Special Academic Opportunities
Sequential Bachelor's/Master's Degree

Program Regulations

1. Students must apply and be admitted to the sequential degree program. Applicants must have completed a minimum of 60 credits of college work with a g.p.a. of 3.00 or higher in all college work. The application must include approval by both the chairperson of the department offering the bachelor's degree and the graduate studies director of the program offering the master's degree.

2. Students must formally apply and be accepted into the Graduate School. This application and admission process is independent of admission to the sequential degree program. Admission to graduate study is provisional; it is dependent upon the awarding of the undergraduate degree.

3. Students must take a minimum of 30 graduate credits, 24 of which must be taken after the student has been enrolled in the graduate program. The remaining six credits may be taken while the student is formally an undergraduate but after his or her admission to the sequential degree program. All graduate coursework taken after the student has been accepted into the sequential degree program is subject to Graduate School regulations.

4. A course used for undergraduate credit may not be used for graduate credit.

Combined Bachelor's/Master's Degrees

Several combined degree programs are available.

B.A./M.B.A. and B.S./M.B.A. Programs

Through collaboration between the College of Business, the College of Arts and Sciences, the School of Professional Development, and the Professional Education Program, Stony Brook offers combined bachelor's/master's degree programs leading to New York State certification in either secondary education or Teaching English to Speakers of Other Languages (TESOL). Please consult with department advisors for eligibility and specific program requirements:

- English/Adolescent Education: English (B.A./M.A.)
- Chemistry/Adolescent Education: Chemistry (B.S./M.A.T.)
- Earth and Space Science/Adolescent Education: Earth Science (B.S./M.A.T.)
- French Language and Literature/Adolescent Education: French (B.A./M.A.T.)
- History/Adolescent Education: Social Studies (B.A./M.A.T.)
- History (B.A./M.A.)
- Italian Studies/Adolescent Education: Italian (B.A./M.A.T.)
- Linguistics/Teaching English to Speakers of Other Languages (TESOL) (B.A./M.A.)
- Mathematics/Adolescent Education: Mathematics (B.S./M.A.T.)
- Physics/Adolescent Education: Physics (B.S./M.A.T.)
- Spanish Language and Literature/Adolescent Education: Spanish (B.A./M.A.T.)
Applied Math and Statistics, B.S./M.P.H.
Biomedical Engineering, B.E./M.S.
Computer Engineering, B.E./M.S.
Electrical Engineering, B.E./M.S.
Mechanical Engineering, B.E./M.S.

Combined Bachelor's/Master's Degree Program Regulations

1. Students must apply and be admitted to the combined degree program. Applicants must have completed a minimum of 60 credits of course work, with a g.p.a. of 3.00 or higher in all college work. The application must include approval by both the chairperson of the department offering the bachelor's degree and the graduate studies director of the program offering the master's degree.

2. A course used for undergraduate credit may not be used for graduate credit.

3. Stony Brook combined bachelor's/master's degrees:
   a. require a minimum of 138 credits
   b. allow students to count a maximum of 15 graduate credits toward the undergraduate portion of the degree (See Note 1)
   c. stipulate that if a student opts to withdraw from a combined degree program the student may choose to apply the graduate credits earned as part of their combined degree program toward their undergraduate degree.

4. If the student has completed the bachelor's degree as indicated in 3a, b, and c (i.e., using between 7 and 15 graduate credits), both degrees are awarded simultaneously and only after both sets of requirements have been completed. If the student has completed the bachelor's degree requirements with a minimum of 120 credits and using no more than six graduate credits, the undergraduate degree may be awarded prior to completion of the graduate degree.

Note for Combined Bachelor's/Master's Degrees:

1. Although the University allows undergraduate students enrolled in a combined program to use a maximum of 15 graduate credits toward the undergraduate portion of the combined degree, the maximum allowance may be less than 15, depending on the specific program. Please consult the appropriate department.

Graduate Courses

Upper-division students with superior academic records may take graduate courses with the permission of the Dean of the Graduate School, or continuing education courses with permission of the Dean of the School of Professional Development, for undergraduate credit. (Teaching practica, readings, research, or other independent study are excluded.) Permission of the instructor and the chair of the department offering the course is also necessary. Permission forms are available online from the Graduate School (http://www.grad.sunysb.edu), the School of Professional Development, and various advising offices and must be presented, after the necessary signatures are obtained, at the Registrar's Office when registering for the approved course.

Students should discuss their plans to take graduate courses with their advisors in order to assess whether the credit will be applicable to their degree requirements. Students with majors in the College of Engineering and Applied Sciences who would like to apply graduate credits to their majors must get the approval of their department's undergraduate program director; approval forms are available in the CEAS Undergraduate Student Office.

Graduate courses taken while a student is an undergraduate remain part of the undergraduate record. The student cannot subsequently receive graduate credit for such courses, except in the case of approved five-year programs leading to both a baccalaureate and a master's degree.

Unless credits are earned as part of a combined degree program, no more than six graduate credits (including those taken through the School of Professional Development) may count toward the bachelor's degree.

The Honors College

Honors College admissions decisions are based on both quantitative and qualitative criteria. Among these are a record of high academic and creative achievement, extraordinary motivation, diversified interests, intellectual curiosity, and sufficient maturity to carry out a challenging program of study. To enter the Honors College as freshmen, students must demonstrate overall academic excellence in high school by such accomplishments as achieving high grade averages in major subject areas, a cumulative average of 93 or greater, combined SAT scores equal to or over 1300, a record of advanced or college-level coursework, and evidence of writing ability. Demonstrated talents in the fine and performing arts also serve to qualify a student for admission to the Honors College. Similar criteria are applied to students wishing to enter as sophomores or juniors.

Curriculum

Honors College students must fulfill Skills 1, 2, 3, and 4 (see Note below) as outlined in the D.E.C. requirements for the College in which they are enrolled.

A. Honors College students who enter as freshmen must take HON 105, 106, 201, 301, 401, 495, and 496 or their equivalents, equivalency to be determined by the Faculty Director of the Honors College. Students who enter the Honors College after the first semester of the freshman year are required to take a course program modified according to the time spent in the College. (Those entering as sophomores, for example, must take...
HON 105 and 106 or substitute equivalent courses.)

B. Students who receive a grade of C- or lower in an Honors College course (those with the HON designator) may repeat the course toward Honors College requirements. No HON course in which a grade of C- or lower was received may satisfy an Honors College requirement.

C. Each student entering as a first-year student is required to take four topics courses (HON 110-120). Students entering as sophomores are required to take two topics courses; those entering as juniors are required to take one.

D. Honors College students must take four additional complementary electives within the two disciplinary domains (including at least one course in each) other than that of their major (or one of their majors). The three disciplinary domains are:

1. Natural sciences and quantitative disciplines
2. Fine arts and humanities
3. Social sciences

One of these courses must be from D.E.C. category K. Students are urged to take at least one of these courses in a foreign language at the intermediate level or higher or in the literature of a language other than English. These complementary elective courses must be passed with a grade of C or higher. A course used to satisfy a skill requirement cannot also be used to satisfy a complementary elective requirement.

E. All Honors College students must submit a letter of intent describing their senior honors projects no later than the end of the last semester of their junior year. A progress report must be submitted at the end of the first semester of project work. An appropriate thesis (single-authored by the student) must be submitted at the end of the second semester and an oral report must be made at the annual Honors College Symposium. The grade on the senior project must be C or higher. These rules apply to students doing their senior honors projects under the HON designator or under a departmental designator.

Note: Students who need to satisfy the Skill 3, Elementary Foreign Language Competence requirement, through coursework must earn a B or higher in the second semester of an elementary foreign language course to satisfy the requirement.

Independent Study

In the course of completing a degree program, a student may wish to undertake independent study through directed readings and research courses under departmental auspices. Independent study projects may be distributed throughout the undergraduate years, although in most cases, students should complete the freshman year and several general education courses before proposing independent study.

Through procedures established by departments, a student may enroll for up to six credits of directed readings, research, or internship in a single department in a single semester. More than six credits are permissible if they are in more than one department but students may not apply more than 12 credits of internship toward the 120 credits minimum required for the Bachelor of Arts of Bachelor of Sciences degrees or toward the 128 credits minimum for Bachelor of Engineering. During the summer a student may earn six credits in a single department in each term.

See also “Limits on Course Credits and Grading Options” in the Academic Policies and Regulations chapter.

International Academic Programs

Dean: William Arens
Office: E-5340 Melville Library
Phone: 631-632-7030
E-mail: international_academic_programs@notes.cc.stonybrook.edu
Web site: http://www.sunysb.edu/studyabroad

An academic experience abroad can be beneficial for students who want to remain competitive for future employment or professional school. The office of International Academic Programs offers undergraduates the chance to study overseas while earning credits toward their degree. Students can take advantage of this opportunity as individual participants in international exchanges at a foreign university, or as a group member of a Study Abroad program under the supervision of a Stony Brook faculty member. Exchanges involve a variety of languages, including English, while Study Abroad programs are all conducted in English. Programs extend over an academic year, semester, summer session, or winter intercession.

Program Selection and Eligibility

Students from all disciplines are encouraged to investigate the feasibility of an international experience from a list of programs directly sponsored by Stony Brook University (see below) or from programs administered by other SUNY campuses (more than 300 in all). Details are available from the office of International Academic Programs.

Early investigation, preferably in the first year, for a second or third year abroad is essential. Through careful consultation with their academic department and the office of International Academic Programs, students can determine the applicability of courses and credits earned abroad toward their major and degree requirements, including the fulfillment of general education and upper-division credit requirements. Studying abroad need not delay a student’s graduation and in fact, may accelerate the process.

Application deadlines vary, but are generally in early March for fall, full year, and summer programs and early October for intersession and spring semester programs.

Course Load, Credits, and Grading

Students typically earn between 12 and 18 credits during each semester of overseas study and six to nine credits during summer/intercession programs. Prior to participation students should determine in consultation with their major department and the office of International Academic Programs the applicability of courses and credits to Stony Brook degree and major requirements. However, final determination of the credit level is made only after return to Stony Brook. Credits awarded through Study Abroad programs are usually recorded on the Stony Brook transcript as S or U and are subject to Stony Brook policies governing S/U grades. A transcript supplement will be attached to the official transcript listing actual courses and grades received overseas. In a few instances, this information will be recorded directly on the Stony Brook transcript.
D.E.C. requirements can be fulfilled through overseas study. For example, SUNY Study Abroad programs of six credits or more (except in English-speaking Canada) and with no more than three credits in elementary foreign language, satisfy the D.E.C. category I or J requirement, depending on geographical location.

Stony Brook Exchange Programs

Listed below is a sampling of overseas programs offered by Stony Brook. Programs are continually being added and updated, so check with the International Academic Programs for a definitive list.

Stony Brook in England: Lancaster, Sussex, Manchester

Offering courses in the sciences (including a pre-med program) as well as social studies, humanities, and business, these programs allow students to enroll directly at these universities. Students will be integrated into the British university system. Students may enroll for a semester or a full academic year.

**Prerequisites:** U2, U3, or U4 standing; good academic standing

Stony Brook in England: Pharmacology Program, Manchester

Fall semester program focusing on pharmacology which will equate to courses at Stony Brook.

**Prerequisites:** Pharmacology major; good academic standing

Stony Brook in France: Paris

Students are enrolled directly in the University of Paris IV (Sorbonne), Paris VII (Denis Diderot), or Paris X (Nanterre), depending on their level of French. Language proficiency is determined based on a test administered by the Mission for the Coordination of Franco-American Exchanges. No prior knowledge of French is required. The program begins with a four-week intensive language course provided for U.S. students prior to the start of the French academic year and includes a year-long series of cultural events, excursions, and discussions with French scholars. Each student’s program of study is arranged and supervised individually. Students can participate for the full academic year, spring or fall semester.

**Prerequisites:** U2, U3, or U4 standing; good academic standing

Stony Brook in Germany: Konstanz, Bonn, Bremen, Freiberg, Mainz, Tübingen

Students with a background in German are eligible to enroll directly in regular University courses. Students may participate for the academic year or for a semester. Please note that the full semester in Germany will not end in time for students to return for spring courses at Stony Brook.

**Prerequisites:** U2, U3, or U4 standing; good academic standing; sufficient background in the German language (except for Bremen or Mainz)

Stony Brook in Italy: Rome, Messina, Pavia, Venice

Direct enrollment at the University of Rome, The Libera Universita Maria Ss. Assunta, La Sapienza, University of Messina, University of Venice, or University of Pavia, which begins with a six-week intensive Italian language and culture course in October-November. During the Italian academic year, which begins in November, students attend regular university courses. Students are assisted in course selection by the Resident Director (in Rome only) and tutorial assistance is available. Academic evaluation is conducted by an oral examination system administered by the host university at the end of the academic year (June). Students may participate for the full academic year or for the Spring semester.

**Prerequisites:** Good academic standing; four semesters of college-level Italian or the equivalent. Spring Only participants need a slightly higher fluency in Italian.

Stony Brook in Japan: Chiba, Okayama, Kyoto, Nihon, Waseda, Yonsei

Stony Brook has a number of exchange agreements with universities in Japan. These programs offer students a wide range of courses taught in English, including Japanese language, arts, philosophy, computer science, business, and history. Students with sufficient Japanese language proficiency may enroll directly in regular university courses.

It is recommended that students apply for the full academic year though they may participate in the programs for one semester. A limited number of scholarships are available for students who meet g.p.a. and application requirements.

**Prerequisites:** U2, U3, or U4 standing; good academic standing

Stony Brook in Korea: Ajou, Dongguk, Daejin, Ehwa, Seoul

Some programs specialize in business and management, others in Asian philosophy and religions. These opportunities offer a good array of courses taught in English with intensive Korean language study available. Students with sufficient language proficiency may enroll directly in regular university courses.

**Prerequisites:** U2, U3, or U4 standing; good academic standing

Stony Brook Study Abroad Programs

All current Study Abroad programs except for Madagascar (fall semester) are scheduled for the summer or winter inter-session. Other international opportunities are added on a regular basis. Students are encouraged to visit the International Academic Programs Office for up-to-date information.

Stony Brook in Argentina

Students have the opportunity to earn four credits while exploring sites of artistic, cultural, and historical interest. Classes are held at the University of Buenos Aires.

Stony Brook in Ghana

Stony Brook students have the opportunity to experience African culture and beauty while earning four credits during this winter session program.

Stony Brook in Italy

Courses are offered in English and in Italian. Intensive study of Italian language at various levels as well as courses on Italian culture, civilization, and art are provided during this summer or winter program, which includes weekend excursions to Venice, Florence, and Capri.

**Prerequisite:** Good academic standing

Stony Brook in Jamaica

Discover Jamaica during winter inter-session while exploring the tropical marine life at Discovery Bay Marine Lab. Students complete a four-credit Marine Sciences course.

Stony Brook in Madagascar: Ranomafana National Park

This fall semester program allows students to add an experiential learning component to their studies. The program...
focuses on biodiversity, conservation, ecology, anthropology, wildlife studies, environmental sciences, and primatology. After an orientation on the Stony Brook campus, participants then travel to Madagascar where they live in the rain forest of the Ranomafana National Park and Research Station, continuing their studies and working with international researchers. Students’ independent study projects contribute to the biodiversity survey and ecological monitoring of the park.

**Prerequisites:** Good academic standing; major in a program-related field

**Stony Brook in Mishima, Japan**

This four-week total immersion program is hosted by the Mishima campus of Nihon University during the summer. Students have the opportunity to live and attend classes under the shadow of Mount Fuji.

**Stony Brook in Oxford, United Kingdom**

Students take 12 credits in International Studies, British Literature, Anthropology, and Africana Studies, with an independent study option during this six-week summer program. The courses are integrated with weekend excursions to historic, artistic, civic, political, and social institutions. Additionally, students visit the Oxford City Council, and other civic, commercial, and industrial institutions. Classes are held in the lecture hall of St. Anthony’s College.

**Stony Brook in Poland and the Czech Republic**

This winter intersession program offers students the opportunity to complete four credits while living in Krakow or Prague.

**Stony Brook in Spain: Leon**

This is a total immersion program designed for independent-minded undergraduate and graduate students interested in full integration into Spanish language and culture. This program offers a chance to enhance the language abilities of students who already have a strong background in Spanish. Participants may spend a semester or a full year in Leon. Courses are taken through the Programa para Estudiantes Extranjeros; students with advanced linguistic ability may also enroll directly in regular University of Leon courses.

**Prerequisites:** U2, U3, U4, or graduate standing; good academic standing

**Stony Brook in St. Petersburg, Russia**

Students have the opportunity to earn six to nine credits while designing their own program of study. New York Institute seminars are taught in English and focus on a range of topics in the humanities, social sciences, linguistics, and Russian language. This is a summer session program.

**Stony Brook in Tanzania: An Academic Safari**

After a one-week orientation on campus, students travel to and live at locations in northern Tanzania to highlight their course instruction provided by Stony Brook faculty. Visits are made to Maasai communities and there is a safari to Olduvai Gorge, Kilimanjaro National Park, the Serengeti Plains, and the Ngorongoro Crater. This unique program provides a rare and exciting opportunity to integrate classroom instruction with first-hand experience in a part of the world renowned for its natural beauty, diversity of cultures, wildlife, and conservation efforts. Coursework emphasizes the history and cultures of the area. Basic instruction is also provided in Swahili. Students earn six to nine upper-division Anthropology credits. Application deadline is in February.

**Prerequisites:** U2, U3, or U4 standing; good academic standing

**Stony Brook in Bangalore, India**

After a one-week orientation on campus, participants travel to Bangalore, India, for a five-week program during the summer that includes intensive class work in a variety of social sciences and humanities courses at a modern local university facility. During this period students can accumulate up to 15 credits. Classroom experience is supplemented by lectures by visiting scholars, films, cultural performances, and excursions to important cultural sites in the region.

**Prerequisite:** Good academic standing

**Stony Brook in Montpellier, France**

A four-week summer program in July for six to nine credits that includes intensive French and selected courses in the humanities and social sciences. In addition to daily extracurricular activities, there are excursions to other parts of France and Spain.

**Prerequisite:** Good academic standing

**Internship Program for Students in the College of Arts and Sciences, College of Business, School of Marine and Atmospheric Sciences, and School of Journalism**

**Internship Manager:** Alfreda S. James

**Office:** W-0550 Melville Library

**Phone:** 632-9783

**E-mail address:** Alfreda.James@stonybrook.edu

**Web site:** http://www.sunysb.edu/career

Under the University’s Internship Program a student may spend a semester or summer working for academic credit under the supervision of both University faculty and professional staff at a cooperating agency or organization. Up to six credits may be earned for semester internships during the academic year; up to six for each summer term. The EXT internship designator may be used to a maximum of 12 credits of which no more than six credits can be EXT 288; students may register for only one 288 or 488 course per semester. Grading is Satisfactory/Unsatisfactory.

Internships allow students to test career intentions; to improve intellectual skills in writing, quantitative analysis, research, and administration; to increase understanding of social, political, and economic forces; and to acquire work experience useful for seeking employment or entrance into professional schools.

Credit-bearing internships require the approval of an academic department and the internship manager in the Career Center when appropriate. The general guidelines for participation in an internship are:

- Completion of 57 credits prior to beginning the EXT 488 internship;
- Completion of at least one previous semester of coursework at Stony Brook;
- Minimum grade point average of 2.50;
- Submission of Stony Brook internship agreement form to faculty sponsor and Career Center when appropriate;
- Registration in only one 288 or 488 course per semester
Students enrolled in a department’s internship courses numbered 288 or 488 must maintain a journal, have regular contact with the faculty sponsor, and complete a term report. Students enrolled in the Career Center’s courses EXT 288 or 488 may be required to compile a portfolio that includes a résumé, informational interviews with alumni or other professionals, and a written summary of their work experience.

Internships Program for Students in the College of Engineering and Applied Sciences

The College of Engineering and Applied Sciences (CEAS) is actively involved with many engineering and high-technology companies, both large and small, in the Long Island region. The many collaborative academic and industrial efforts include teaching, research, consultation, and cooperative problem solving to promote the physical and fiscal well-being of the region. Undergraduate students have a place in this working relationship between the college and industry as participants in the CEAS Internships Program, which provides them with real-world paid experience in which they observe engineers, scientists, and managers at work, work for and with professionals in their area of interest, apply theory learned in class, learn new applications, and learn about the corporate culture and environment. The internship experience is an important element of a student’s education and enhances his or her qualifications for permanent job placement following graduation.

Students may participate in internships with or without academic credit. In order to earn credit, the nature of the work undertaken in the industry setting must be reviewed by the student’s academic advisor. With the approval and agreement of the employer and the academic advisor, the student may register for the department’s internship course and receive three credits (or up to nine credits in the full-time semester-long internship in mechanical engineering) toward baccalaureate degree requirements. A student may choose to participate in an internship for the experience and remuneration only, and in this case, no course registration or academic approval is required.

The program is administered by the college’s Undergraduate Student Office, which receives participating companies’ internship requirements, posts internship position announcements, reviews student resumes, verifies academic qualifications, and may assist both corporations and students in the process of interviewing and internship placement.

Learning Communities Program

Faculty Director: William Collins  
Office: N-3070 Melville Library  
Phone: 632-4378  
Web site: http://www.stonybrook.edu/lcp  

Stony Brook University, a pioneer in the development of learning communities throughout the curriculum, offers a variety of freshman learning communities built on the concept that a community of learners and teachers working together enhances the educational and social experiences of the University. Learning communities provide many of the advantages of smaller higher education institutions with the resources of a large research university.

In the Learning Communities Program, entering freshmen take a small linking seminar along with a cluster of interconnected classes. The linking seminar provides advising and mentoring; places the content of the cluster classes into a broader philosophical, historical, literary, or sociological context; enhances academic skills; and helps smooth the transition from high school to college. The linking seminar focuses on collaborative research projects that help students develop critical perspectives on their learning while building the skills necessary to take full advantage of the opportunities provided by a research university.

The Communities in Science course clusters are designed for students interested in biology, chemistry, medicine, and other health professions. Students take key required courses in chemistry, biology, mathematics, and writing in combination with the linking seminar.

The Community of Ideas course clusters are intended for students interested in the humanities or social sciences as well as for freshmen undecided about a major field of study. Students take some of the most popular courses among entering freshmen, allowing students to sample a variety of disciplines while preparing for most majors in the humanities and social sciences. There are also course clusters designed specifically for business majors and for students interested in information technology.

Living Learning Centers

Senior Staff Assistant: Patricia Liggan  
Office: N-3071 Melville Library  
Phone: (631) 632-4378  
E-mail: llc@notes.cc.sunysb.edu  
Web site: http://www.sunysb.edu/lc

Living Learning Centers integrate the student’s residence hall experience with academic concerns and enrich both aspects of the college education. Stony Brook offers eight Living Learning Centers: Environmental Studies in Hendrix College, Health and Wellness in Schick College, Human Sexual and Gender Development in Eisenhower College, Interdisciplinary Arts in Sanger College, International Studies in Stimson College, Science and Engineering in O’Neill College, Community Service Learning in James College, and Media Arts in Douglass College. Many classes are held within the residential buildings and building activities are centered around the living learning center topic. All Living Learning Centers add an academic component to each student’s residential experience, and all offer academic minors.

Resident students not living in Living Learning Center buildings, as well as commuting students, may also participate in Living Learning Center programs and take the minors. For minor requirements, see the specific listings in the “Approved Majors, Minors, and Programs” chapter.

Community Service Learning

Faculty Director: Charles Robbins,  
School of Social Welfare

The Community Service Learning Living Learning Center, housed in James College, is designed to use the special educational opportunities available at Stony Brook to create citizens with the depth of commitment to community service that the 21st century will demand. Acquisition of skills and knowledge is combined with a fostering of an appreciation by students of their role as citizens both in the University and in the surrounding communities.
Environmental Studies  
Faculty Director: Kamazima Lwiza,  
School of Marine and Atmospheric Sciences  
The Environmental Studies Living Learning Center, housed in Hendrix College, offers an environmental studies minor as well as activities that emphasize both scientific and social issues encompassed by the broad field of environmental studies. Through this program, motivated natural science and social science students are able to apply their coursework specifically to the study of the environment.  
The minor in environmental studies is designed to give students enhanced exposure to one subfield of environmental studies—the natural science of the environment.

Health and Wellness  
Faculty Director: Hector Sepulveda,  
Health Care Policy and Management  
The Health and Wellness Living Learning Center, housed in Schick College, is designed to give students a foundation in the concepts of healthy living and to help students select future studies and careers in the health professions.

Human Sexual and Gender Development  
Faculty Director: Eric Haralson, English  
The Human Sexual and Gender Development Living Learning Center, housed in Eisenhower College, offers a minor in human sexual and gender development and brings an interdisciplinary perspective to the examination of evolving concepts of a gendered, sexual self. Small group seminars focus on sex, gender, and the human life course, while students broaden their understanding with relevant courses in the arts, sciences, and social sciences.

Interdisciplinary Arts  
Faculty Director: Norman Prusslin, Theatre Arts  
The Interdisciplinary Arts Living Learning Center, housed in Sanger College, offers a minor in interdisciplinary arts and provides an interdisciplinary and collaborative perspective on the fine arts. It is designed to explore the factors that unify the arts in modern culture and society.

International Studies  
Faculty Director: TBA  
The International Studies Living Learning Center, housed in Stimson College, provides an integrated view of institutions, ideas, historical traditions, and aspirations of peoples of other countries or regions. The minor is open to all undergraduates who wish to add an academic dimension to their residential experience.

Media Arts  
Faculty Director: Norman Prusslin, Theatre Arts  
The Media Arts Living Learning Center, housed in Douglass College, offers a minor in media arts with courses examining media technology, theory, and practice. The program builds on strong relationships with student media organizations, and encourages research, independent study projects, and internship opportunities. Projects can include assignments in radio, television, and print journalism.

Science and Engineering  
Faculty Director: Thomas Robertazzi, Mechanical Engineering  
The Science and Engineering Living Learning Center, housed in O'Neill College, is intended for motivated students with an interest in science, engineering, and mathematics who wish to better prepare for their chosen professions through multidisciplinary inquiry and development of communication skills. Courses prepare students for the issues and events that they will confront in subsequent careers or graduate study.

National Student Exchange  
Program Coordinator: Barbara Fletcher  
Office: 180 Administration Building  
Phone: 632-6712  
E-mail: Barbara.Fletcher@stonybrook.edu  
The National Student Exchange (NSE) offers undergraduate students an opportunity to study for up to one year at one of more than 160 state colleges and universities in the United States and its territories. Students return from exchange with new perspectives on their education and a better appreciation of their home regions, families, and campuses, as well as an increased awareness of the differences in ideas and values that exist across the United States.

To qualify for the program students must be studying full time when they apply and have completed a full-time course of study in the semester prior to the exchange semester with a cumulative g.p.a. of 2.50 or higher. The application includes recommendations and a personal statement of intent, as well as academic advising and an interview with the program coordinator.

Students are encouraged to select schools in geographic and cultural settings that provide academic enrichment opportunities not available on the home campus.

NSE brochures, information about tuition and fees, application forms, and interviews are available from the coordinator of the National Student Exchange Program. More information is available on the Stony Brook University Web site (http://www.stonybrook.edu/nse) and on the national Web site (http://www.nse.org).

Scholars for Medicine  
Scholars for Medicine earn a B.A./M.D. degree with four years of undergraduate coursework and four years of medical school. All Scholars for Medicine are individually counselled on their careers throughout their participation in the program. Benefits include full or partial scholarship funds, help in finding laboratory placements for undergraduate research, regular advising from either the Director of the Honors College or WISE program and the pre-medical advisor, opportunities to meet faculty in the School of Medicine, and support and encouragement in the exploration of undergraduate and career opportunities.

Scholars for Medicine positions are available to select entering freshmen who have been accepted to either the Honors College or WISE programs. Eligibility criteria are: nomination of high school seniors by the Honors College; 1350 or above on the SATs; maturity; evidence of social commitment; evidence of interest in science; high moral character; breadth of interests; and strong communication skills. See the Scholars for Medicine entry in the Health Sciences Schools Programs chapter of this Bulletin for complete information.

Undergraduate Research and Creative Activities Program (URECA)  
Director: Karen Kernan  
Office: N-3005 Melville Library  
Phone: 632-7114  
E-mail: Karen.Kernan@stonybrook.edu  
Web site: http://www.stonybrook.edu/ureca  
Undergraduate Research and Creative Activities (URECA) awards summer
Undergraduate Teaching Assistantships

Recognizing that teaching is a valuable component of learning, faculty members offer undergraduate teaching practica to permit qualified undergraduates to participate under faculty supervision in teaching courses. These teaching practica are intended to enhance the liberal education of the participating students by introducing them, under the guidance of faculty, to some of the aspects of successful teaching. Students receive academic credit for the learning and experience they acquire in undergraduate teaching practica.

Undergraduate teaching assistants must be juniors or seniors (U3 or U4 status). They must have demonstrated mastery of the subject matter by having completed and excelled in the course in which they will be assisting or in a similar but more advanced version of that course.

Undergraduate teaching assistants must not grade any work that contributes to the final course grade, although they may be assigned to read and criticize drafts of work that have already been graded. All evaluations of student performance that contribute to the final course grade are the exclusive responsibility of faculty and cannot be delegated to undergraduate teaching assistants. Undergraduate teaching assistants must not see any version of any quiz, test, or examination nor must they proctor an examination in the course in which they are assisting. Exceptions to this rule may be made only by special permission of the Office of the Dean and College Curriculum Committee.

To receive credit for working as undergraduate teaching assistants, students enroll in a department’s teaching practicum, numbered 475 or 476. These practica are designed to broaden the students’ knowledge of the subject matter of the course and to instruct them in techniques of teaching and evaluation. Students may not be given credit for independent reading or research for teaching assistance nor may they register in the course in which they are assisting. (Upon discovery of the awarding of such credit—at any time—it will be removed from the student’s record.) Only Satisfactory/Unsatisfactory grades are recorded in 475 and 476 courses.

Faculty members with either graduate or undergraduate teaching assistants must inform the students in their classes of the status of each teaching assistant.

Students may earn three credits in a department’s course for undergraduate teaching assistants numbered 475. They may later enroll in a 476 course in the same department, if available, or in a second 475 course in a different department. No more than six credits earned through teaching practica may apply toward the bachelor’s degree.

Women in Science and Engineering (WISE)

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WISE is a multifaceted program designed to engage women who have ability and interest in mathematics, science, or engineering in the excitement and challenge of research. Identified as a national model program by the National Science Foundation, WISE offers a combination of curricular and extracurricular activities, such as hands-on research experience from the first year on, membership in small study groups led by advanced undergraduate women “junior mentors,” individual academic advising, frequent interaction with faculty, and numerous social activities that range from guest lectures to field trips. Through participation in WISE, students become part of a community of women scientists that also includes women graduate students, faculty, and scientists from Brookhaven National Laboratory, Cold Spring Harbor Laboratory, and industry.

Acceptance

To qualify for WISE, applicants must be women who are moving directly from high school to college and have a demonstrated aptitude and interest in science, mathematics, or engineering as evidenced by such factors as four years of mathematics and/or science courses in high school, above-average grades, research or other relevant experience, or above-average scores on the quantitative parts of the SAT or ACT examination or an SAT science or mathematics achievement test. See also the Scholarships and Awards chapter.

Academic Requirements

WISE participants must fulfill Stony Brook’s general education requirements, known as the Diversified Education Curriculum (D.E.C.), in addition to the requirements of their major department. Where appropriate, the WISE academic requirements may be applied toward the DEC or the student’s major. WISE students are eligible for and encouraged to take honors courses, where appropriate. WISE students may pursue the one-year program alone, or elect to participate in a full four-year curriculum. All WISE women are expected to maintain a minimum grade point average of 3.00 and remain in good academic standing.

All WISE students must satisfy the following first-year requirements:

1. The one-credit course Becoming a Scientist, offered as a special section of the University freshman seminars and taught by a faculty member in the sciences
2. WSE 187 Introduction to Research
3. Two semesters of mathematics and science courses for prospective science and engineering majors, such as MAT 131, 132 or 141, 142; or CHE 131, 132 or 141, 142; or PHY 131, 132 or 141, 142
4. Attendance at all mentoring sessions, entailing approximately six hours per week (see Extracurricular Programs below)
5. Attendance at all special evening programs and meetings (see Extracurricular Programs below)

WISE students pursuing the four-year program must fulfill the following additional requirements during the remaining undergraduate years:

1. WSE 242 Social Dimensions of Science
2. One computer science course or 200-level mathematics course
3. MAT 160 Mathematical Problems and Game or PHY 311 Connections in Science
4. Mentoring Seminar offered under WST 488 Internship (one credit)
5. Professional Development Seminar offered under WST 488 Internship (one credit)
6. Senior honors thesis/design project (see Note)
7. Attendance at a minimum of three special evening programs or meetings per year (see Extracurricular Programs below)

Note: The honors thesis/design project is satisfied through successful completion of a six-credit, year-long independent research project culminating in the submission of a substantial research paper, written to the professional standards of the relevant academic discipline. Research should be modeled after those in peer-reviewed journals. The project must be reviewed by the student’s research mentor, WISE faculty advisor, and one other member of the WISE committee and be judged acceptable for successful completion of this requirement. In addition, at the end of the first semester, students must submit to their WISE academic advisor, a progress report on their activities. The senior honors thesis/design project requirement may be satisfied within the student’s major. In addition, students are encouraged to apply for their major’s departmental honors program. The thesis may apply toward both departmental honors and WISE requirements.

Peer Study Groups
Based on their mathematics and science courses, first-year WISE women are placed in five- or six-member peer study groups, led by a WISE junior mentor, using collaborative learning methods. In years two and three, peer study groups will be organized around science, engineering, and mathematics courses, depending on student needs. After the first year, participation in peer study groups is optional but recommended.

Special Evening Programs and Meetings
WISE sponsors regular evening programs and meetings attended by WISE undergraduates; faculty in the sciences, mathematics, and engineering; graduate students; and others. The programs include talks from faculty, students, and visiting scientists and engineers from Brookhaven National Laboratory, Cold Spring Harbor Laboratory, and private sector research firms; panel discussions in subjects such as educational and cultural factors that influence and shape women’s choices; workshops on résumé writing; and social events.

First-year women are required to attend all evening programs. Women completing the four-year WISE program must attend a minimum of three evening programs per year and are expected to play an increasing role in planning sessions and leading discussion groups.

WISE students are encouraged to live in the Whitman or Cardozo Residence Halls. Whitman is the site of the WISE Computer Room and many WISE activities.