of Mathematics Education

Lisa Berger, 4-105 Mathematics Building (631) 632-8278 Lisa.Berger@stonybrook.edu

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.html>

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

BA/MAT Programs:

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

Master of Arts in Teaching Mathematics

This program is designed as a course of study leading to New York State certification for teaching Mathematics 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 Mathematics** and the **D-TALE program**, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Master of Arts in Teaching Mathematics Admissions

- A. Application essay.
- B. Graduate Record Examination (GRE) General Test scores.
- C. 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 2.75 and a minimum GPA of 3.0 in all Mathematics studies.
- D. One year of college-level study of a foreign language with a grade of "C" or better (this may include American Sign Language).
- E. 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.
- F. 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.

Requirements for the MAT in Mathematics

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.

1. MATHEMATICS CONTENT COURSES - 12 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.

- MAT 511 Fundamental Concepts of Mathematics (Required of all students in this program)

Plus nine additional credits selected from the following:

- AMS 504 Foundations of Applied Mathematics 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 516 Probability & Statistics for Teachers
- MAT 517 Calculator & Computers for Teachers
- MAT 530 Topology/Geometry I
- MAT 534 Algebra I
- MAT 542 Complex Analysis I MAT 544 Analysis
- MAT 550 Real Analysis I
- MAT 599 Masters Level Independent Study

2. PROFESSIONAL STUDIES IN EDUCATION - 27 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
- MAE 501 Foundations of the Secondary School Mathematics Curriculum
- 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 & MAE 520; co- requisite: MAE 540)
- MAE 540 Clinical Experience (2 credits; prerequisites: MAE 510 & MAE 520; co-requisite: MAE 530)
- 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)

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.

3. 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, 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, MAE 501, MAE 510, MAE 520, MAE 530, MAE 540; satisfaction of all content requirements and permission of the Director of Mathematics Education)

4. 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.

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 course work 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)

See Certification and Licensing Workshops for details and schedules.

All students will have to complete the ALST (Academic Literacy Skills Test), 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/> to ensure that they are taking the appropriate examinations. All students are required to complete and submit the edTPA (Education-Teacher Performance Assessment - Portfolio) in their content field. Students should check with the program director for specific requirements.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.

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

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	MAT in Mathematics	15	Concurrently	After MAT is awarded

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.

Application Requirements

A minimum GPA of 3.0 in your 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.

DEGREE REQUIREMENTS:

Undergraduate Program 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 Mathematics 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 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
- 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.

Notes

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:

Training in Identifying and Reporting Suspected Cases of Child Abuse and Maltreatment

Dignity for All Students Act (Training in Harassment, Bullying and Discrimination Prevention and Intervention)

Prevention and Intervention of 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 – other 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 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 – 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.

Faculty

Program faculty are drawn from the Department of Mathematics, as well as from the D-TALE program.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR and/or at the end of the Bulletin.

Master of Arts in Teaching Physics

Director, Institute for STEM Education

Keith Sheppard, 39 Life Sciences Building (631) 632-2989 Keith.Sheppard@stonybrook.edu

Faculty Advisor

Robert McCarthy, D104 or P110 Physics Building (631) 632-8086 or (631) 632-8758
Robert.McCarthy@stonybrook.edu

Degree Awarded

Master of Arts in Teaching Physics

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Master of Arts in Teaching Physics

This program is designed as a course of study leading to New York State certification for teaching Physics in the 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.

Master of Arts in Teaching Physics Admissions

- A. Application essay.
- B. Graduate Record Examination (GRE) General Test scores.
- C. 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.
- D. Additional science competency requirements: BIO201/204, CHE131/133 and either GEO102/112 or AST101/112.
- E. One year of college-level study of a foreign language with a grade of "C" or better (this may include American Sign Language)
- F. 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.
- G. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Requirements for the MAT in Physics

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.

1. 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.

2. 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, successful completion of the LAST Examination. 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.

3. 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)

4. WRITTEN PROJECT

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

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 course work 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)

See Certification and Licensing Workshops for details and schedules.

All students will have to complete the ALST (Academic Literacy Skills Test), Educating All Students Test, and the revised CST (Content Specialty Test) in the area of the Certificate. The activation date of some of the new Content Specialty Tests will vary as they become live during the 2013-2014 academic year. It is the student's responsibility to monitor the TEACH website at <http://www.highered.nysed.gov/tcert/> to ensure that they are taking the appropriate examinations. All students are required to complete and submit the edTPA (Education-Teacher Performance Assessment - Portfolio) in their content field. Students should check with the program director for specific requirements.

Faculty

Program faculty are drawn from the Department of Physics, as well as from the D-TALE program.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.

Master of Arts in Teaching Social Studies

Program Director

Charles G. Backfish, Interim Director, SBS S-653, 631-632-1093, charles.backfish@stonybrook.edu

Degrees Awarded

Master of Arts in Teaching Social Studies
Bachelor of Arts in Africana Studies/Master of Arts in Teaching Social Studies
Bachelor of Arts in History with Teacher Certification/Master of Arts in History

Website

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

Applications

MAT:

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

BA/MAT Programs:

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

BA/MA Program:

[Application through the Department of History](#)

Master of Arts in 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 the 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 the D-TALE Program, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

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

A Five-year bachelor’s/master’s programs is available and offered in conjunction with the School of Professional Development. Students are allowed to take up to nine 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.A. in History with Teacher Preparation Option	MAT in Social Studies	9	Concurrently	After MAT is awarded

Master of Arts in Teaching Admissions

Master of Arts in Teaching Social Studies 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.

Admissions requirements

- 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).
- Scores on the **Graduate Record Exam** (GRE; general test, not subject test); successful applicants generally have verbal scores in the 50-80th percentiles, writing scores in the 40-80th percentiles, and quantitative scores in the 20–60th percentiles.
- A completed application and three letters of recommendation.

Combined Bachelor of Arts in History/Master of Arts in Teaching Social Studies 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 3.4 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.

Requirements for the MAT in Social Studies

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.

1. HISTORY CONTENT COURSES - 15 credits.

- HIS 500 Historiography or CEG 523

Plus 12 credits selected from the following courses:

- CEG 516 Early Modern Europe Seminar
- CEG 517 Modern Latin America
- HIS 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)
- CEJ 501 Traditional China: Culture & Society
- CEJ 502 Modern China: Culture & Society
- CEG 538 United States History since 1945
- CEG 555 Gender in Modern Global History
- CEG 539 The Constitution in US History
- CEG 565 or HIS 565 - Japanese History
- CEG 566 or HIS 517 - Comparative Cultures of Slavery in the Atlantic
- CEG 567 Native American History

2. PROFESSIONAL STUDIES IN EDUCATION - 23 credits

- CEE 505 Education: Theory and Practice
- CEE 565 or PSY 595 - Human Development
- 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 SSE 451 & 452)
- 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)
- CEE 594 or LIN 544 - 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.

3. SUPERVISED STUDENT TEACHING - 6 credits

SSE 451 Supervised Student Teaching High School Grades 10-12: Social Studies (prerequisites CEE 577, CEE 578, CEF 548 & CEF 549; corequisites CEE 580 & SSE 452)

SSE 452 Supervised Student Teaching Middle School Grades 7-9: Social Studies (prerequisites CEE 577, CEE 578, CEF 548 & CEF 549; corequisites CEE 580 & SSE 451)

4. WRITTEN PROJECT

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

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 course work 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)

See Certification and Licensing Workshops for details and schedules.

All students will have to complete the ALST (Academic Literacy Skills Test), 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/> to ensure that they are taking the appropriate examinations. All students are required to complete and submit the edTPA (Education-Teacher Performance Assessment - Portfolio) in their content field. Students should check with the program director for specific requirements.

Faculty

Program faculty are drawn from the Department of History, as well as from the D-TALE program.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.

Master of Arts in Teaching Spanish

Director of the Foreign Language Teacher Preparation Program

Sarah Jourdain, 1055 Humanities (631) 632-7440 Sarah.Jourdain@stonybrook.edu

Faculty Advisor for the MAT in Spanish

Aurelie Vialette, 1141 Humanities (631) 632-6877 Aurelie.Vialette@stonybrook.edu

Degree Awarded

Master of Arts in Teaching Spanish

Website

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

Application

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=sunysb-edl

Master of Arts in Teaching Spanish

The Master of Arts in Teaching program is designed as a course of study leading to New York State certification for teaching Spanish in the 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 and Literature**, the School of Professional Development and **the D-TALE program**, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

Master of Arts in Teaching Spanish Admissions

- A. Application essay.
- B. Graduate Record Examination (GRE) General Test scores.
- C. 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.
- D. 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.
- E. In those cases where the departmental admissions committee deems it desirable, personal interviews with departmental representatives may be necessary.

Requirements for the MAT in Spanish

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.

1. **LANGUAGE, LITERATURE AND CULTURE - 15 credits**; courses not listed are selected with the approval of a departmental advisor

Spanish (HEGIS 0802)

Choose five of the following with the approval of the graduate program director:

- 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 (to be selected by student and advisor)
- SPN 591 Practicum in Teaching Spanish

2. PROFESSIONAL STUDIES IN EDUCATION - 26 credits

- CEE 505 Education: Theory and Practice
- CEE 565 - 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 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 Human Development

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

3. 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.

4. 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.

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)

5. 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.

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 course work 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)

See Certification and Licensing Workshops for details and schedules.

Also, all students will have to complete the ALST (Academic Literacy Skills Test), Educating All Students Test, and the revised CST (Content Specialty Test) in the area of the Certificate. Please check with the MAT program director for specific requirements.

Faculty

Program faculty are drawn from the departments of Hispanic Languages and Literature and Linguistics, as well as from the D-TALE program.

NOTE: The course descriptions for this program can be found using Class Search in SOLAR, and/or at the end of the Bulletin.