

Education and Teacher Certification

Programs in

Education and Teacher Certification

Professional Education Program, accredited by NCATE, National Council for Accreditation of Teacher Education

DIRECTOR: Dorit Kaufman ASSOCIATE DIRECTOR AND TEACHER CERTIFICATION OFFICER: Marvin Glockner

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Secondary Education and Teacher Certification Programs in English; Foreign Languages (French, German, Italian, Spanish); Mathematics; Sciences (Biology, Chemistry, Earth Sciences, Physics); and Social Studies

Pre-Kindergarten through Grade 12 Certification in Teaching English to Speakers of Other Languages (TESOL)

Affiliated Faculty

Charles Backfish, *History, M.A.*

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.*

Georges Fouron, *Africana Studies, Ed.D.*

Charles Franco, *European Languages, Literatures, and Cultures, Ph.D.*

Lawrence Frohman, *History, Ph.D.*

Robert Goldenberg, *History, Ph.D.*

Caren Gough, *Biochemistry and Cell Biology, M.S.*

Gil Hanson, *Geosciences, Ph.D.*

Joy Janzen, *Linguistics, Ph.D.*

Sarah Jourdain, *European Languages, Literatures, and Cultures, Ph.D.*

Eugene Katz, *Microbiology, Ph.D.*

Dorit Kaufman, *Linguistics, Ph.D.*

Nadia Kennedy, *Mathematics, Ed.D.*

Robert Kerber, *Chemistry, Ph.D.*

Sasha Kirillov, *Mathematics, Ph.D.*

Joan Kuchner, *Psychology, Ph.D.*

Mike Ledgerwood, *European Languages, Literatures, and Cultures, Ph.D.*

Kenneth Lindblom, *English, Ph.D.*

Natalie Lukas, *SUTEC, M.S.*

Karen Lund, *English, M.A.*

Irene Marchegiani, *European Languages, Literatures, and Cultures, Ph.D.*

Robert McCarthy, *Physics and Astronomy, Ph.D.*

Markus Maier, *Psychology, Ph.D.*

Francisco Ordonez, *Hispanic Languages, Literatures, and Cultures, Ph.D.*

Linda Padwa, *Biochemistry and Cell Biology, M.A.T., M.A.*

Anthony Phillips, *Mathematics, Ph.D.*

Olga Plamenevskaya, *Mathematics, Ph.D.*

Lori Repetti, *Linguistics, Ph.D.*

Prosper Sanou, *European Languages, Literatures, and Cultures, Ph.D.*

Keith Sheppard, *Biochemistry and Cell Biology, Ed.D.*

Scott Sutherland, *Mathematics, Ph.D.*

Bente Videbaek, *English, Ph.D.*

Judith Wiegand, *Mathematics, M.S.*

Anne Wilding, *Linguistics, P.D., M.A.*

Ximena Zate, *Linguistics, Ph.D.*

Adjunct Faculty:

Estimated number: 16

Teaching Assistants:

Estimated number: 2

The Professional Education Program offers programs to prepare 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 Pre-K through 12. Stony Brook's teacher certification programs are registered and approved by the New York State Education Department.

Students complete the requirements of either a Departmental major or an interdisciplinary major in addition to teacher certification. It is recommended that students consult their planned major department as early as the second semester of the freshman year but no later than the second semester of their sophomore year to determine if the major includes the teacher education option. It is necessary to apply for admission to the Professional Education Program and to obtain guidance from program coordinators in completing teacher education and departmental major requirements for a degree. Teacher Education programs are offered in the following subject areas:

1. Certification Grades 7 through 12:

English

Foreign Languages: French, German, Italian, and Spanish

Mathematics

Sciences: Biology, Chemistry, Earth Sciences, General Science, Physics

Social Studies

2. Certification Grades Pre-K through 12:

Teaching English to Speakers of Other Languages (TESOL)

Combined Bachelor's/Master's Degree Programs are also available. Prospective students should contact the director of the certification program that they are interested in for information about this enrollment option.

All students seeking a certification and resulting NYS license in the teaching of a specific science (Biology, Chemistry, Earth Science, or Physics) at the adolescent level (Grades 7 to 12) can, by the completion of 18 credits in two or more sciences combined other than the primary science for which they are licensed, add a General Science Extension to their primary license. See your teacher preparation program director or academic advisor for additional information.

University-Wide Coordination of the Programs

The various programs, each of which is registered and approved by the New York State Education Department, are coordinated by the Nationally Accredited Professional Education Program (PEP). PEP performs a major role in the Long Island region by coordinating, supporting, strengthening, and developing: 1) undergraduate and graduate (pre-service) and graduate (in-service) teacher certification and teacher education; 2) educational research and development; and 3) school-university partnership programs. PEP has had a significant positive impact upon the Long Island region and is widely recognized as a symbol of Stony Brook University's commitment to teacher education.

The University-wide approach to teacher education adopted by Stony Brook provides graduates of our teacher education programs with the intellectual rigor of an academic major as well as a valuable professional credential that qualifies them to teach in New York State and many other states in the country.

Courses Related to the Teacher Education Programs

See the Course Descriptions listing in this *Bulletin* for complete information.

Courses Offered in English (for Secondary Teacher Education Program)

EGL 440 Performance and Technology in Teaching Literature and Composition

EGL 441 Methods of Instruction in Literature and Composition

EGL 449, 450 Field Experience, Grades 7-12

EGL 451 Supervised Student Teaching—English; Middle Level Grades 7-9

EGL 452 Supervised Student Teaching—English; High School Grades 10-12

EGL 454 Student Teaching Seminar

Courses Offered in Foreign Language Secondary Teacher Education

FLA 339 Methods and Materials in the Teaching of Foreign Languages

FLA 340 Curriculum Development and Micro-Teaching

FLA 439 Introduction to Technology for Language Teaching

FLA 440 Foreign Language Acquisition Research

FLA 449, 450 Field Experience, Grades 7-12

FLA 451 Supervised Student Teaching: Middle School Level Grades 7-9

FLA 452 Supervised Student Teaching: High School Grades 10-12

FLA 454 Student Teaching Seminar

Courses Offered in Linguistics (for Secondary Teacher Education Program)

LIN 344 Literacy Development

LIN 375 TESOL Pedagogy: Theory and Practice

LIN 378 Content-Based Language and Literacy Development

LIN 449, 450 Field Experience, Grades N-12

LIN 451 Supervised Teaching—ESL: Primary Grades N-6

LIN 452 Supervised Student Teaching in ESL: Secondary Grades 7-12

LIN 454 Managing Instruction, Assessment, and Resources

Courses Offered in Mathematics Secondary Teacher Education

MAE 301 Foundations of Secondary School Mathematics

MAE 302 Methods and Materials for Teaching Secondary School Mathematics

MAE 311 Introduction to Methods of Teaching Secondary School Mathematics

MAE 312 Micro-Teaching

MAE 330 Technology in Mathematics Education

MAE 447 Directed Readings in Mathematics Education

MAE 451 Supervised Teaching—Middle School Level Grades 7-9

MAE 452 Supervised Teaching—High School Grades 10-12

MAE 454 Student Teaching Seminar

Courses Offered in Science Secondary Teacher Education

SCI 410 Pedagogy and Methods for Science Education I

SCI 420 Pedagogy and Methods for Science Education II

SCI 447 Directed Readings in Science Education

SCI 449, 450 Field Experience, Grades 7-12

SCI 451 Supervised Teaching-Science: Middle Level Grades 7-9

SCI 452 Supervised Teaching-Science: High School Grades 10-12

SCI 454 Science Student Teaching Seminar

SCI 487 Applied Research

Courses Offered in Social Studies Education (for Secondary Teacher Education Program)

PSY 327 Human Growth and Development in the Educational Context

SSE 350 Foundations of Education

SSE 397 Teaching Social Studies

SSE 398 Social Studies Teaching Strategies

SSE 447 Directed Readings in Social Studies Education

SSE 449, 450 Field Experience, Grades 7-12

SSE 451 Supervised Student Teaching—Middle Level Grades 7-9

General Information

Clinical placements for Stony Brook students are available in a cross-section of partnering school districts that draw upon populations with a wide range of socio-economic and cultural backgrounds, and students with diverse needs. Many of these schools are

engaged in innovative and experimental programs in education.

The Office of Teacher Certification at Stony Brook advises prospective teacher certification candidates in Stony Brook programs on procedures for obtaining New York State teacher certification. Clearance and applications for the certificate are processed by the Office of Teacher Certification, which keeps all 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.

Certification is not automatic. Upon successful completion of the University's program, the student must apply for state certification by doing the following:

1. Complete the necessary application forms available from the Office of Teacher Certification
2. Complete the certificate requirements for Identification and Reporting of Child Abuse and Maltreatment, Substance Abuse Recognition and Referral, School Violence Prevention and Intervention, and Fingerprinting Clearance.
3. Pass the New York State Teacher Certification Examinations (NYSTCE)

The Career Placement Center helps students in three ways. 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) 682-6810 (Voice/TDD).

The Professional Education Programs follow guidelines set forth by the College of Arts and Sciences regarding rules effecting probation and/or academic dishonesty for undergraduate students matriculated in teacher education programs. Please refer to other sections of the *Undergraduate Bulletin* for additional information.

Requirements of the Teacher Education Programs

Students applying for certification must satisfy the following requirements:

1. Students must formally apply for admission to one of the six teacher certification programs by completion of the appropriate application with supporting documentation and "declaration of major form." An essay (minimum 300 words) on a topic germane to education is required of all students. Admission requirements may also include interviews and submission of writing samples. Registration in methods courses as well as other certification courses requires admission to the Professional Education Program. For some courses, approval of the PEP Program Director may be required. Submission of the application by the end of the sophomore year is recommended.
2. Students must complete all requirements of their chosen academic major, with a minimum of 36 credits in the content field required for teacher certification. Stony Brook requirements exceed NYSED requirements in most instances. Be sure to check specific requirements relative to the content area in which you wish to be certified with the appropriate Program Director.
3. Students must complete all pedagogy credits in the professional study of education (credits vary according to the specific certification program) including foundation and literacy courses, and 100 hours of fieldwork prior to student teaching with specific experiences dealing with areas related to high-needs districts, ethnic and cultural diversity, inclusion of students with special needs, integration of technology in the curriculum, literacy across all curricula, and other selected topics.
4. Students must complete 75 days of supervised student teaching.
5. All teacher candidates must have one year of a language other than English at the college level on a transcript of record. This requirement may be met through the study of American Sign Language as well as foreign languages. Please note that some majors have more extensive language requirements.

6. Students should maintain a cumulative g.p.a. of 2.75 to remain in good standing. A student who earns less than a C in either of two methodology courses and/or the student teaching seminar must repeat the course, as well as the associated field experience, and earn a satisfactory grade before being permitted to advance to the next course in the professional education sequence. A student who earns below a C in either the foundations or literacy courses must earn a satisfactory grade in these courses prior to being accepted for student teaching placement. Students must also meet program standards on all PEP performance assessments to remain in good standing and advance through the program. Professional education courses may only be repeated once. Students must complete all courses required for the major, cognate fields, and professional licensure before they will be allowed to student teach.

Note: In some instances, departmental requirements may vary from the standards outlined above. It is incumbent upon the student to contact the Teacher Education Program Director within their department or division for updates to these requirements. Requirements for degree and certification are subject to change; it is the responsibility of the individual student to consult the PEP Guide to Teacher Education for current regulations and further information.

The Liberal Arts and Sciences Test (LAST) is an assessment of general knowledge, concerned with basic verbal and mathematical reasoning. The Content Specialty Test (CST) is an assessment of knowledge in the cognate field and is predicated around the guidelines in a specific content area, grades 7-12. The Assessment of Teaching Skills-Written (ATS-W) is an assessment of knowledge of pedagogy and teaching methodology as it relates to a specific cognitive area.

Effective February 2004, all candidates for Initial License must have passed the LAST (Liberal Arts and Sciences Test), ATS-W, and CST to qualify for state certification. There are five test dates per annum and no more than two tests can be taken on any given test date. The LAST must

be taken no later than December for students who plan to student teach the following fall, and no later than July for students who plan to student teach in the spring semester. The other two tests should be taken at the first test administration during student teaching.

Prior to filing for certification, all teacher candidates must have their fingerprints cleared by the Division of Criminal Justice Services. In addition, all teacher candidates must have successfully completed two-hour seminar/workshops in Identification and Reporting of Child Abuse and Maltreatment, Substance Abuse Recognition and Referral, and School Violence Prevention and Intervention. Certificates of Completion for these workshops must accompany the application for license along with transcripts from all institutions attended that contain coursework relevant to the specific license. This coursework must contain content, pedagogy, field experience including student teaching, and a minimum of one year of language other than English at the college level. The language requirement may vary by major and in some instances may require completion of two years of language.

7. Additional requirements set by the academic department in charge of the certification area.

Note: Courses taken for Pass/No Credit may not be used to satisfy the preparation in professional education component of any Teacher Education Program.

The following sections describe specific requirements for each of the University's Teacher Education Programs.

English Secondary Teacher Education Program

PROGRAM DIRECTOR: Kenneth Lindblom, Ph.D., Department of English

Students interested in earning English Teacher Certification are encouraged to contact the Program Director for advisement.

Requirements for Initial Certification

- A. All requirements for the major in English with a minimum of 36 credits in the cognate field.

- B. A 3.00 grade point average.
- C. A writing sample that best reflects the candidate's good writing skills.
- D. Professional educational requirements:
 1. PSY 327 Human Growth and Development in the Educational Context
 2. SSE 350 Foundations of Education
 3. EGL 440 Performance and Technology in Teaching Literature and Composition
 4. EGL 441 Methods of Instruction in Literature and Composition
 5. EGL 449 Field Experience I
 6. EGL 450 Field Experience II
 7. LIN 344 Language Acquisition and Literacy Development
 8. EGL 451 Supervised Teaching—Grades 7-9
 9. EGL 452 Supervised Teaching—Grades 10-12
 10. EGL 454 Student Teaching Seminar

Note: To be eligible for EGL 441, students must have declared an English major and the teacher education program, and have taken at least one 300-level English course. The Program has established a number of specific requirements that may be satisfied through the courses taken to fulfill the requirements for the major. Consult with the Program Director for detailed information.

Foreign Languages Secondary Teacher Education Program

PROGRAM DIRECTOR: Sarah Jourdain, *Ph.D.*,
*Department of European Languages,
Literatures, and Cultures*

This program prepares students to be teachers of French, German, Italian, and/or Spanish in the secondary schools. It satisfies all requirements for New York State initial certification for the teaching of Languages Other Than English (LOTE), grades 7-12. This program is only open to students with majors in French, German, Italian, or Spanish.

Students who wish to enter this program are expected to consult the program director and establish an advising folder prior to the beginning of the junior year. Failure to do so may result in delays in meeting the certification requirements. The program is designed to be completed

sequentially in the last two years of the teacher candidate's degree program. The final semester of the program is a full-time student teaching experience in a regional school with accompanying evening seminar at the University.

Requirements for Initial Certification in Any of the Languages

- A. Completion of the requirements for the major in French, German, Italian, or Spanish
- B. Professional educational requirements:
 1. PSY 327 Human Growth and Development in the Educational Context
 2. SSE 350 Foundations of Education
 3. FLA 339 Methods and Materials in the Teaching of Foreign Languages and Field Experience I
 4. FLA 340 Curriculum Development and Micro-Teaching and Field Experience II
 5. LIN 344 Language Acquisition and Literacy Development
 6. FLA 449 Field Experience I
 7. FLA 450 Field Experience II
 8. FLA 451 Supervised Teaching—Foreign Language, Grades 7-9
 9. FLA 452 Supervised Teaching—Foreign Language, Grades 10-12
 10. FLA 454 Student Teaching Seminar

Students are urged to take as many advanced language courses as possible and participate in a study abroad program prior to student teaching. Students must complete 36 credit hours of courses in the language to be eligible for certification. Courses taught in English will not satisfy the language requirement for certification purposes.

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.

Students wishing to prepare for dual certification (i.e., certification in two foreign

languages) should consult the advisor for foreign language teacher education.

Notes:

1. To be eligible for FLA 339, the student must have declared a language major and the teacher education program, and have taken at least one 300-level language course and one 300-level literature course. Both FLA 339 and FLA 340 must be successfully completed prior to student teaching.
2. To be eligible for student teaching, students must have maintained a 3.00 g.p.a. in the major and a 2.75 g.p.a. overall.
3. Students should consider FLA 439, Introduction to Technology for Language Teaching, and FLA 440, Foreign Language Acquisition Research, in choosing electives for their major.

French, German, or Italian Secondary Teacher Education Program

Students wishing to prepare for certification as secondary school teachers of French, German, or Italian, or any combination of two languages, including Spanish, should consult appropriate departmental advisors concerning requirements and procedures for the teacher education program. Those seeking certification in German are urged to take GER 411, 412, and 438 in addition to the courses required for the major and certification.

Spanish Secondary Teacher Education Program

Students who wish to prepare for certification as secondary school teachers of Spanish should choose SPN 462, 463 or 465 in satisfying major Requirement A.5. They should consult appropriate departmental advisors concerning additional requirements and procedures in the teacher education program.

Mathematics Secondary Teacher Education Program

PROGRAM CO-DIRECTOR: Nadia Kennedy,
Ph.D., *Department of Mathematics*
PROGRAM CO-DIRECTOR: Lisa Berger, *Ph.D.*,
Department of Mathematics

This program prepares students to be teachers of mathematics in the secondary schools and satisfies all requirements for New York State initial certification for teaching mathematics, grades 7 to 12.

It is only open to students with majors in Mathematics or Applied Mathematics and Statistics.

Students who wish to enroll in the program should apply to the undergraduate mathematics teacher preparation program during the second semester of their sophomore year, or the first semester of their junior year. Applicants should have taken at least two semesters of calculus, linear algebra, and MAT 200. Completion of a third semester of calculus is strongly recommended. Applicants must have grades of "C" or higher in each of these courses, with an average grade of at least "B". In addition, applicants are required to have an overall grade point average of 2.75 or higher.

Requirements for Initial Certification

- A. Completion of either the mathematics or the applied mathematics and statistics major.
- B. 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
 - AMS 310 Probability and Statistics
- C. Professional educational requirements:
 1. MAE 301 Foundations of Secondary School Mathematics
 2. MAE 302 Methods and Materials for Teaching Secondary School Mathematics
 3. MAE 311 Introduction to Methods of Teaching Secondary School Mathematics
 4. MAE 312 Micro-Teaching
 5. MAE 447 Directed Readings in Mathematics Education
 6. PSY 327 Human Growth and Development in the Educational Context
 7. SSE 350 Foundations of Education
 8. LIN 344 Language Acquisition and Literacy Development

9. MAE 451 Supervised Teaching — Grades 7-9
10. MAE 452 Supervised Teaching—Grades 10-12
11. MAE 454 Student Teaching Seminar

Notes:

1. To be eligible for MAE 301/311, students must have declared a major in either mathematics or applied mathematics and statistics, and the teacher education program.
2. To be eligible to student teach, students must have:
 - passed the CST (Content Specialty Test)
 - a minimum cumulative g.p.a. of 2.75;
 - a grade of C or higher but with a minimum g.p.a. of 2.75 total in: all courses required for the MAT or AMS major; AMS 310; MAT 336; MAE 301, 302, 311, 312, 447; PSY 327, SSE 350; LIN 344.
 - a minimum g.p.a. of 2.75 in the MAE courses above.
3. With the permission of the Director of Mathematics Education, a well-prepared student may substitute MAT 364 for MAT 360.
4. Students are strongly encouraged to take MAE 330, AMS 301, and a one-year sequence that uses mathematics in physics, chemistry, biology, engineering science, or economics.

Science Secondary Teacher Education Program

PROGRAM DIRECTOR: Keith Sheppard, *Ed.D.*,
Department of Biochemistry and Cell Biology
PROGRAM ASSOCIATE DIRECTOR: Linda Padwa, *M.A.*,
Department of Biochemistry and Cell Biology
PHONE: (631) 632-7075

The Science Secondary Teacher Education Program offers undergraduate science education courses satisfying New York State requirements for initial certification as a secondary school teacher of biology, chemistry, earth science, general science, and physics. This program is only open to students with majors in biology, chemistry, earth and space sciences, physics.

Consult the Science Secondary Teacher Education Program concerning professional development courses. While the Program Director or Associate Director will advise regarding professional education requirements toward certification,

students should approach departmental Teacher Education Program Directors for advisement concerning content requirements only relative to obtaining a license within a given cognate field.

Biology Secondary Teacher Education Program

This program is designed for students preparing to teach biology in secondary schools. Consult the director of undergraduate studies in biology for more details about appropriate biology courses. The content Director for undergraduate Biology majors is Dr. Eugene Katz.

Chemistry Teacher Preparation Program

This program is designed for students preparing to teach chemistry in secondary schools. Consult the director of undergraduate studies in chemistry for more details about appropriate chemistry courses. The content Director for the undergraduate Chemistry program is Dr. Robert Kerber.

Earth Sciences Secondary Teacher Education Program

This program is designed for the student who is preparing to teach earth sciences in secondary schools. Consult the director of undergraduate studies in the Department of Geosciences for further details about appropriate disciplinary courses. The content Director for the undergraduate Earth Science program is Dr. Gilbert Hanson.

Physics Secondary Teacher Education Program

This program is designed for the student who is preparing to teach physics in secondary schools. Consult the director of undergraduate studies in physics for further details about appropriate physics courses. The content Director for the undergraduate Physics program is Dr. Robert McCarthy.

Requirements for Initial Certification in Any of the Sciences

- A. Completion of the requirements for the biology, chemistry, earth and space science or physics major
- B. Professional educational requirements:
 1. PSY 327 Human Growth and Development in the Educational Context

Pathways to Certification

Students must apply for admission and be formally accepted into each program.

Initial Licensure

	English	Foreign Languages	Mathematics	Sciences	Social Studies	TESOL
Introduction to Human Development	PSY 327	PSY 327	PSY 327	PSY 327	PSY 327	PSY 327
Foundations of Education	SSE 350	SSE 350	SSE 350	SSE 350	SSE 350	SSE 350
Methods Courses	EGL 440 EGL 441	FLA 339 FLA 340	MAE 301/311 MAE 302/447	SCI 410 SCI 420	SSE 397 SSE 398	LIN 375 LIN 378
Field Experience	EGL 449 EGL 450	FLA 449 FLA 450	MAE 312	SCI 449 SCI 450	SSE 449 SSE 450	LIN 449++ LIN 450++
Literacy Course (for new certifications)	LIN 344	LIN 344	LIN 344	LIN 344	LIN 344	LIN 344
Student Teaching	EGL 451 EGL 452	FLA 451 FLA 452	MAE 451 MAE 452	SCI 451 SCI 452	SSE 451 SSE 452	LIN 451 LIN 452
Student Teaching Seminar	EGL 454	FLA 454	MAE 454	SCI 454	SSE 454	LIN 454
36 credits in Content	English	FRN, GER, ITL, RUS, SPN	Mathematics and Applied Mathematics and Statistics	BIO, CHE, ESS, PHY	AFS, ANT, ECO, HIS, POL, SOC (48 credits required for Social Studies)	Linguistics
One year of language	*	*	*	*	*	Two years of language **
Child and Substance Abuse and Violence Prevention Seminars	#	#	#	#	#	#
NYSTCE—LAST, ATS-W, CST	##	##	##	##	##	English Proficiency (ELPA)

Professional Licensure

- Three years of teaching at Level (first year—mentored)
- Functionally relevant Master's Degree
- NYSTCE; ATS-P

License Maintenance

- 175 hours of in-service coursework within 5 years

Notes

- All teachers in New York State must be U.S. citizens or non-U.S. citizens who are lawful permanent residents, otherwise they will not be licensed.
- New NYSED requirements are effective February 2004.
- Please note that segments dealing with Integration of Technology in the Curriculum, Inclusion of the Special Child, Multi-Culturalism and Diversity in the Classroom, and Literacy (the teaching of reading and writing English in each content field) must be included in a) the two foundations courses, b) the methods courses, and c) a specially designed course that will be taught across the curricula.

++ Fieldwork is a co-requisite of each methods course.

* One year of a language other than English is required of all teachers in the State of New York, and may include American Sign Language (ASL).

** Two years of a language other than English is required for TESOL and may include ASL.

All teachers are required to submit evidence of completion of Child and Substance Abuse, and Violence Prevention Seminars. Fingerprint certification is also required.

All teachers must submit evidence of completion of the LAST, ATS-W, and CST.

Five-year combined bachelor's/master's programs across the disciplines have been approved by the New York State Department of Education. Please contact the program director for the certification program of your interest for advisement on course requirements for combined programs.

2. SSE 350 Foundations of Education

3. LIN 344 Language Acquisition and Literacy Development (3 credits)

4. SCI 410 Pedagogy and Methods for Science Education I

5. SCI 420 Pedagogy and Methods for Science Education II

6. SCI 449 Field Experience I

7. SCI 450 Field Experience II

8. SCI 451 Supervised Teaching—Middle Level Science (grades 7-9)

9. SCI 452 Supervised Teaching—High School Science (grades 10-12)

10. SCI 454 Science Student Teaching Seminar

Note: To be eligible for SCI 410/449, students must have declared a major in one of the above sciences and the teacher education program and have taken at least four science laboratory courses.

Social Studies Secondary Teacher Education Program

PROGRAM DIRECTOR: Lawrence Frohman, Ph.D., Department of History
 WEB ADDRESS:
<http://stonybrookhistory.org/blog/larry.frohman>

The Social Studies Secondary Teacher Education Program prepares undergraduates for initial certification as secondary school (7-12) social studies teachers. Students wishing to apply to the program should consult with the program director as early as possible in their academic careers to insure that all program requirements are completed in a timely manner and graduation is not delayed. This program is only open to students with majors in Africana studies, anthropology, economics, history, political science, and sociology.

Requirements for Initial Certification

Students must complete the following requirements:

A. Preparation in Social Sciences

1. A major in one of the following social science departments: Africana Studies, Anthropology, Economics, History, Political Science, or Sociology. These are the only majors that are acceptable for social studies certification.
2. A minimum of 48 credits in the social sciences, including courses in the departments mentioned above but excluding psychology, linguistics and multidisciplinary studies. Students should note that not all courses offered through interdisciplinary programs (Africana Studies and Women's Studies, in particular) are considered social science courses for the purpose of state certification. Check with a program advisor before enrolling in such courses.
3. The Program has established a number of specific requirements that must be satisfied through the 48 social science credits required by the program. Consult with the Program Director for detailed information.

B. Professional educational requirements:

1. PSY 327 Human Growth and Development in the Educational Context
2. SSE 350 Foundations of Education

3. LIN 344 Language Acquisition and Literacy Development
4. SSE 397 Teaching Social Studies
5. SSE 398 Social Studies Teaching Strategies
6. SSE 449 Field Experience I
7. SSE 450 Field Experience II
8. SSE 451 Supervised Teaching—Social Studies, Grades 7-9
9. SSE 452 Supervised Teaching—Social Studies, Grades 10-12
10. SSE 454 Student Teaching Seminar

Notes:

1. To enroll in SSE 397/449, students must have declared a major in an appropriate social science department, and been accepted into the teacher education program.
2. Courses taken for Pass/No Credit may not be used to satisfy the 48-credit Requirement A, Preparation in Social Science.
3. Business courses may not be used to satisfy the economics course requirement.
4. Students must have a g.p.a. of 2.75 or higher to qualify for student teaching.

Teaching English to Speakers of Other Languages (TESOL) Pre-K-12 Teacher Education Program

INTERIM PROGRAM DIRECTOR: Ximena Zate, Ph.D., P.D., Department of Linguistics

The TESOL Teacher Education Program prepares undergraduates for initial certification as Pre-K-12 teachers of English to Speakers of Other Languages. Students wishing to apply to the program should plan to major in linguistics and should consult with the program director as early as possible in their academic careers to insure completion of program requirements in a timely manner.

Requirements for Initial Certification

- A. Completion of all requirements for the major in Linguistics.
- B. A 3.00 g.p.a. in the major and a 2.75 overall g.p.a.
- C. Two years of college-level study of a language or languages other than English. (Completion of Skill 3 Basic Foreign Language Competence satisfies the first year of this requirement.)

fies the first year of this requirement.)

D. Linguistics and foundations courses:

- LIN 101 Introduction to General Linguistics
- LIN 201 Phonetics
- LIN 211 Syntax
- LIN 301 Phonology
- LIN 307 Introduction to Sociolinguistics
- LIN 431 Structure of an Uncommonly Taught Language
- Plus two additional 3 credit upper division linguistics courses

E. Professional educational requirements:

1. PSY 327 Human Growth and Development in the Educational Context
2. SSE 350 Foundations of Education
3. LIN 344 Language Acquisition and Literacy Development
4. LIN 375 TESOL Pedagogy: Theory and Practice
5. LIN 378 Content-based Language and Literacy Development
6. LIN 449 Field Experience I (1 credit co-requisite of LIN 375)
7. LIN 450 Field Experience II (1 credit co-requisite of LIN 378)
8. LIN 451 Supervised Student Teaching in TESOL (grades P-6)
9. LIN 452 Supervised Student Teaching in TESOL (grades 7-12)
10. LIN 454 Managing Instruction, Assessment and Resources

Note: To be eligible for LIN 375, students must have:

1. declared a major in linguistics
2. been accepted into the TESOL Education program
3. received a grade of C or higher in LIN 101, 201, or 211
4. for non-native speakers of English, received a SPEAK score of 57 or higher or TOEFL (iBT) Speaking score of 28