

Education and Teacher Certification Professional Education Program

Director: Dorit Kaufman, Ph.D., Professional Education Program/Department of Linguistics

Associate Director and Teacher Certification Officer: Marvin Glockner, Ph.D., Professional Education Program/School of Professional Development

Associate Director for Administration: Mary Ann Short, M.A./L.S.

Senior Staff Assistant: Loretta Stanton, B.A.

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Web site: www.pep.sunysb.edu

Degrees awarded: Biology, Chemistry, Earth Sciences, English, French, General Science with a discipline, German, Italian, Mathematics, Physics, Russian, Spanish, and Social Studies with Adolescent Education Teacher Certification; PreK through Grade 12 Certification in Teaching English to Speakers of Other Languages (TESOL)

The Professional Education Program (PEP) prepares students to become teachers of academic subjects in secondary schools (grades 7 through 12) and to become teachers of English to Speakers of Other Languages (TESOL) in grades PreK through 12. Stony Brook's teacher certification programs are registered and approved by the New York State Education Department (NYSED). PEP has had a significant positive impact upon the Long Island region and the greater metropolitan area, and is widely recognized as a symbol of Stony Brook's commitment to teacher education, educational research and development, and partnership programs in collaboration with regional schools.

University-Wide Coordination of the Teacher Education Programs

PEP provides University-wide coordination of the teacher education programs. The programs are advised by an active and dedicated Advisory Board consisting of University faculty and representatives from regional school districts. PEP performs a major role in the region by coordinating, supporting, strengthening, and developing pre-service and in-service teacher certification and professional development; educational research and development; and school-university partnership programs.

The University-wide approach to teacher education adopted by Stony Brook provides graduates with the intellectual rigor of an academic major as well as valuable professional credentials that qualify them to teach in New York State and many other states in the country. Stony Brook students preparing for teacher certification take their courses with the same faculty who teach undergraduate and graduate students in

the academic departments and interdisciplinary programs, and they have the same opportunities for experiences with renowned professors in each teaching field. Stony Brook students have consistently scored higher than the state average on each of the subtests of the New York State Teacher Certification Examinations (NYSTCE).

Fieldwork and clinical placements for Stony Brook students are available in an interesting cross-section of cooperating school districts that draw upon school populations with a wide range of socio-economic backgrounds, including students that are culturally diverse, those with disabilities, and gifted and talented students. Many schools are engaged in innovative and experimental programs in education.

The Office of Teacher Certification advises prospective teacher certification candidates on procedures for obtaining New York State teacher certification. Upon successful completion of the University's program, the student must apply for state certification by completing the necessary application forms (available from the Office of Teacher Certification); completing the certificate requirements for Training in Child and Substance Abuse, Recognition and Reporting of School Violence (Project Safe), processing of fingerprints, and passing the New York State Teacher Certification Examinations (NYSTCE). Clearance and applications for the certificate are processed by the Office of Teacher Certification, which keeps documentation pertaining to these services on file and makes it available to students for in-state and out-of-state certification purposes, and to prospective employers.

The Career Placement Center is available to assist students. Through its credentials service, recommendations

supporting students in their application for jobs are kept on file. Copies of these recommendations are sent to prospective employers upon request. The Center also posts announcements for teaching jobs available locally and in schools around the country. Students seeking employment in school districts off Long Island are invited to participate in the Long Island Teachers Recruitment Consortium. For more information, contact the Career Placement Center at (631) 632-6810 (Voice/TDD).

Teacher preparation programs are offered in the following subject areas:

Certification Grades 7 through 12:

Sciences: Biology, Chemistry, Earth Science, Physics, and an option for General Science with a science certification

English

Foreign Languages: French, German, Italian, Russian, and Spanish

Mathematics

Social Studies

Certification Grades PreK through 12:

Teaching English to Speakers of Other Languages (TESOL)

In addition to baccalaureate and separate master's degree programs, PEP offers opportunities to complete a combined bachelor's/master's degree program within a five-year period. Both degrees are awarded at the end of the program. For further information on the B.A./M.A. TESOL, contact the Department of Linguistics at www.linguistics.stonybrook.edu/contact or (631) 632-7774. For further information on all other combined programs, contact the School of Professional Development at (631) 632-7055, or spd_teachercertprograms@notes.cc.sunysb.edu

Major Components of the Teacher Preparation Programs

Students applying for certification must satisfy the following requirements:

A. Students must consult with the Program Director in the department in which they seek certification for the specific requirements of their program. Admission includes an application, an application essay (described in the application form), GRE General Exam scores (for the English, History/Social Studies, and TESOL Programs), and additional requirements set by the academic department.

B. Students must complete all pedagogy courses encompassed in the professional study of education (credits may vary depending on the specific certification program).

Note: Students must achieve a minimum grade of B in all pedagogy courses.

C. Students must complete the State-mandated literacy requirement (contact your teacher preparation program director for course information).

D. Students must complete 100 field experience hours, prior to student teaching, with specific and diverse internships that include high-needs districts, inclusion of students with special needs, integration of technology in the curriculum, literacy across all curricula, etc.

E. Students must complete one semester of clinical practice (Supervised Student Teaching). Seventy-five days of student teaching are required. Dependent upon the semester and public school vacation schedules, student teaching may extend beyond the University semester calendar.

F. Students must complete one year of a language (two years for TESOL students) other than English at the college level (this may include ASL). However, individual majors may have more rigorous language requirements.

G. Requirements for certification and resulting license include passage of the Liberal Arts and Sciences Test (LAST), Assessment of Teaching Skills (ATS-W), and Content Specialty Test (CST). In addition, all candidates for license must complete seminars in the following: Training in Identifying and Reporting Suspected Cases of Child Abuse and Maltreatment, Identification and Referral

of Substance Abuse, and Prevention and Intervention of School Violence. They must also be fingerprinted and receive clearance from the Department of Criminal Justice Services.

Faculty

Affiliated

Frank Anshen, Linguistics, Ph.D.
 Charles Backfish, History, A.M.
 Lisa Berger, Mathematics, Ph.D.
 Robert Bloomer, European Languages, Literatures, and Cultures, Ph.D.
 David Bynum, Biochemistry and Cell Biology, Ph.D.
 Patricia Dunn, English, D.A.
 Terry Earley, History, Ph.D.
 Jose Elias-Ulloa, Hispanic Languages, Literatures, and Cultures, Ph.D.
 Andrea Fedi, European Languages, Literatures, and Cultures, Ph.D.
 Georges Fouron, Africana Studies, Ed.D.
 Charles Franco, European Languages, Literatures, and Cultures, Ph.D.
 Lawrence Frohman, History, Ph.D.
 Caren Gough, Science, M.S., Ed.M.
 Gilbert Hanson, Geosciences, Ph.D.
 Joy Janzen, Linguistics, Ph.D.
 Sarah Jourdain, European Languages, Literatures, and Cultures, Ph.D.
 Dorit Kaufman, Linguistics, Ph.D.
 Nadia Kennedy, Mathematics, Ed.D.
 Robert Kerber, Chemistry, Ph.D.
 Joan Kuchner, Child and Family Studies, Ph.D.
 Kenneth Lindblom, English, Ph.D.
 Karen Lund, English, M.A.
 Irene Marchegiani, European Languages, Literatures, and Cultures, Ph.D.
 Celia Marshik, English, Ph.D.
 Robert McCarthy, Physics and Astronomy, Ph.D.
 Linda Padwa, Science, M.A.T.
 Anthony Phillips, Mathematics, Ph.D.
 Gabriela Polit, Hispanic Language, Literatures, and Cultures, Ph.D.
 Prosper Sanou, European Languages, Literatures, and Cultures, Ph.D.
 Keith Sheppard, Science, Ed.D.
 Scott Sutherland, Mathematics, Ph.D.
 Kathleen Vernon, Hispanic Languages, Literatures, and Cultures, Ph.D.
 Judy Wiegand, Mathematics, M.S.
 Anne Wilding, Linguistics, M.A., P.D.
 Zuzana Zachar, Biochemistry and Cell Biology, Ph.D.
 Ximena Zate, Linguistics, Ph.D., P.D.

Note: Additional affiliated content faculty are listed within the departments of the relevant disciplines.

Adjunct

Robert Andersen, Mathematics, M.S.
 William Bernard, Mathematics, M.S.
 Barbara Biondo, Mathematics, P.D.
 Marianne Catalano, TESOL, M.A.
 Genevieve Heidrich, History, M.S.W.
 Paul Kaplan, Psychology, Ph.D.
 Harvey Karron, History, M.A./M.S.
 Gerard Lannigan, History, M.A.
 Michael LoMonico, English, M.A.L.S.
 Natalie Lukas, N.Y.C. Coordinator, M.S.
 Barbara McAdorey-Morreale, History, M.A.
 Frank Rizza, Ed.D./P.D.
 Richard Rocco, History, M.A.
 William Schiavo, English, M.A.
 Stephen Z. Schneider, Ed.D.
 Eli Seifman, SUTEC, Ph.D.
 Pamela Selzer, TESOL, M.A.
 Madeline Turan, European Languages, Literatures, and Cultures, M.S.
 Wendy Turgeon, Philosophy, Ph.D.
 Number of graduate assistants, Fall 2008: 2

Master of Arts in Teaching: English

A. Program Description

The Master of Arts in Teaching (M.A.T.): English (HEGIS 1501) is a course of study leading to New York State certification for teaching English in the secondary schools (grades 7 to 12). This program, which is offered in collaboration with the University's Department of English and Professional Education Program, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

B. Course of Study

This degree program consists of 41 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits.

English Language and Literature (15 credits)

Course selection will be determined by the student and advisor. The National Council of Teachers of English requires that certain content areas be met prior to completion of the M.A.T. Students will determine, in conjunction with the Program Director, what courses they must take to fulfill the M.A.T. and N.C.T.E. content requirements. If more

than five N.C.T.E. areas have not been covered by the student's prior coursework, more than 15 credits may be required.

Professional Studies in Education (20 credits)

CEE 505 Education: Theory and Practice

CEE 565 Human Development

CEE 588 Methods of Instruction in Literature and Composition in the Secondary School

CEE 590 Student Teaching Seminar (prerequisites: CEE 588 and 593, CEF 551 and 552; co-requisites: CEQ 591 and 592)

CEE 593 Performance and Technology in Teaching Literature and Composition (prerequisites: CEE 588 and CEF 551; co-requisite: CEF 552)

CEF 551 Field Experience I—Grades 7 to 9 (co-requisite: CEE 588); one credit

CEF 552 Field Experience II—Grades 10 to 12 (prerequisites: CEE 588 and CEF 551; co-requisite: CEE 593); one credit

LIN 544 Language Acquisition and Literacy Development

Field Experience and Clinical Practice

Students are 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.

Supervised Student Teaching (six credits)

CEQ 591 Supervised Student Teaching High School Grades 10 to 12: English (prerequisites: CEE 588 and 593, CEF 551 and 552; co-requisites: CEQ 590 and 592)

CEQ 592 Supervised Student Teaching Middle School Grades 7 to 9: English (prerequisites: CEE 588 and 593, CEF 551 and 552; co-requisites: CEQ 590 and 591)

Final Project

Students are required to submit a professional portfolio at the completion of the program.

C. Admissions Requirements

Students must have completed an academic major in English with a minimum GPA of 2.75 in their overall bachelor's degree program, and have a minimum GPA of 3.00 in English studies. Students must demonstrate, through their application and recommendations, that they possess the temperament and disposition to be an effective teacher. In addition, academic transcripts must indicate that the student has completed at least one year of college-level study of a foreign language.

Application Procedure

Applications and instructions are available on SPD's Web site at www.stonybrook.edu/spd/graduate/index.html. Students may also call (631) 632-7055 to obtain an application packet. Return the completed packet to SPD (not to the Graduate School). Applications and supporting documentation for the spring term must be received by November 15; for the fall term, by April 15. A completed packet consists of:

Completed M.A.T. application with a \$100 non-refundable application fee;

Three letters of recommendation;

Official copies of all previous college transcripts;

Immunization record.

Teacher Certification

While NYSED requires a minimum of 30 credits in the content field to be certified, Stony Brook requires that students must have completed an undergraduate degree with a major in the content field, and a minimum of 36 credits, for admission to the M.A.T. program. This major must be equivalent to a similar major at Stony Brook. To be recommended for New York State certification, students must complete all courses required for the M.A.T. In addition, transcripts must indicate that the student has completed at least one year of college-level study of a foreign language.

To be recommended for New York State certification, students must complete all courses required for the M.A.T. plus any ancillary requirements. Students must also achieve a minimum grade of B in all pedagogy courses.

Note: The M.A.T. in English consists of at least three to four semesters of work (excluding summer session) for full-time students and a somewhat longer period of time for part-time students.

Contact Information

Please contact one of the following:

Kenneth Lindblom, Ph.D., Program Director, M.A.T. in English
Kenneth.Lindblom@stonybrook.edu
(631) 632-7303

Professional Education Program
(631) 632-4PEP

School of Professional Development
Stony Brook University
Stony Brook, NY 11794-4310
E-mail: spd_teachercertprograms@notes.cc.sunysb.edu
(631) 632-7055

See also the English Teacher Education Program Web site at www.stonybrook.edu/pep/tep_english.shtml

Master of Arts in Teaching: Foreign Languages

A. Program Description

The Master of Arts in Teaching (M.A.T.): Foreign Languages programs are designed as courses of study leading to New York State certification for teaching French, German, Italian, Russian, and Spanish in the secondary schools (grades 7 to 12). These programs are offered in collaboration with the University's Department of European Languages, Literatures, and Cultures; Hispanic Language, Literatures, and Cultures; and the Professional Education Program, and are designed for those with little or no previous coursework in education or formal classroom teaching experience.

B. Course of Study

These degree programs consist of 44 credits distributed among the areas listed below. Unless otherwise noted, each course is three credits.

Language, Literature and Culture (15 credits)

Courses not listed are selected with the approval of a Departmental advisor.

French (HEGIS 1102)

FRN 501 Contemporary French Culture and Institutions

FRN 507 Advanced Stylistics

FRN 510 French Phonetics and Diction
Plus two additional graduate-level
FRN literature course

German (HEGIS 1103)

GER 504 German Cultural History
GER 506 Advanced Stylistics
Plus one of the following:
GER 557 History of the German
Language
GER 539 Contrastive Structures:
German-English
GER 558 Middle High German
Plus two additional graduate-level
GER literature courses

Italian (HEGIS 1104)

ITL 501 Contemporary Italy
ITL 508 Advanced Grammar and
Stylistics
ITL 509 Contrasting Italian and
English
ITL 511 History of the Italian
Language
Plus one additional graduate-level
ITL literature course

Russian (HEGIS 1106)

RUS 506 Russian Stylistics, or
RUS 520 Russian Syntax
RUS 538 Structure of Russian
SLV 504 Slavic Culture
Plus, two RUS graduate-level
literature courses

Spanish

Five courses selected with approval of
the graduate Spanish advisor. Courses
may include:
SPN 501 Spanish Historical Linguistics
SPN 502 Methods in Linguistic
Research
SPN 503 Spanish Linguistics
SPN 504 Contrastive Analysis:
Spanish and English
SPN 505 Spanish Dialectology and
Sociolinguistics
SPN 510 Hispanic Culture
SPN 515 Spanish Composition and
Stylistics
SPN 500-level courses in

Literature/Culture/Linguistics/Special
Topics (with the permission of the
graduate director)

SPN 691 Practicum in the Teaching of
Spanish Language

Professional Studies in Education (23 credits)

CEE 505 Education: Theory and Practice
CEE 565 Human Development
FLA 505 Methods of Teaching Foreign
Languages
FLA 506 Curriculum Development
(prerequisite: FLA 505)
FLA 540 Foreign Language
Acquisition Research
FLA 549 Field Experience I—Grades
7 to 9 (co-requisite: FLA 505)

FLA 550 Field Experience II—
Grades 10 to 12 (co-requisite: FLA 506)

FLA 554 Student Teaching Seminar
(prerequisites: FLA 505, 506, 540, and
571; co-requisites: FLA 551 and 552)

FLA 571 Technology and Education

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.

Supervised Student Teaching (six credits)

FLA 551 Supervised Student
Teaching High School Grades 10 to 12:
Foreign Languages (prerequisites:
FLA 505, 506, 540, and 571;
co-requisites: FLA 552 and 554)

FLA 552 Supervised Student
Teaching Middle School Grades 7 to 9:
Foreign Languages (prerequisites:
FLA 505, 506, 540, and 571;
co-requisites: FLA 551 and 554)

Final Project

Students are required to submit a
professional portfolio at the completion
of the program.

C. Admissions Requirements

Students are expected to have good
preparation in the program language (a

major or a minimum of 36 credits) with a
minimum GPA of 2.75 in their overall
bachelor's degree program, and have a
minimum GPA of 3.00 in language stud-
ies. Students must demonstrate, through
their application and recommendations,
that they possess the temperament and
disposition to be an effective teacher.

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.

Application Procedure

Applications and instructions are
available on SPD's Web site at www.stonybrook.edu/spd/graduate/index.html. Students may also call (631) 632-7055 to obtain an application packet. Return the completed packet to SPD. Applications and supporting documenta-
tion for the spring term must be
received by November 15; for the fall
term, by April 15. A completed packet
consists of:

Completed MAT application with a
\$100 non-refundable application fee;

Three letters of recommendation;

Official copies of all previous college
transcripts;

Several sample papers from your
undergraduate program that demonstrate
level of proficiency in the program
language;

Immunization record.

Teacher Certification

While NYSED requires a minimum of
30 credits in the content field to be certi-
fied, Stony Brook requires that students
must have completed an undergraduate
degree with a major in the content field
and a minimum of 36 credits for admis-
sion to the M.A.T. program. This major
must be equivalent to a similar major
at Stony Brook. To be recommended
for New York State certification,
students must complete all courses
required for the M.A.T. plus any
ancillary requirements. Students must
also achieve a minimum grade of B in all
pedagogy courses.

Contact Information

Please contact one of the following:

Sarah Jourdain, Ph.D., Program Director,
M.A.T. in Foreign Languages
Sarah.Jourdain@stonybrook.edu
(631) 632-7440

Professional Education Program
(631) 632-4PEP

School of Professional Development
Stony Brook University
Stony Brook, NY 11794-4310
E-mail: *spd_teachercertprograms@notes.cc.sunysb.edu*
(631) 632-7055

Master of Arts in Teaching: Mathematics

A. Program Description

The Master of Arts in Teaching: Mathematics (HEGIS 1701) is a course of study leading to New York State certification for teaching Mathematics in the secondary schools (grades 7 to 12). This program, offered in collaboration with the University's Department of Mathematics and Professional Education Program, is designed for those who have little or no previous coursework in education or formal classroom teaching experience.

B. Course of Study

The degree program consists of 42 credits, distributed among the areas listed below. Unless otherwise noted, each course is three credits.

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 and Statistics 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 Master's Level Independent Study

Professional Studies in Education (24 credits)

CEE 505 Education: Theory and Practice

CEE 565 Human Development

LIN 544 Language Acquisition and Literacy Development

MAE 501 Foundations of the Secondary School Mathematics Curriculum

MAE 510 Introduction to Methods of Teaching and Learning Standards (pre- or co-requisite: MAE 501)

MAE 520 Advanced Methods of Teaching Secondary School Mathematics (prerequisites: MAE 501 and 510)

MAE 530 Directed Readings in Mathematics Education (prerequisites: MAE 510 and 520; co-requisite: MAE 540); one credit

MAE 540 Clinical Experience (prerequisites: MAE 510 and 520; co-requisite: MAE 530); two credits

MAE 554 Student Teaching Seminar (prerequisites: CEE 505, CEE 565, LIN 544, MAE 501, MAE 510, MAE 520, MAE 530, MAE 540, satisfaction of all content requirements and permission of the Director of Mathematics Education; co-requisites: MAE 551 and 552)

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 heritage language learners (where applicable), and students with disabilities.

Supervised Student Teaching (six credits)

MAE 551 Supervised Student Teaching Middle School Grades 7 to 9: Mathematics (prerequisites: CEE 505, CEE 565, LIN 544, MAE 501, MAE 510, MAE 520, MAE 530, MAE 540, satisfaction of all content requirements and permission of the Director of Mathematics Education; co-requisites: MAE 552 and 554)

MAE 552 Supervised Student Teaching High School Grades 10 to 12: Mathematics (prerequisites: CEE 505, CEE 565, LIN 544, MAE 501, MAE 510, MAE 520, MAE 530, MAE 540, satisfaction of all content requirements and permission of the Director of Mathematics Education; co-requisites: MAE 551 and 554)

Written Project

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

C. Admissions Requirements

Students are expected to have good preparation in mathematics (a major in Mathematics or Applied Mathematics, including at least 36 credits, or the equivalent of such a major, as described below), with a minimum GPA of 2.75 in their overall bachelor's degree program, and a minimum GPA of 3.0 in mathematics. Students must demonstrate, through their application and recommendations, that they possess the temperament and disposition to be an effective teacher.

Application Procedure

Applications and instructions are available on SPD's Web site at www.stonybrook.edu/spd/graduate/index.html. Students may also call (631) 632-7055 to obtain an application packet. Return the completed packet to SPD. Applications and supporting documentation for the spring term must be received by November 15; for the fall term, by April 15. A completed packet consists of:

Completed M.A.T. application with a \$100 non-refundable application fee;

Three letters of recommendation;

Official copies of all previous college transcripts;

Immunization record.

Teacher Certification

While NYSED requires a minimum of

30 credits in the content field in order to be certified, Stony Brook requires that students must have completed an undergraduate degree with a major in the content field, or the equivalent, including a minimum of 36 credits, for admission to the M.A.T. program. This major must be equivalent to a similar major at Stony Brook. In addition, academic transcripts must indicate that the student has completed at least one year of college-level study of a foreign language. To be recommended for New York State certification, students must complete all courses required for the M.A.T. plus any ancillary requirements. Students must also achieve a minimum grade of B in all pedagogy courses.

Contact Information

Please contact one of the following:

Lisa Berger, Ph.D., Program Co-Director
M.A.T. in Mathematics
E-mail: lbrgr@math.sunysb.edu
(631) 632-8278

Or

Nadia Kennedy, Ed.D., Program
Co-Director
M.A.T. in Mathematics
(631) 632-4005
E-mail: nadia@math.sunysb.edu
Professional Education Program
(631) 632-4PEP

School of Professional Development
Stony Brook University
Stony Brook, NY 11794-4310
E-mail: spd_teachercertprograms@notes.cc.sunysb.edu
(631) 632-7055

Master of Arts in Teaching: Science

A. Program Description

The Master of Arts in Teaching (M.A.T.): Biology, Chemistry, Earth Science, or Physics programs are designed to lead to New York State certification for teaching in the secondary schools (grades 7 to 12). The programs are offered in collaboration with the University's Departments of Biochemistry and Cell Biology, Chemistry, Geosciences, Physics, and the Professional Education Program. They are designed for those who have little or no previous coursework in education or formal classroom teaching experience.

B. Course of Study

These degree programs consist of 41 credits, distributed among the areas listed below. Unless otherwise noted, each successfully completed course fulfills three credits.

Graduate Science Courses (15 credits)

Courses are selected with the approval of a Departmental advisor. Listed below are samples of typical programs.

Biology (HEGIS 0401)

Three courses from the following list:

CEB 546 Current Topics in Biotechnology

CEB 547 Current Topics in Molecular Genetics

CEB 548 Current Topics in Microbiology

CEB 554 Current Topics in Immunology

CEB 553 Biology and Human Behavior

CEB 556 Ecology

Plus two graduate-level courses selected in concert with an academic advisor.

Chemistry (HEGIS 1905)

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

Earth Science (HEGIS 1917)

GEO 543 Stratigraphy

GEO 546 Mineralogy and Petrology

GEO 549 Structural Geology

GEO 585 Directed Studies

MAR 527 Global Change

Physics (HEGIS 1902)

PHY 525 Current Research Instrumentation

PHY 585 Special Study: Optics and Waves

PHY 585 Special Study: Introductory Quantum Mechanics

PHY 585 Special Study: Electromagnetic Theory

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

Professional Studies in Education (20 credits)

CEE 505 Education: Theory and Practice

CEE 565 Human Development

SCI 510 Introduction to Science Teaching

SCI 520 Science Teaching Methods (prerequisite: SCI 510)

SCI 549 Clinical Experience I (co-requisite: SCI 510)

SCI 550 Clinical Experience II (prerequisites: SCI 510 and 549; co-requisite: SCI 520)

SCI 554 Student Teaching Seminar (prerequisites: SCI 510, 520, 549, and 550; co-requisites: SCI 551 and 552)

LIN 544 Language Acquisition and Literacy Development

Field Experience and Clinical Practice

Students are 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.

Supervised Student Teaching (six credits)

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

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

Final Project

Students are required to submit a professional portfolio at the completion of the program.

C. Admissions Requirements

Students must have completed an undergraduate course of study that is substantially the equivalent to that of a Stony Brook undergraduate degree program in the science for which they seek certification. They must also have achieved a minimum overall GPA of 2.75 in their overall bachelor's degree program, and have a minimum GPA of 3.00 in science courses. Students must

demonstrate, through their application and recommendations, that they possess the temperament and disposition to be an effective teacher. In addition, academic transcripts must indicate that the student has completed at least one year of college-level study of a foreign language. Applications and supporting documentation for the spring term must be received by November 15; for the fall term, by April 15.

Students must first consult with the appropriate M.A.T. departmental advisor to determine whether they should proceed with the application process.

Departmental Program Advisors
Biology: Zuzana Zachar, Ph.D.
(631) 632-8970
E-mail: zzachar@ms.cc.sunysb.edu

Chemistry: Robert Kerber, Ph.D.
(631) 632-7940
E-mail: Robert.Kerber@stonybrook.edu

Geosciences: Gilbert Hanson, Ph.D.
(631) 632-8210
E-mail: Gilbert.Hanson@stonybrook.edu

Physics: Robert McCarthy, Ph.D.
(631) 632-8086
E-mail: mccarthy@sbhep1.physics.sunysb.edu

Application Procedure

Applications and instructions are available on SPD's Web site at www.stonybrook.edu/spd/graduate/index.html. Students may also call (631) 632-7055 to obtain an application packet. Return the completed packet to SPD. A completed packet consists of:

Completed M.A.T. application with a \$100 non-refundable application fee;

Three letters of recommendation;

Official copies of all previous college transcripts;

Immunization record.

Teacher Certification

While NYSED requires a minimum of 30 credits in the content field in order to be certified, Stony Brook requires that students must have completed an undergraduate degree with a major in the content field, and a minimum of 36 credits, for admission to the M.A.T. program. This major must be equivalent to a similar major at Stony Brook. In addition, academic transcripts must indicate that the student has completed at least one year of college-level study

of a foreign language. To be recommended for New York State certification, students must complete all courses required for the M.A.T. plus any ancillary requirements. Students must also achieve a minimum grade of B in all pedagogy courses.

Contact Information

Please contact one of the following:

The appropriate science departmental program advisor as noted above

Professional Education Program
(631) 632-4PEP

School of Professional Development
Stony Brook University
Stony Brook, NY 11794-4310
E-mail: spd_teachercertprograms@notes.cc.sunysb.edu
(631) 632-7055

Master of Arts in Teaching: Social Studies

A. Program Description

The program leads to New York State certification for teaching social studies in the secondary schools (grades 7 to 12). The program, offered in collaboration with the University's Department of History and the Professional Education Program, was designed for those who have little or no previous coursework in education or formal classroom teaching experience.

B. Course of Study

The program consists of a minimum of 39 credits, distributed among the areas listed below. Unless otherwise noted, each course counts for three credits.

History (15 credits)

CEG 523 Historiography

Plus 12 credits selected from the following courses:

CEG 532 U.S. History to Civil War

CEG 522 U.S. History Since Civil War

CEG 516 Early Modern Europe

CEG 524 Late Modern Europe

HIS 541 Colonial Latin America

CEG 517 Modern Latin America

CEG 534 Topics Seminar: Africa

CEG 534 Topics Seminar: Asia

CEJ 501 Traditional China: Culture and Society

CEJ 502 Modern China: Culture and Society

Professional Studies in Education (15 credits)

CEE 505 Education: Theory and Practice

CEE 565 Human Development

CEE 577 Teaching Social Studies (co-requisite: CEF 548)

CEE 578 Social Studies Strategies (prerequisites: CEE 577 and CEF 548; co-requisite: CEF 549)

CEF 548 Field Experience I—Grades 7 to 9 (co-requisite: CEE 577)

CEF 549 Field Experience II—Grades 10 to 12 (prerequisites: CEE 577 and CEF 548; co-requisite: CEE 578)

CEE 580 Student Teaching Seminar (prerequisites: CEE 577 and 578, CEF 548 and 549; co-requisites: CEQ 581 and 582)

LIN 544 Language Acquisition and Literacy Development

Field Experience and Clinical Practice

Students are 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.

Supervised Student Teaching (six credits)

CEQ 581 Supervised Student Teaching High School Grades 10 to 12 (prerequisites: CEE 577 and 578, CEF 548 and 549; co-requisites: CEE 580 and CEQ 582)

CEQ 582 Supervised Student Teaching Middle School Grades 7 to 9 (prerequisites: CEE 577 and 578, CEF 548 and 549; co-requisites: CEE 580 and CEQ 581)

Final Project

Students are required to submit a professional portfolio at the completion of the program.

C. Admissions Requirements

Students must have completed an academic major (a minimum of 36 credits) in History or within another social science

major (excluding Education, Linguistics, and Psychology) and at least 18 credits of history, with nine of these credits at the upper-division level. Transcripts must show a minimum undergraduate GPA of 3.0. Students must demonstrate, through their application and recommendations, that they possess the temperament and disposition to be an effective teacher. Applications and supporting documentation (including GREs) for the spring term must be received by November 15; for the fall, by April 15.

Application Procedure

Applications and instructions can be downloaded at www.stonybrook.edu/spd/graduate/index.html. Students may also call (631) 632-7055 to obtain an application packet. Return the completed packet to SPD. A completed packet consists of:

- Completed M.A.T. application with a \$100 non-refundable application fee;

- Three letters of recommendation;

- Official copies of all previous college transcripts;

- Official report of scores on the Graduate Record Examination (General Test);

- Immunization record.

Teacher Certification

Students in the M.A.T. program must also satisfy the following required areas of study. These requirements may be met by either the graduate courses taken toward the M.A.T. degree or by undergraduate coursework. Equivalent undergraduate courses will normally be accepted. In addition, a cluster of undergraduate courses may be accepted as evidence of satisfaction of individual standards. Undergraduate transcripts will be evaluated on an individual basis. However, the student will bear the burden of proof of showing that such coursework does provide a broad introductory knowledge of the area of study.

1. U.S. History to 1877
2. U.S. History since 1877
3. Western Civilization or European History Survey
4. Latin America—Survey of the history or politics of the region or one of the major countries of the region

5. Asia—Survey of the history or politics of the region or one of the major countries of the region

6. Africa—Survey of the history or politics of the region or one of the major countries of the region

7. Principles of Economics

8. Human Geography

9. The Culture Concept in Theory or History—may be satisfied by courses in cultural anthropology or by dealing with cultural differences and conflicts in the contemporary world

10. American Government and Politics

11. Science, Technology, and Society

Important note: The Department of History does not offer graduate courses that satisfy requirements in areas 7 to 10. These requirements will have to be satisfied through undergraduate courses.

The M.A.T. consists of at least three semesters of work (excluding summer session) for the full-time student and a somewhat longer period of time for the part-time student.

Contact Information

Please contact one of the following:

Lawrence Frohman, Ph.D. Program Director
M.A.T. in Social Studies
E-mail: lfrohman@notes.cc.sunysb.edu
(631) 632-7686

Professional Education Program
(631) 632-4PEP

School of Professional Development
Stony Brook University
Stony Brook, NY 11794-4310
E-mail: spd_teachercertprograms@notes.cc.sunysb.edu
(631) 632-7055

Master of Arts in TESOL

A. Program Description

The Master of Arts in TESOL (HEGIS 1508) is a course of study leading to New York State certification for Teaching English to Speakers of Other Languages in the elementary and secondary schools (grades PreK to 12). This program, which is offered in collaboration with the University's Department of Linguistics and the Professional Education Program, is designed for those who have little or no

previous coursework in education or formal classroom teaching experience.

B. Course of Study

This degree and certification program consists of 45 credits distributed among the areas listed below. All courses are three credits except for the one-credit fieldwork courses (LIN 578, LIN 579).

Linguistics and Foundation (15 credits)

LIN 522 Phonetics

LIN 530 Intro to General Linguistics

LIN 541 Bilingualism

LIN 532 Second Language Acquisition

and one of the following:

LIN 542 Sociolinguistics

LIN 525 Contrastive Analysis

LIN 526 Analysis of an Uncommonly Taught Language

LIN 555 Error Analysis

Professional Studies in Education (24 credits)

CEE 505 Education: Theory and Practice

CEE 565 Human Development

LIN 524 TESOL Pedagogy: Theory and Practice and LIN 579 Field Experience N-12

LIN 529 Content-based Language and Literacy Development and LIN 579 Field Experience N-12

LIN 527 Structure of English

LIN 571 Curriculum Design and Evaluation and LIN 578 Field Experience in Adult and Tertiary Contexts

LIN 574 Managing Instruction, Assessment, and Resources

Field Experience and Clinical Practice

Students are required to complete 100 clock hours of field experience (LIN 579) related to coursework prior to student teaching. 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. LIN 574, 581, and 582 are co-requisites and cannot be taken until

completion of all other course and ancillary requirements.

Supervised Student Teaching (six credits)

LIN 581 Supervised Student Teaching Grades N-6

LIN 582 Supervised Student Teaching Grades 7-12

Final Project

Students are required to submit a professional portfolio at the completion of the program.

C. Admissions Requirements

Students must have completed an undergraduate degree in a liberal arts or science major with a minimum GPA of 3.00 in the overall bachelor's degree. Students must demonstrate, through their application and recommendations, that they possess the temperament and disposition to be an effective teacher. To be recommended for New York State certification, students must complete all courses required for the M.A. TESOL. In addition, transcripts must indicate completion of at least two years of college-level study of a language other than English (this may include American Sign Language).

Application Procedure

Applications and instructions are available on the Graduate School Web site at www.grad.stonybrook.edu. You may also call (631) 632-7774 to obtain an application packet. Return the completed packet to the Department of Linguistics. A completed packet consists of:

Completed Graduate School application with a non-refundable \$100 application fee;

Three letters of recommendation;

Official copies of all previous college transcripts;

Official report of scores on the Graduate Record Examination (General Test);

Curriculum Vitae (résumé);

A writing sample.

Admission is competitive and no single factor will exclude anyone from being admitted. Similarly, no single factor will ensure admission.

The M.A. TESOL consists of approximately four semesters of study (excluding summer session) for the full-time student and a somewhat longer period of time for the part-time student.

Applications and supporting documentation (including GRE results) for the fall semester must be received by March 1.

Teacher Certification

To be recommended for New York State certification, students must complete all courses required for the M.A. plus any ancillary requirements. Students must also achieve a minimum grade of B in all pedagogy courses.

Contact Information

Please contact one of the following:

Ximena Zate, Ph.D., Interim Program Director
M.A. in TESOL
E-mail: xzate@notes.cc.sunysb.edu
(631) 632-8003

Professional Education Program
(631) 632-4PEP

Department of Linguistics
Stony Brook University
www.linguistics.stonybrook.edu/contact
(631) 632-7774

