

Education and Teacher Certification

Programs in Education and Teacher Certification

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

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Secondary Education and Teacher Certification Programs in English; Foreign Languages (Chinese, French, German, Italian, Japanese, 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)

Education and Teacher Certification

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: Chinese, French, German, Italian, Japanese, and Spanish
 #Mathematics
 #Sciences: Biology, Chemistry, Earth Sciences, Physics (General Science 7-12 Extension Certification options are available for these programs)
 #Social Studies

2. Certification Grades Pre-K through 12:

#Teaching English to Speakers of Other Languages (TESOL)

Accelerated 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 graduate and five-year accelerated bachelor's/master's level programs include 5-6 extension options (except for TESOL, which is a PreK-12 program) with the addition of CEE 601 and CEE 602.

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 through the Interstate Agreement on the Qualification of Educational Personnel.

Requirements for the Teacher Education Programs

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 upon presentation of a hand-signed FERPA Release Form.

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 online application form, available on NYSED's TEACH website (<http://www.highered.nysed.gov/tcert/certificate/apply.html>).
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). Information about these standardized tests may be found on the following website: <http://www.nystce.nesinc.com/>.
4. Submit a completed FERPA Release Form and Information Sheet with accompanying processing fee to the Teacher Certification Office for recommendation to NYSED upon completion of an institutional-based program.

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 (500-750 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 with grades of "C" or better. 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. Requisites for Oral Language Proficiency in English for applicants whose native language is other than English may be found in the PEP *Guide to Teacher Education*.
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.

New York State requires all teacher candidates who are applying for initial certification to pass several standardized tests. The New York State Education Department is currently in the process of updating its testing requirements. Students should visit the following web link to get an overview of the fields of knowledge assessed on these exams, and for the most up-to-date information pertaining to these requirements: <http://www.nystce.nesinc.com/>. It is recommended that students contact their program director for guidance in this process.

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, as well as a three-hour Autism seminar offered through the Cody Center. 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, including specific course content areas required for accreditation. See Program Director for details.

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. CEF 347 Introduction to Special Education
4. EGL 440 Performance and Technology in Teaching Literature and Composition
5. EGL 441 Methods of Instruction in Literature and Composition
6. EGL 449 Field Experience I
7. EGL 450 Field Experience II
8. LIN 344 Language Acquisition and Literacy Development
9. EGL 451 Supervised Teaching--Grades 7-9
10. EGL 452 Supervised Teaching--Grades 10-12
11. 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 Chinese, French, German, Italian, Japanese, 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 Asian and Asian American Studies, 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 Asian and Asian American Studies, 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. CEF 347 Introduction to Special Education
4. FLA 339 Methods and Materials in the Teaching of Foreign Languages and Field Experience I
5. FLA 340 Curriculum Development and Micro-Teaching and Field Experience II
6. LIN 344 Language Acquisition and Literacy Development
7. FLA 449 Field Experience I
8. FLA 450 Field Experience II
9. FLA 451 Supervised Teaching--Foreign Language, Grades 7-9
10. FLA 452 Supervised Teaching--Foreign Language, Grades 10-12
11. 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, GER 412, and GER 438 in addition to the courses required for the major and certification.

Chinese or Japanese Secondary Teacher Education Program

Students wishing to prepare for certification as secondary school teachers of Chinese or Japanese, or any combination of two languages, including French, German, Italian, and Spanish, should consult appropriate departmental advisors concerning requirements and procedures for the teacher education program.

Spanish Secondary Teacher Education Program

Students who wish to prepare for certification as secondary school teachers of Spanish should choose SPN 462, SPN 463 or SPN 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 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. Sophomore 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. CEF 347 Introduction to Special Education
9. LIN 344 Language Acquisition and Literacy Development
10. MAE 451 Supervised Teaching - Grades 7-9
11. MAE 452 Supervised Teaching--Grades 10-12
12. MAE 454 Student Teaching Seminar

Notes:

1. To be eligible for MAE 301/MAE 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, MAE 302, MAE 311, MAE 312, MAE 447; PSY 327, SSE 350; LIN 344;
 - a minimum g.p.a. of 2.75 in the MAE courses above;
 - a minimum cumulative g.p.a. of 2.75 in the mathematics courses above, or permission of program director.
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. J. Peter Gergen. The undergraduate Biology Advisor for the Teacher Preparation Program is Ms. Ellen Lopez.

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. Susan Oatis.

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
2. SSE 350 Foundations of Education
3. CEF 347 Introduction to Special Education
4. LIN 344 Language Acquisition and Literacy Development (3 credits)
5. SCI 410 Pedagogy and Methods for Science Education I
6. SCI 420 Pedagogy and Methods for Science Education II
7. SCI 449 Field Experience I
8. SCI 450 Field Experience II
9. SCI 451 Supervised Teaching-Middle Level Science (grades 7-9)
10. SCI 452 Supervised Teaching-High School Science (grades 10-12)
11. SCI 454 Science Student Teaching Seminar

Note: To be eligible for SCI 410/SCI 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

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. CEF 347 Introduction to Special Education
4. LIN 344 Language Acquisition and Literacy Development
5. SSE 397 Teaching Social Studies
6. SSE 398 Social Studies Teaching Strategies
7. SSE 449 Field Experience I
8. SSE 450 Field Experience II
9. SSE 451 Supervised Teaching-Social Studies, Grades 7-9
10. SSE 452 Supervised Teaching-Social Studies, Grades 10-12
11. SSE 454 Student Teaching Seminar

Notes:

1. To enroll in SSE 397/SSE 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 must major in Linguistics and have a minimum GPA of 2.75 overall and 3.0 in the major. Prospective applicants must consult with the Undergraduate Director in Linguistics and the Director of the TESOL Program as early as possible in their academic careers to ensure completion of the program requirements in a timely manner. The PEP Undergraduate Application form must be submitted to the Director of the TESOL Education Program by April 15 for Fall admission and by November 15 for Spring admission. Students must maintain a 2.75 overall GPA and a 3.0 GPA in the major in order to remain in the program.

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.)

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 one additional 3 credit upper division linguistics course

E. Professional educational requirements: 1. PSY 327 Human Growth and Development in the Educational Context

2. SSE 350 Foundations of Education

3. CEF 347 Introduction to Special Education

4. LIN 344 Language Acquisition and Literacy Development

5. LIN 375 TESOL Pedagogy: Theory and Practice

6. LIN 378 Content-based Language and Literacy Development

7. LIN 449 Field Experience I (1 credit co-requisite of LIN 375)

8. LIN 450 Field Experience II (1 credit co-requisite of LIN 378)

9. LIN 451 Supervised Student Teaching in TESOL (grades P-6)

10. LIN 452 Supervised Student Teaching in TESOL (grades 7-12)

11. 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, LIN 201, or LIN 211
4. For non-native speakers of English, received a SPEAK score of 57 or higher or TOEFL (iBT) Speaking score of 28

Pathways to Certification

Initial Licensure requires course work as indicated in the charts below. *Students must apply for admission and be formally accepted into each program*

Professional Licensure requires 3 Yrs. of Teaching at Level (1st year – mentored) and a functionally relevant Master's Degree containing a minimum of 12 Cr. content course work in area of initial certification.

License Maintenance requires 175 Hrs. of In-service Course work within 5 years

	English	English	Foreign Languages	Foreign Languages	Mathematics	Mathematics
Initial Licensure	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Intro to Human Development (UG); Human Development (Grad)	PSY 327 @@	PSY 595 ^	PSY 327 @@	PSY 595 ^	PSY 327 @@	PSY 595 ^
Foundations of Educ. (U.G.); Educ. Theory & Pract. (Grad)	SSE 350	CEE 505	SSE 350	CEE 505	SSE 350	CEE 505
Intro to Spec. Ed. (U.G.)/Principles and Practices of Spec. Ed. (Grad)	CEF 347	CEF 547	CEF 347	CEF 547	CEF 347	CEF 547
Methods Courses	EGL 440 EGL 441	CEE 588 CEE 593	FLA 339 FLA 340	FLA 505 FLA 506	MAE 311 MAE 302	MAE 510 MAE 520

					MAE 447	MAE530
Field Experience	EGL 449 EGL 450	CEF 551 CEF 552	FLA 449 FLA 450	FLA 549 FLA 550	MAE 312	MAE 540
Literacy Course (for new certifications)	LIN 344	LIN 544	LIN 344	FLA 540	LIN 344	LIN 544
Student Teaching	EGL 451 EGL 452	CEQ 591 CEQ 592	FLA 451 FLA 452	FLA 507 or FLA 540	MAE 451 MAE 452	MAE 551 MAE 552
Student Teaching Seminar	EGL 454	CEE 590	FLA 454	FLA 554	MAE 454	MAE 554
36 Credits in Content (U.G.); 15 Cr. Additional Content in MAT Degree Programs (Except Mathematics which requires only 12 Cr. Additional Content)	English #	English #	CHI, FRN, GER, ITL, JPN, RUS, SPN €	FRN, GER, ITL, RUS, SPN €€	Mathematics & Applied Math and Statistics	MAT, AMS
1 Yr. of Language	*	*	*	*	*	*
Child Abuse, Substance Abuse, Violence Prevention & Autism Seminars	#	#	#	#	#	#
NYSTCE — Standardized Exams	+	+	+	+	+	+

	Sciences	Sciences	Social Studies	Social Studies	TESOL	TESOL
Initial Licensure	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Intro to Human Development (UG); Human Development (Grad)	PSY 327 @@	PSY 595 ^	PSY 327 @@	PSY 595 ^	PSY 327 @@	PSY 595 ^
Foundations of Educ. (U.G.); Educ: Theory & Pract. (Grad)	SSE 350	CEE 505	SSE 350	CEE 505	SSE 350	CEE 505
Intro to Spec. Ed. (U.G.)/Principles and Practices of Spec. Ed. (Grad)	CEF 347	CEF 547	CEF 347	CEF 547	CEF 347	CEF 547
Methods Courses	SCI 410 SCI 420	SCI 510 SCI 520	SSE 397 SSE 398	CEE 577 CEE 578	LIN 375 LIN 378	LIN 524 LIN 529
Field Experience	SCI 449 SCI 450	SCI 549 SCI 550	SSE 449 SSE 450	CEF 548 CEF 549	LIN 449 @ LIN 450 @	LIN 579 @
Literacy Course (for new certifications)	LIN 344	LIN 544	LIN 344	LIN 544	LIN 344	LIN 532 LIN 541

Student Teaching	SCI 451 SCI 452	SCI 551 SCI 552	SSE 451 SSE 452	CEQ 581 CEQ 582	LIN 451 LIN 452	LIN 581 LIN 582
Student Teaching Seminar	SCI 454	SCI 554	SSE 454	CEE 580	LIN 454	LIN 574
36 Credits in Content (U.G.); 15 Cr. Additional Content in MAT Degree Programs	BIO, CHM, ESS, PHY	BIO, CHM, ESS, PHY	AFS, ANT, ECO, HIS, POL, SOC (S.S. 48 cred)	See Footnote##	Linguistics	Linguistics
1 Yr. of Language	*	*	*	*	2 Yrs. of Language**	2 Yrs. of Language**
Child Abuse, Substance Abuse, Violence Prevention & Autism Seminars	#	#	#	#	#	#
NYSTCE — Standardized Exams	+	+	+	+	English Language Proficiency	English Language Proficiency

Notes:

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 the two foundations courses and in the methods courses as well as in a specially designed course that will be taught across the curricula.

* 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). A minimum grade of “C” is required in each course to be considered valid for meeting certification program requirements.

** Two years of a language other than English is required for TESOL and may include ASL. A minimum grade of “C” is required in each course to be considered valid for meeting certification program requirements.

All teachers are required to submit evidence of completion of Child and Substance Abuse, and Violence Prevention Seminars. Since students with special needs are now included in traditional classrooms, certification candidates must now show completion of a three hour Autism Seminar offered through the Cody Center. Fingerprint certification is also required.

+ All teachers must submit evidence of having passed the NYSTCE standardized tests required by the New York State Education Department. The following website provides information about these requirements (<http://www.nystce.nesinc.com>).

@ Field is a co-requisite of each methods course.

@@ Formerly SSE 327.

^ Formerly CEE 565. Effective fall 2008, CEE 565 will no longer be accepted towards completion of Stony Brook’s registered and approved graduate level teacher education programs.

English credits must include specific content areas. Contact Program Director for specifics.

Applicants must have an undergraduate degree in history or one of the other social sciences, excluding psychology (plus a minimum 18 credits in history).

€ Undergraduate majors in Chinese and Japanese require 30 credits in the content field.

€€ Graduate Students in the Foreign Language programs are also required to take FLA 571, Technology and Education. New Special Education course requirements CEF 347 (U.G.) and CEF 547 (Grad) effective September 1, 2011.

Initial Certification: All students who have been formally admitted to and successfully complete an initial certification program at Stony Brook University, are eligible for an initial certification with institutional recommendation.

International Students: All international students who graduate from a “registered and approved” program at Stony Brook and obtain an initial certification may work in New York State with an appropriate visa. These individuals who hold an initial license must become naturalized citizens or obtain a permanent-resident green card within five years of receiving their initial certification or their license will expire.

Professional Certification: All teachers in New York State must earn a functionally relevant master's degree containing a minimum of twelve credits in the content area of initial license and teach at level (grade level range encompassed within initial certification) for a minimum of three years, the first of which must be mentored. All teachers in New York State must be U.S. citizens or non-U.S. citizens who have obtained lawful permanent resident status. Otherwise they will not be licensed.

Five-year accelerated bachelor's/master's programs have been approved by the New York State Education Department (January 2006) for admissions beginning in the fall of 2006. Please contact the program director for the certification program of your interest in order to obtain advisement on course requirements.

CHI

Chinese Language

CHI 101: Intensive Elementary Chinese

An intensive, 6-credit, elementary-level Chinese language course that provides foundational knowledge and skills including pronunciation, basic everyday conversational proficiency, principles of character formation, basic grammatical rules, and basic cultural norms and preferences that govern language use. Drawing upon a communicative approach, this course situates oral and written language in real-life contexts and promotes learner-centered, interactive classroom activities. This course is designed for students who have no prior knowledge of the language. A student who has had two or more years of Chinese in high school (or who has otherwise acquired an equivalent proficiency) may not take CHI 101 without written permission from the supervisor of the course. May not be taken for credit after any other course in Chinese.

6 credits

CHI 111: Elementary Chinese I

An introduction to spoken and written Chinese Mandarin, with equal attention to speaking, reading, and writing. Laboratory practice supplements class work. No student who has had two or more years of Chinese in high school or who has otherwise acquired an equivalent proficiency will be permitted to enroll in CHI 111 without written permission from the supervisor of the course.

4 credits

CHI 112: Elementary Chinese II

An introduction to spoken and written Chinese Mandarin, with equal attention to speaking, reading, and writing. Laboratory practice supplements class work.

Prerequisite: CHI 111

4 credits

CHI 201: Intensive Intermediate Chinese

An intensive, 6-credit, intermediate-level course on spoken and written Mandarin Chinese. Drawing upon a communicative approach, this course situates oral and written language in real-life contexts and promotes learner-centered, interactive classroom activities. May not be taken for credit in addition to CHI 211 or CHI 212.

Prerequisite: CHI 101, CHI 112, or placement test

6 credits

CHI 210: Elementary Chinese for Chinese Speakers

An elementary level Chinese language course for students who have had some exposure to the Chinese cultural norms and conventions and who already can communicate in Chinese orally on topics of daily routines, although with grammatical mistakes and non-standard pronunciation, but cannot read or write. The course focuses on reading and writing skills and expands the depth and scope of exposure to the Chinese culture.

4 credits

CHI 211: Intermediate Chinese I

An intermediate course in Chinese Mandarin to develop audiolingual skills and reading and writing ability. Selected texts serve as the basis for practice in reading comprehension and composition. Intensive exercises in character writing are required to develop writing technique.

Prerequisite: CHI 112 or CHI 210 or proficiency in Chinese

3 credits

CHI 212: Intermediate Chinese II

An intermediate course in Chinese Mandarin to develop audiolingual skills and reading and writing ability. Selected texts serve as the basis for practice in reading comprehension and composition. Intensive exercises in character writing are required to develop writing technique.

Prerequisite: CHI 211

3 credits

CHI 301: Advanced Chinese I

The first part of an advanced course designed for the third-year students of Chinese as a foreign or heritage language to strengthen their ability to understand, speak, read, and write Chinese beyond the intermediate level. Students learn to read and comprehend a variety of texts from Chinese newspaper/magazine articles, TV/films, and literary works and to write creatively and professionally in Chinese using sophisticated vocabulary and advanced Chinese characters. Students will also be trained to comprehend authentic spoken Mandarin Chinese, using a variety of audio-visual materials and to communicate in Mandarin Chinese, applying appropriate socio-cultural norms. This course is not intended for students who already speak Chinese natively.

Prerequisite: CHI 212 or CHI 201 or proficiency in Chinese

3 credits

CHI 302: Advanced Chinese II

The second part of an advanced course designed for the third-year students of Chinese as a foreign or heritage language to strengthen their ability to understand, speak, read, and write Chinese beyond the intermediate level. Students learn to read and comprehend a variety of texts from Chinese newspaper/magazine articles, TV/films, and literary works and to write creatively and professionally in Chinese using sophisticated vocabulary and advanced Chinese characters. Students will also be trained to comprehend authentic spoken Mandarin Chinese, using a variety of audio-visual materials and to communicate in Mandarin Chinese, applying appropriate socio-cultural norms. This course is not intended for students who already speak Chinese natively.

Prerequisite: CHI 301 or placement test

3 credits

CHI 410: Business Chinese

A course designed for students who wish to expand their Chinese communication skills in a business context and understand socio-economic situations as well as socio-cultural values in China. Upon completing this course, students will be able to hold conversations with correct business vocabulary and with culturally appropriate manners, read authentic materials related to business and economics in China, and write business correspondence in proper styles and formats.

Prerequisite: CHI 312 or equivalent

3 credits

CHI 411 - J: Readings in Journalistic Chinese

Narrative readings in Chinese selected from Chinese newspapers and magazines, including news reports and narrations on life styles, people, and landscapes. Students are expected to improve their skills in the analysis and writing of narrative readings. This course is designed for students who already have advanced level proficiency in Chinese, who can read and write everyday vernacular Chinese, but who have not been exposed to more formal language and literary forms. Not for credit in addition to the discontinued CHI 311.

Prerequisite: CHI 302 or placement test

3 credits

CHI 412 - J: Readings in Classical Chinese

Introduction to writings in Chinese that appeared before the May 4th Movement (circa 1920), which marked the beginning of modern Chinese. The course introduces students to readings in classical Chinese and to acquaint students with cultures and customs

of traditional China. This course is designed for students who already have advanced level proficiency in Chinese, who can read and write everyday vernacular Chinese, but who have not been exposed to more formal language and literary forms. Not for credit in addition to the discontinued CHI 312.

Prerequisite: CHI 302 or placement test
3 credits

CHI 421 - J: Chinese Poetry and Short Stories

Selected masterpieces of poetry and short stories written during the first half of the 20th century. Students are expected to improve their skills in literature appreciation and to model their own writings after works read in class. This course is designed for students who already have advanced level proficiency in the Chinese language in all its forms including reading and writing. Not for credit in addition to the discontinued CHI 395 or CHI 321.

Prerequisite: Advanced level proficiency in Chinese
3 credits

CHI 422 - J: Chinese Lyric Prose and Plays

Selected masterpieces of lyric prose and drama written during the first half of the 20th century. Students are expected to improve their skills in literature appreciation and to model their own writings after works read in class. This course is designed for students who already have advanced level proficiency in the Chinese language in all its forms including reading and writing. Not for credit in addition to the discontinued CHI 396 or CHI 322.

Prerequisite: Advanced level proficiency in Chinese
3 credits

CHI 426: Structure of Mandarin Chinese

Mandarin Chinese is only one of a very few contemporary languages whose history is documented in an unbroken tradition extending back to the second millennium BC. At the same time, it has more speakers than any other language spoken in the modern world. This course, which is taught in English, provides an introduction to the phonology, morphology, syntax, semantics, and writing system of the Mandarin Chinese language. It is designed to familiarize students with some fundamental knowledge of the structure of spoken and written Mandarin Chinese. Specifically, it aims to enable the students to acquire an understanding of basic methods used by linguists to observe and gather Mandarin Chinese data, to delineate structural properties with regard to the sound, tone, word, grammar,

and discourse of the language, and to develop a basic typological comparison between Mandarin Chinese and English. Not for credit in addition to AAS 350.

Prerequisite: CHI 302 or permission by instructor
3 credits

CHI 447: Directed Readings in Chinese

Individually supervised readings in selected topics in Chinese language and literature or, alternatively, for the purpose of developing Chinese vocabulary in a secondary field, in selected topics in the humanities, social sciences, or natural sciences. May be repeated.

Prerequisite: Permission of department
1-6 credits

CHI 475: Undergraduate Teaching Practicum I

Each student conducts a weekly recitation section that supplements a lecture course. The student receives regularly scheduled supervision from the instructor. Responsibilities may include preparing material for discussion and helping students with practice sessions.

Prerequisites: Interview; permission of instructor
3 credits, S/U grading

CHI 476: Undergraduate Teaching Practicum II

Each student conducts a weekly recitation section that supplements a lecture course. The student receives regularly scheduled supervision from the instructor. Responsibilities may include preparing material for discussion and helping students with practice sessions.

3 credits, S/U grading

CHI 487: Independent Research

An individual research project in Chinese, such as translation, analysis of documents or literature, etc., in consultation with the instructor. Students are expected to meet at regular intervals and to present the completed project at the end of the semester. May be repeated.

Prerequisites: Interview; permission of instructor
0-3 credits

CEF

School of Professional Development

CEF 347: Introduction to Special Education

An overview that will provide core knowledge of special education practices and legislation. Students will refine their knowledge of the values, issues, practices, and policies that guide the field of special education. Students will develop and improve skills in topics of special education, education efficacy, instructional issues, early intervention, transitions, family, and community concerns. As of Fall 2011, this course meets the NYS special education requirement for all pre-service candidates for teacher certification.

3 credits

EGL

English

EGL 191 - B: Introduction to Poetry

Intensive analysis of poems in English of various periods and types and varying complexity. Descriptions available from the English Department. Not for English major credit.

Prerequisite: Completion of D.E.C. category A
3 credits

EGL 192 - B: Introduction to Fiction

An analysis of fictional prose in terms of each section's specific theme. A goal of each section is to interpret various pieces of literature in relation to a political or historical view, or a particular literary technique. Descriptions available from the English Department. Not for English major credit.

Prerequisite: Completion of D.E.C. category A
3 credits

EGL 193 - B: Introduction to Drama

Introduction to the analysis of drama, emphasizing the literary more than the theatrical dimension of the works, through examination of a range of plays from a variety of genres and periods. Descriptions available from the English Department. Not for English major credit.

Prerequisite: Completion of D.E.C. category A
3 credits

EGL 204: Literary Analysis and Argumentation

An introduction to the techniques and terminology of close literary analysis and argumentation as applied to poetry, fiction, and drama. The course includes frequent demanding writing assignments and is designed for students beginning their major

study in English. Transfer credit is not accepted for this course.

Prerequisite: Completion of D.E.C. category A 3 credits

EGL 205 - I: Survey of British Literature I

The study of British literature from the Old English period to Milton.

Prerequisite: Completion of D.E.C. category A 3 credits

EGL 206 - I: Survey of British Literature II

The study of British literature from Dryden to the end of the 19th century.

Prerequisite: Completion of D.E.C. category A 3 credits

EGL 207: History of the English Language

A survey of the history of the English language from its origins to the present, with emphasis on the historical development of the language and on modern English grammar and usage.

Prerequisite: EGL 204; completion of D.E.C. A 3 credits

EGL 217 - K: American Literature I

The study of American literature from 1607 to 1865.

*Prerequisite: Completion of D.E.C. category A
Advisory Prerequisites: Completion of D.E.C. categories I and J
3 credits*

EGL 218 - K: American Literature II

The study of American literature from 1865 to 1945, with attention to the antebellum historical and cultural contexts.

*Prerequisite: Completion of D.E.C. category A
Advisory Prerequisites: Completion of D.E.C. categories I and J
3 credits*

EGL 224 - G: 20th-Century Literature in English

The study of literature in English in the 20th century from Great Britain, Africa, the Caribbean, Canada, Australia, Ireland, New Zealand, and other countries and areas that produce material written in the English language.

Prerequisite: Completion of D.E.C. category A 3 credits

EGL 226 - K: 20th-Century American Literature

A survey of major works reflecting the regional, ethnic, and traditional interests of American writers, with emphasis on the post-1945 period.

Prerequisite: Completion of D.E.C. category A 3 credits

EGL 231 - I: Saints and Fools

An introduction to literature about the lives of saints and the holy fool tradition in major texts of Russian and English literature. Emphasis is placed on the ways authors have used fundamental religious values of humility, the transcendent irrational, and kenosis to confront their own times. Authors considered range from monks to Dickens, Dumas, Chaucer, Gogol, and Pushkin; films include *Murder in the Cathedral* and *Forrest Gump*. This course is offered as both EGL 231 and HUR 231.

Advisory Prerequisite: Completion of D.E.C. category B 3 credits

EGL 232 - I: Rebels and Tyrants

An exploration of literary rebels and tyrants central to Russian and Anglo-American traditions. The subversive tactics of such writers as Shakespeare, Dostoevsky, Sir Walter Scott, Solzhenitsyn, and Salinger are appraised in the light of the dominant social, political, and aesthetic systems they confront. This course offered as both EGL 232 and HUR 232.

Advisory Prerequisite: Completion of D.E.C. category B 3 credits

EGL 243 - I: Shakespeare: The Major Works

A study of major works in several genres and consideration of Shakespeare's precursors and his influence on the development of drama to the present. Designed for students who want a one-semester survey of Shakespeare.

Prerequisite: Completion of D.E.C. category A 3 credits

EGL 249 - K: African-American Literature and Music in the 19th and 20th Centuries

A detailed look at African-American literature and music and their importance for American literature and music of the 19th and 20th centuries. An examination of the literature with attention to the special stylistic devices, tones of literary voice, and characterization that writers use in their efforts to match the music experience with the written word. Selections from the recordings of African-American and African-American inspired musicians -- from Bessie Smith and Louis Armstrong to Jimi

Henrix and the Rolling Stones. This course is offered as both AFH 249 and EGL 249.

*Advisory Prerequisite: One D.E.C. category B or D course
3 credits*

EGL 260 - G: Mythology in Literature

The analysis of myth in literature from antiquity to the present. The course explores literary texts that use mythic material, analyzes the irrational in myth, and examines the history of motifs, figures, and themes in myths that persist in Western literature.

Prerequisite: Completion of D.E.C. category A 3 credits

EGL 261 - B: The Bible as Literature

A literary approach to the Bible that explores the characteristic principles of the Bible's narrative and poetic art. This course is offered as both EGL 261 and JDH 261.

Prerequisite: Completion of D.E.C. category A 3 credits

EGL 266 - G: The 20th-Century Novel

Major works and developments in the modern and contemporary novel. This course is offered as both CLT 266 and EGL 266.

Prerequisite: Completion of D.E.C. category A 3 credits

EGL 274 - K: Black American Literature

A survey of 19th- and 20th-century Black American literature. Particular attention is paid to the way in which themes of black literature reflect the historical developments of the time, especially the conditions before, during, and after the Civil War and the Civil Rights Movement.

*Prerequisite: Completion of D.E.C. category A
Advisory Prerequisites: Completion of D.E.C. categories I and J
3 credits*

EGL 276 - B: Feminism: Literature and Cultural Contexts

An examination of works written by or about women reflecting conceptions of women in drama, poetry, and fiction. The course focuses on literature seen in relation to women's sociocultural and historical position. This course is offered as both EGL 276 and WST 276.

Prerequisite: Completion of D.E.C. category A 3 credits

EGL 285: Writing Workshop: Fiction

A workshop in the development of skills in writing fiction through practice supplemented by readings.

Prerequisites: Permission of instructor; completion of D.E.C. category A

3 credits

EGL 286: Writing Workshop: Poetry

A workshop in the development of skills in writing poetry. Poetry writing is supplemented by readings.

Prerequisites: Permission of instructor; completion of D.E.C. category A

3 credits

EGL 300 - G: Old English Literature

The study of Old English language and the literature written in it from its beginnings to the 11th century.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 205

3 credits

EGL 301: Authors, Periods, Topics, or Genres, with Intensive Writing

Course in English literary or cultural studies, with an emphasis on analytic writing. This course is designed for English majors only.

Prerequisite: EGL 204
Pre- or corequisite: EGL 207

3 credits

EGL 302 - G: Medieval Literature in English

Major authors, themes, and forms of British literature from the 13th to the early 16th century, usually excluding Chaucer.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 205

3 credits

EGL 304 - G: Renaissance Literature in English

The study of English literature of the 16th century.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 205

3 credits

EGL 305 - J: The Pacific, Travel & Empire

This cultural studies course examines the cultures of travel (i.e. fiction, memoirs, photography, and filmmaking) in narratives by and about the Pacific, South and Southeast Asia. We will study "empire" by analyzing narratives about the former colonies of Spain, France, Britain and the United States. As we discuss the metaphors or tropes of empire,

we will also examine the concept of empire as a historical and contemporary formation, or what an empire meant in the 19th century and what it means today in the early 21st century. The course begins with the premise that travel narratives and modern visual culture illuminate the relationship between the violence and romance of travel. The course includes modern travel narratives (i.e. novels by Asian Americans) that focus on the lives of those who are forced to travel or migrate due to civil war, poverty and/or economic instability. This course is offered as AAS 305 and EGL 305.

Prerequisite: Any 200 and/or 300 level course offered by the Department of Asian and Asian American Studies or the English Department

3 credits

EGL 306 - G: English Literature of the 17th Century

The study of English literature from the late Renaissance to the age of Dryden.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 205

3 credits

EGL 310 - G: Neoclassical Literature in English

The study of English literature from about 1700 to 1790.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 206

3 credits

EGL 312 - G: Romantic Literature in English

The study of English literature from the end of the neoclassical period to the beginning of the Victorian Age, 1798-1832.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 206

3 credits

EGL 314 - G: Victorian Literature

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 206

3 credits

EGL 316 - G: Early American Literature

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 217

3 credits

EGL 318 - G: 19th-Century American Literature

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 217

3 credits

EGL 320 - G: Modern and Contemporary Literature

The study of literature in English from the year 1900 to the present; material may be drawn from British literature, American literature, or any other area that produces literature written in English.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 218, 224, or 226

3 credits

EGL 321 - G: Modern and Contemporary Literature

The study of literature in English from the year 1900 to the present; material may be drawn from British literature, American literature, or any other area that produces literature written in English.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 218, 224, or 226

3 credits

EGL 322 - G: Modern and Contemporary Literature

The study of literature in English from the year 1900 to the present; material may be drawn from British literature, American literature, or any other area that produces literature written in English.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 218, 224, or 226

3 credits

EGL 333 - K: The Italian-American Experience in Literature

Literary and historical perspectives on the experience of Italians in America and their contribution to American culture from the earliest wave of Italian immigration to the present day. This course offered as both EGL 333 and HUI 333.

Prerequisite: U3 or U4 standing
Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 340 - G: Chaucer

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 205

3 credits

EGL 342 - G: Milton

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 205

3 credits

EGL 344 - G: Major Writers of the Renaissance Period in England

May be repeated as the topic changes.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 205
 3 credits

EGL 345 - G: Shakespeare I

A study of the comedies and the history plays. Designed to complement EGL 346.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 205 and 243
 3 credits

EGL 346 - G: Shakespeare II

A study of the tragedies and the romances. Designed to complement EGL 345.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 205 and 243
 3 credits

EGL 347 - G: Major Writers of the Neoclassical Period in England

May be repeated as the topic changes.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 206
 3 credits

EGL 348 - G: Major Writers of the Romantic Period in England

May be repeated as the topic changes.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 206
 3 credits

EGL 349 - G: Major Writers of the Victorian Period in England

May be repeated as the topic changes.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 206
 3 credits

EGL 350 - G: Major Writers of American Literature, Colonial Period to 1900

Semester Supplements to this Bulletin contain descriptions when course is offered. May be repeated as the topic changes.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 217
 3 credits

EGL 352 - G: Major Writers of 20th-Century Literature in English

Semester Supplements to this Bulletin contain descriptions when course is offered. May be repeated for credit as the topic changes.

Pre- or Corequisite: EGL 204
Advisory Prerequisite: EGL 218 or 224
 3 credits

EGL 354 - G: Major Writers of Contemporary British and American Literature

Semester Supplements to this Bulletin contain descriptions when course is offered. May be repeated as the topic changes.

Prerequisite: EGL 204
Advisory Prerequisite: EGL 226
 3 credits

EGL 360 - G: Literature of Adolescence

The study of novels, short stories, and poetry about adolescence.

Prerequisite: EGL 441
 3 credits

EGL 361 - G: Poetry in English

The study of the development of form, theme, and language of poetry in English. May be repeated as the topic changes.

Prerequisite: U3 or U4 standing
Advisory Prerequisite: One literature course at the 200 level or higher
 3 credits

EGL 362 - G: Drama in English

The study of the development of plot, structure, character, theme, and language of drama in English. Semester Supplements to this Bulletin contain descriptions when course is offered. May be repeated as the topic changes.

Prerequisite: U3 or U4 standing
Advisory Prerequisite: One literature course at the 200 level or higher
 3 credits

EGL 363 - G: Fiction in English

The study of the development of plot, structure, character, theme, and language of fiction in English. May be repeated for credit as the topic changes.

Prerequisite: U3 or U4 standing
Advisory Prerequisite: One literature course at the 200 level or higher
 3 credits

EGL 364 - G: Prose in English

The study of the various forms of prose such as the essay, utopia, memoir, autobiography, biography, and nonfictional narrative. May be repeated as the topic changes.

Prerequisite: U3 or U4 standing
Advisory Prerequisite: One literature course at the 200 level or higher
 3 credits

EGL 365 - G: Literary Criticism and Theory

A survey of major texts and perspectives in literary criticism and theory.

Pre- or Corequisite: EGL 204
 3 credits

EGL 366 - G: Topics in Literary Criticism and Theory

Semester supplements to this Bulletin contain specific descriptions when course is offered. May be repeated for credit as the topic changes.

Pre- or Corequisite: EGL 204
 3 credits

EGL 367 - G: Contemporary African-American Literature

The study of contemporary African-American literature focused in varying ways, including literary and cultural traditions, and relations to other writers and traditions in American literature.

Prerequisite: U3 or U4 standing
Advisory Prerequisite: EGL 274 or AFH 206
 3 credits

EGL 368 - G: Caribbean and American Connections in Literature

An exploration of the connections between writers from the French-speaking and English-speaking Caribbean and from the African-American community, who share a similar cultural heritage, historical heritage, and historical experience, but differ in geopolitical situations. Special attention is paid to spirituality, gender, and identity motifs in the literature. This course is offered as both AFH 368 and EGL 368.

Prerequisite: U3 or U4 standing
Advisory Prerequisite: One literature course at the 200 level or higher
 3 credits

EGL 369 - G: Topics in Ethnic American Studies in Literature

Designed for upper-division students, this course provides an in-depth study of a specific topic within humanities disciplines such as music, art, literature, religion, and philosophy. Students will be expected to demonstrate knowledge of the conventions and methods used in the humanities discipline(s) studied. May be repeated for credit as the topic changes.

Prerequisite: U3 or U4 standing
Advisory Prerequisite: One literature course at the 200 level or higher
 3 credits

EGL 371 - G: Topics in Gender Studies in Literature

May be repeated as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 372 - G: Topics in Women and Literature

The study of texts written by and about women and of issues they raise relating to gender and literature. May be repeated as the topic changes. This course is offered as both EGL 372 and WST 372.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 373 - J: Literature in English from Non-Western Cultures

The study of literature in English from a nation or a region of the world that is significantly different from the United States and Europe.

May be repeated as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 374 - G: English Literature in Relation to Other Literatures

The study of literature in English as it affects and is affected by other literatures. May be repeated as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 375 - G: Literature in English in Relation to Other Disciplines

The study of literature in English as it affects and is affected by other disciplines such as anthropology, science, sociology, the history of ideas, theology, and psychology. May be repeated as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 376 - G: The Literature of Imperialism

A course in the history and culture of European imperialism as it is evidenced in the literary texts produced both by Europeans and by the indigenous populations they colonized. May be repeated as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 377 - G: Literature in English in Relation to Other Disciplines

The study of literature in English as it affects and is affected by other disciplines such as anthropology, science, sociology, the history of ideas, theology, and psychology. May be repeated as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 378 - J: Contemporary Native American Fiction

The study of novels by contemporary Native American writers with particular attention to the way these novels develop imaginative perspectives on contemporary culture and values.

Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 379 - J: Native American Texts and Contexts

The study of Native American writings in a variety of genres, including autobiography, short stories, novels, poetry, the oral tradition, and history.

Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 381: Advanced Analytic and Argumentative Writing

An intensive writing course, refining skills appropriate to upper-division work. Content varies: focus may be on analysis or various intellectual issues, rhetorical strategies, or compositional problems within or across disciplines. Frequent substantial writing projects are central to every version of the course. May be repeated as the topic changes. This course is offered as both EGL 381 and WRT 381.

Prerequisite: Completion of D.E.C. category A
3 credits

EGL 382 - G: Black Women's Literature of the African Diaspora

Black women's literature presents students with the opportunity to examine through literature the political, social, and historical experiences of Black women from the African Diaspora. The course is structured around five major themes commonly addressed in Black

women's writing: Black female oppression, sexual politics of Black womanhood, Black female sexuality, Black male/female relationships, and Black women and defining self. This course is offered as AFH 382, EGL 382, and WST 382.

3 credits

EGL 385: Advanced Fiction Workshop

A fiction writing workshop. Students receive detailed criticism of their work. May be repeated with permission of the director of undergraduate studies.

Prerequisites: EGL 285; permission of instructor

3 credits

EGL 386: Advanced Poetry Workshop

A poetry writing workshop. Students receive detailed criticism of their work. May be repeated with permission of the director of undergraduate studies.

Prerequisites: EGL 286; permission of instructor

3 credits

EGL 387: Playwrighting

A workshop devoted to planning and writing finished scripts for the stage. This course offered as both EGL 387 and THR 326.

Prerequisites: Completion of D.E.C. categories A, B, and D

3 credits

EGL 388: Interdisciplinary Topics

Course on English literary and cultural studies in connection with other disciplines. May be repeated as the topic changes.

Prerequisite: completion of DEC A

3 credits

EGL 389 - H: Science Fiction

The literary genre called Science Fiction enables us to explore our nature, and that of the universe we inhabit, by postulating worlds, cultures and technologies that do not (yet) exist, but could, and the consequences thereof. This course focuses on the sub-genre called hard science fiction, in which the science/technology is more or less plausible. Students should be prepared to address the genre from both its scientific and literary sides. This course is offered as both AST 389 and EGL 389.

Prerequisites: Completion of D.E.C. A and D.E.C. B requirements; one D.E.C. E course

3 credits

EGL 390 - G: Topics in Literary and Cultural Studies

Designed for upper-division students, this course provides an in-depth study of a specific topic within humanities disciplines such as music, art, literature, religion, and philosophy. Students will be expected to demonstrate knowledge of the conventions and methods used in the humanities discipline(s) studied. May be repeated for credit as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 391 - G: Topics in Literary and Cultural Studies in American or Anglophone Literature

Designed for upper-division students, this course provides an in-depth study of a specific topic within humanities disciplines such as music, art, literature, religion, and philosophy. Students will be expected to demonstrate knowledge of the conventions and methods used in the humanities discipline(s) studied. May be repeated for credit as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 392 - G: Topics in Literary and Cultural Studies in Literature Pre-1800

Designed for upper-division students, this course provides an in-depth study of a specific topic within humanities disciplines such as music, art, literature, religion, and philosophy. Students will be expected to demonstrate knowledge of the conventions and methods used in the humanities discipline(s) studied. May be repeated for credit as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 393 - G: Topics in Literary and Cultural Studies

Designed for upper-division students, this course provides an in-depth study of a specific topic within humanities disciplines such as music, art, literature, religion, and philosophy. Students will be expected to demonstrate knowledge of the conventions and methods used in the humanities discipline(s) studied. May be repeated for credit as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 394 - H: Topics in Literary and Cultural Studies of Science and Technology

May be repeated as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 395 - I: Topics in Literary and Cultural Studies of Europe

Semester supplements to this Bulletin contain specific descriptions when course is offered. Past topics have included titles such as Modern European Drama; War Poetry; and Ancient to Modern Fictional Narrative. Designed for upper-division students, this course provides an in-depth study of a specific topic relating to Western civilization. Students will be expected to demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, and culture of Western civilization, and relate it to that of other regions in the world. May be repeated as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 397 - J: Topics in Literary and Cultural Studies in Asia, Africa, and Latin America

Topics may include titles such as South African Women Writers; Contemporary Latino Fiction; and Haiku in Japanese Society. Designed for upper-division students, this course provides an in-depth study of a specific topic relating to non-Western world civilizations. Students will be expected to demonstrate either a knowledge of a broad outline of world history, or the distinctive features of the history, institutions, economy, society, and culture of one non-Western civilization. May be repeated as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 398 - J: Topics in Literary and Cultural Studies in Asia, Africa, and Latin America

Topics may include titles such as South African Women Writers; Contemporary

Latino Fiction; and Haiku in Japanese Society. Designed for upper-division students, this course provides an in-depth study of a specific topic relating to non-Western world civilizations. Students will be expected to demonstrate either a knowledge of a broad outline of world history, or the distinctive features of the history, institutions, economy, society, and culture of one non-Western civilization. May be repeated as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 399 - K: Topics in American Literary and Cultural Studies

Topics in U.S. literary and cultural studies, placed within a broad historical context, including social, political, economic, and cultural history and institutions. May be repeated as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisite: One literature course at the 200 level or higher

3 credits

EGL 440: Performance and Technology in Teaching Literature and Composition

Introduction to the teaching of literature and composition through the use of classroom performance and technology, including film, video, and other media as well as computers and the Internet.

Prerequisite: C or higher in EGL 441;

acceptance into the English Teacher

Preparation Program

Corequisite: Equivalent section of EGL 450

3 credits

EGL 441: Methods of Instruction in Literature and Composition

Consideration of specific problems in the teaching of English, e.g., posing questions about literary texts and commenting on student papers. There is frequent use of writing by secondary school students, and the goals of instruction in literature and language are examined. Required of students seeking certification in secondary school English.

Prerequisite: Admission to the English

Teacher Preparation Program

Corequisite: Equivalent section of EGL 449

3 credits

EGL 449: Field Experience, Grades 7-12

Observation, inquiry, and practice in English education at the secondary level including 50 hours of documented visitations and

observation at documented sites. Field experience writing logs are the basis for group discussion. Satisfactory/Unsatisfactory grading.

Corequisite: Equivalent section of EGL 441
1 credit, S/U grading

EGL 450: Field Experience, Grades 7-12

Observation, inquiry, and practice in English education at the secondary level including 50 hours of documented visitations and observation at documented sites. Field experience writing logs are the basis for group discussion. Satisfactory/Unsatisfactory grading.

1 credit, S/U grading

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

Prerequisites: Enrollment in English Teacher Preparation Program; permission of instructor
Corequisites: Equivalent sections of EGL 452 and 454

6 credits, S/U grading

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

Prerequisites: Enrollment in English Teacher Preparation Program; permission of instructor
Corequisites: equivalent sections of EGL 451 and 454

6 credits, S/U grading

EGL 454: Student Teaching Seminar

Seminar on problems and issues of teaching English at the secondary school level. Analysis of actual responsibilities and issues encountered by the teacher candidate in the student teaching experience.

Prerequisite: C or higher in EGL 441
Corequisites: Equivalent sections of EGL 451 and 452

3 credits

EGL 475: Undergraduate Teaching Practicum I

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course.

Prerequisite: Upper-division standing; 12 credits in English; permission of instructor and director of undergraduate studies

3 credits, S/U grading

EGL 476: Undergraduate Teaching Practicum II

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. Students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have been graded. Students may not serve as teaching assistants in the same course twice.

Prerequisite: EGL 475; permission of instructor and director of undergraduate studies

3 credits, S/U grading

EGL 487: Independent Project

Intensive study of a special topic undertaken with close faculty supervision. Request for project approval of undergraduate studies committee must be submitted no later than the last week of classes of the prior semester. May be repeated.

Prerequisite: Permission of director of undergraduate studies

0-6 credits

EGL 488: Internship

Participation in local, state, and national public and private organization. The work must involve skills related to the educational goals of the department. Request for approval of the undergraduate studies committee for internships must be submitted no later than the last week of classes of the prior semester.

Prerequisites: 12 credits of English; 2.50 g.p.a.; permission of instructor and department

0-6 credits, S/U grading

EGL 490: Honors Seminar: Literary Studies

Honors seminar on a topic in literature and culture.

Prerequisite: Admission to English Honors Program; EGL 204

3 credits

EGL 491: Honors Seminar: British Literature before 1800

Honors seminar on a topic in pre-1800 British literature and culture.

Prerequisite: Admission to English Honors Program; EGL 204

3 credits

EGL 492: Honors Seminar: American Literature

Honors seminar on a topic in American literature and culture.

Prerequisite: Admission to English Honors Program; EGL 204

3 credits

EGL 494: Honors Practicum: Research

Honors practicum for students interested in focusing on the development of research skills.

Prerequisite: Admission to English Honors Program; EGL 204

3 credits

EGL 495: Honors Practicum for Writing Assistants

Honors practicum for students interested in focusing on the development of pedagogical skills centered on the teaching of writing.

Prerequisites: Admission to English Honors Program; EGL 204; 301

3 credits

EGL 496: Senior Honors Project

Prerequisites: EGL 490; permission of department

3 credits

FLA

Foreign Language Teacher Preparation

FLA 339: Methods and Materials in the Teaching of Foreign Languages

A review of methods and materials for the teaching of foreign languages and literatures in the secondary schools. Special attention is given to the problems and purposes of the teaching of foreign languages at the high school level.

Prerequisites: Admission to a Foreign Language Teacher Preparation program; C or higher in one 300-level foreign language course; C or higher in one 300-level literature course; minimum GPA of 2.75

Corequisite: FLA 449

3 credits

FLA 340: Curriculum Development and Micro-Teaching

A course designed to train future language teachers in the development of well-articulated programs in secondary schools. Students have the opportunity to enjoy clinical experiences in school settings. Special attention is given to lesson planning, classroom management, and portfolio development.

Prerequisites: C or higher in FLA 339; minimum g.p.a. of 2.75

Corequisite: FLA 450

3 credits

FLA 439: Technology Literacy for Foreign Language Teachers

FLA 439 is designed as a course to improve the technological literacy of all future language teachers. In this course, teacher candidates will explore in a very hands-on, practical and applied manner all of the technologies used by teachers of languages. The class will also discuss how the technologies relate to current language pedagogies, both for individualized and classroom learning, especially as these issues can be discussed in a very applied and pragmatic manner.

Prerequisite: FLA 339

3 credits

FLA 440: Foreign Language Acquisition Research

A study of recent trends in foreign language acquisition research. The focus is on classroom-based research: qualitative and quantitative research methodologies, variables in classroom-based learning research, analysis of research results. Students conduct classroom research studies, present their findings, and address applications of their findings to classroom teachers and learners of foreign languages.

Prerequisites: FLA 339; acceptance into a foreign language secondary teacher preparation program

3 credits

FLA 449: Field Experience, Grades 7-12

Observation, inquiry, and practice in foreign language education at the secondary level including 50 hours of documented visitations and observation at documented sites. Field experience writing logs are the basis for group discussion. Satisfactory/Unsatisfactory grading.

Prerequisites: Admission to a Foreign Language Teacher Preparation program; minimum GPA 2.75

Corequisite: FLA 339

1 credit, S/U grading

FLA 450: Field Experience, Grades 7-12

Observation, inquiry, and practice in foreign language education at the secondary level including 50 hours of documented visitations and observation at documented sites. Field experience writing logs are the basis for group discussion. Satisfactory/Unsatisfactory grading.

1 credit, S/U grading

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

Prerequisite: Enrollment in the Foreign Language Teacher Preparation Program; permission of instructor

Corequisites: FLA 452 and 454

6 credits, S/U grading

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

Prerequisites: Enrollment in the Foreign Language Teacher Preparation Program; permission of instructor

Corequisite: FLA 451 and 454

6 credits, S/U grading

FLA 454: Student Teaching Seminar

Seminar on problems encountered by student teachers and public school teachers at the secondary level in foreign language teaching. Study and analysis of the many aspects of the foreign language teaching profession, such as individualized teaching, testing, and professional organizations.

Prerequisite: C or higher in FLA 340

Corequisites: FLA 451 and 452

3 credits

JPN

Japanese Language

JPN 101: Intensive Elementary Japanese

An intensive, 6-credit, elementary-level Japanese language course that provides foundational knowledge and skills including pronunciation, basic everyday conversational proficiency, principles of character formation, basic grammatical rules, and basic cultural norms and preferences that govern language use. Drawing upon a communicative approach, this course situates oral and written language in real-life contexts and promotes learner-centered, interactive classroom activities. This course is designed for students who have no prior knowledge of the language. A student who has had two or more years of Japanese in high school (or who has otherwise acquired an equivalent proficiency) may not take JPN 101 without written permission from the supervisor of the course. May not be taken for credit after any other course in Japanese.

6 credits

JPN 111: Elementary Japanese I

An introduction to spoken and written Japanese with equal attention to speaking, reading, and writing. Linguistic analysis of the characters provides cultural and historical background of the language. This course is designed for students who have no prior

knowledge of the language. A student who has had two or more years of Japanese in high school (or who has otherwise acquired an equivalent proficiency) may not take JPN 111 without written permission from the supervisor of the course.

4 credits

JPN 112: Elementary Japanese II

An introduction to spoken and written Japanese with equal attention to speaking, reading, and writing. Linguistic analysis of the characters provides cultural and historical background of the language. This course is designed for students who have no prior knowledge of the language. A student who has had two or more years of Japanese in high school (or who has otherwise acquired an equivalent proficiency) may not take JPN 112 without written permission from the supervisor of the course.

Prerequisite: JPN 111

4 credits

JPN 201: Intensive Intermediate Japanese

An intensive, 6-credit, Intermediate-level Japanese language course that offers foundational knowledge and skills at the intermediate level, including conversational proficiency, orthography, grammatical rules, and essential cultural norms and preferences that govern language use. Drawing upon a communicative approach, this course situates oral and written language in real-life contexts and promotes learner-centered, interactive classroom activities. May not be taken for credit in addition to JPN 211 or JPN 212.

Prerequisite: JPN 101, JPN 112, or placement test

6 credits

JPN 211: Intermediate Japanese I

An intermediate course in Japanese language to develop audiolingual skills and reading and writing ability. Selected literary texts serve as the basis for practice in reading comprehension and composition. A student who has had three or more years of Japanese in high school (or has otherwise acquired an equivalent proficiency) may not enroll in JPN 211 without written permission from the supervisor of the course.

Prerequisite: JPN 112

4 credits

JPN 212: Intermediate Japanese II

An intermediate course in Japanese language to develop audiolingual skills and reading and writing ability. Selected literary texts serve as

the basis for practice in reading comprehension and composition. A student who has had three or more years of Japanese in high school (or has otherwise acquired an equivalent proficiency) may not enroll in JPN 212 without written permission from the supervisor of the course.

Prerequisite: JPN 211

3 credits

JPN 311: Advanced Japanese I

An advanced course designed to strengthen students' ability to understand and speak the Japanese language. Students are required to prepare selected texts and to read and translate them in class. They also write essays based on the texts as well as on Japanese videos.

Prerequisite: JPN 212

3 credits

JPN 312: Advanced Japanese II

An advanced course designed to strengthen students' ability to understand and speak the Japanese language. Students are required to prepare selected texts and to read and translate them in class. They also write essays based on the texts as well as on Japanese videos.

Prerequisite: JPN 311

3 credits

JPN 331 - F: Social Sciences Topics in Japanese Studies

An investigation of a specific area of Japanese studies in the social and behavioral sciences. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated as the topic changes. Previously offered as JNS 331.

Prerequisite: U3 or U4 standing

Advisory Prerequisites: Two courses in Asian studies

3 credits

JPN 332 - G: Humanities Topics in Japanese Studies

An investigation of a specific area of Japanese studies in the humanities. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated as the topic changes.

Prerequisite: U3 or U4 standing

Advisory Prerequisites: Two courses in Asian studies

3 credits

JPN 410: Business Japanese

A course designed for students who wish to expand their Japanese communication skills in a business context and understand socio-economic situations as well as socio-cultural

values in Japan. Upon completing this course, students will be able to hold conversations with correct business vocabulary and with culturally appropriate manners, read authentic materials related to business and economics in Japan, and write business correspondence in proper styles and formats.

Prerequisite: JPN 312 or equivalent

3 credits

JPN 411: Advanced Japanese III

An advanced course designed for the fourth-year students of Japanese to strengthen their ability to understand, speak, read, and write Japanese. Students will read a variety of Japanese texts including newspaper/magazine articles, biographies, and literary works and write creatively and/or professionally using sophisticated vocabulary and advanced kanji characters. Students will also be trained to comprehend authentic spoken Japanese, using a variety of audio-visual materials and to communicate in Japanese, applying appropriate socio-cultural norms. Not intended for international students from Japan who are part of a two-plus-two or exchange program.

Prerequisite: JPN 312 or placement test

3 credits

JPN 412: Advanced Japanese IV

An advanced course designed for the fourth-year students of Japanese to strengthen their ability to understand, speak, read, and write Japanese. Students will read a variety of Japanese texts including newspaper/magazine articles, biographies, and literary works and write creatively and/or professionally using sophisticated vocabulary and advanced kanji characters. Students will also be trained to comprehend authentic spoken Japanese, using a variety of audio-visual materials and to communicate in Japanese, applying appropriate socio-cultural norms. Not intended for international students from Japan who are part of a two-plus-two or exchange program.

Prerequisite: JPN 411 or placement test

3 credits

JPN 426: Structure of Japanese

The study of phonology, morphology, syntax, semantics, lexicon, and writing systems of the Japanese language as well as the use and functions of the language in relation to the social structures and interpersonal relationships.

Prerequisite: JPN 312 or permission of instructor

3 credits

JPN 447: Independent Study

Directed reading and research in Japanese studies. Limited to Japanese studies minors or upper-division students working on advanced problems in Japanese studies. May be repeated. Previously offered as JNH and JNS 447.

Prerequisites: U3 or U4 standing; permission of instructor

1-6 credits

JPN 475: Undergraduate Teaching Practicum I

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course.

Prerequisites: Fluency in Japanese; U4 standing; permission of instructor

3 credits, S/U grading

JPN 476: Undergraduate Teaching Practicum II

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. Students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have already been graded. Students may not serve as teaching assistants in the same course twice.

Prerequisites: JPN 475; permission of instructor

3 credits, S/U grading

JPN 487: Independent Research

An individual research project in Japanese, such as translation, analysis of documents or literature, etc., in consultation with the instructor. Students are expected to meet at regular intervals and to present the completed project at the end of the semester. May be repeated.

Prerequisites: Interview; permission of instructor

0-3 credits

JPN 488: Internship

Participation in a local, state, or federal governmental agency or community organization. Students are required to submit progress reports to their department sponsor and a final report on their experience to the department faculty. May be repeated up to a limit of 12 credits.

Prerequisites: Permission of instructor and undergraduate program director

0-6 credits, S/U grading

LIN

Linguistics

LIN 101 - F: Human Language

An introduction to the fundamental areas and concepts of modern linguistics. Sounds and their structure, word structure, and sentence structure are discussed. Other topics may include historical linguistics (how languages change over time), dialects, writing systems, language and the brain, and psycholinguistics (especially the question of how children acquire a language).

3 credits

LIN 110: The Anatomy of English Words

An introduction to the analysis of complex words in English, especially those based on Latin and Greek models that comprise the majority of the vocabulary in the written language. Students will be introduced to Latin and Greek roots and the processes by which complex words are built by affixing material to these roots and modifying their structure. Students will acquire general analytical tools that will allow them to understand complex words that they may not have previously encountered. The course will introduce students to principles of linguistic morphology that extend beyond English to all human languages.

3 credits

LIN 200 - K: Language in the United States

Survey of the languages and language-related issues in the United States. Topics include Native American languages; immigrant languages; dialectal variations (e.g., Black English); the domains in which these languages were and are used; maintenance and loss of minority languages; language contact and its effects; the use of Spanish; language attitudes and politics including bilingual education; and official language movements. Particular attention is paid to the evolution of American English from colonial times to its present world-wide status; the use and impact of Spanish; language attitudes and politics including bilingual education; and official language movements.

Advisory Prerequisites: Completion of D.E.C. categories I and J

3 credits

LIN 201 - F: Phonetics

Introduction to the sounds used in human language. Topics include articulatory phonetics, phonetic transcription, the sound structure of English, sounds and sound patterns in languages of the world, the acoustic properties of sounds, speech perception, and speech technology. Includes work in the phonetics laboratory on computer analysis of speech.

Prerequisite: C or better in LIN 101

4 credits

LIN 211 - F: Syntax

An introduction to generative grammar: the formal theory of sentence structure.

Prerequisite: C or better in LIN 101

4 credits

LIN 250 - K: Languages and Cultures of Asian Americans

Study of language use and cultural accommodation in selected Asian American communities in relation to the changing roles of Asians in U.S. society from the early democracy to the present. Issues include linguistic and cultural diversity of Asia and Asian Americans; comparison of Asian and European immigration patterns; struggle for equality and acceptance; cultural factors in assimilation; patterns of Asian language use and maintenance in various domains; the role of language in ethnic identity; attitudes toward English and bilingualism; bilingualism as a problem and as a resource. This course is offered as both AAS 250 and LIN 250.

Prerequisite: Completion of D.E.C. category A

3 credits

LIN 300: Writing in Linguistics

Majors in linguistics refine their skills in writing for the discipline by critiquing successive revisions of previously written work.

Prerequisites: Major in linguistics; U3 or U4 standing

2 credits

LIN 301: Phonology

An introduction to the sound systems of languages focusing on the mental representation of sound structure: how speakers use knowledge of their language to assign meaning to different combinations of sounds. We will examine data from a number of languages to explore the differences and similarities among the sound patterns of different languages, and will consider the question of whether there are universal preferences for specific types of sounds and sound sequences.

Prerequisite: C or better in LIN 201

4 credits

LIN 307 - K: Sociolinguistics

An examination of the interaction between language and society, focusing on diversity in American English as it relates to differences in gender, geography, social class, ethnicity, and national origin. Study of the development of dialects including African-American Vernacular English, and pidgins and creoles such as Hawaiian Pidgin English and Chinook Trade Jargon, within the context of historical developments in the U.S. from colonial times to the present.

Prerequisite: C or better in LIN 101

3 credits

LIN 308: Language Variation and Change

An introduction to the quantitative study of language variation and language change.

Prerequisite: LIN 101 and LIN 201

3 credits

LIN 320: English Grammar

This course is a systematic survey of English grammar: its major structures, their interaction, and their use. It will also briefly examine some related areas connected to writing like punctuation and spelling.

Prerequisite: C or better in LIN 101

3 credits

LIN 330: Language Acquisition

Introduction to the field of language acquisition. Issues include cognitive processes, role of innate ability and environment, developmental stages, individual variation, universal tendencies, interaction of language and cognition, bilingualism, similarities and differences between first- and second-language acquisition, and language disorders.

Prerequisite: C or better in LIN 201 and LIN 211

3 credits

LIN 340: Historical Linguistics

The application of linguistic theory to the ways in which sound systems, word structure, and sentence structure change. Students learn how linguists establish that certain languages are related, and how they reconstruct prehistoric parent languages.

Prerequisite: C or better in LIN 211 and LIN 301

3 credits

LIN 344: Literacy Development

An introduction to the theories of literacy and their application in education. Students acquire knowledge about the complex nature of academic literacy; how literacy skills can be taught and assessed across all disciplines, and how literacy and language skills develop among diverse learners, including students with special needs and English Language Learners. Attention is given to the integration of technology into the development of literacy skills. Not for major credit.

Prerequisite: Admission to a teacher education program

3 credits

LIN 345 - J: Writing Systems of the World

A survey of the major types of writing including (but not limited to) alphabetic, syllabic, and logographic systems; the invention of writing; changes in writing systems over time and the decipherment of ancient writing. Special attention is given to modern English spelling, including both its regular, systematic properties and the historical background of its irregularities.

Prerequisite: C or better in LIN 101

3 credits

LIN 346 - F: Language and Meaning

An exploration of semantics, the study of linguistic meaning. The course examines fundamental issues including the nature of meaning, its relation to word and sentence form (morphology and syntax), its relation to systems of mental representation (cognition), and the interaction between meaning and use (pragmatics). Recent research into the way that linguistic meaning is acquired and how it is deployed in speech and understanding is discussed.

Prerequisite: C or better in LIN 101

3 credits

LIN 347: Pragmatics

A study of those aspects of natural language meaning that arise from, or are dependent upon, use. Core topics include implicatures, presupposition, speech acts, deixis, their interaction with semantics and syntax, and their implications for certain discourse phenomena, including politeness, turn taking, and verbal abuse.

Prerequisite: LIN 101

Advisory pre- or co-requisites: LIN 211 and LIN 346

3 credits

LIN 355 - J: Language and Life in a Selected Area of the World

Study of the languages of a selected country or region outside of Europe in relation to its society, culture, history, and politics. Topics include language family, social varieties, status and attitudes, language policies, and cultural patterns reflected in language use. May be repeated as the topic changes. LIN 355 and/or LIN 356 may be taken a total of two times for the major.

Advisory Prerequisite: LIN 101

3 credits

LIN 356 - I: Topics in Language and Life in Europe

Focus will be on the language of a particular country or region in Europe and the relationship between language and the society, culture, history, and politics of the country or region. Designed for upper-division students, this course provides an in-depth study of a specific topic relating to Western civilization. Students will be expected to demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, and culture of Western civilization, and relate it to that of other regions in the world. May be repeated as the language examined changes. May be repeated as the topic changes. LIN 355 and/or LIN 356 may be taken a total of two times for the major.

Prerequisite: One LIN course or satisfaction of Entry Skill 3 foreign language proficiency

3 credits

LIN 370 - J: Intercultural Communication

Through combination of theory and research from discourse linguistics and linguistic anthropology, this course examines (i) how culture shapes ways of speaking; (ii) how language constructs identities, dispositions, role relations; and (iii) what challenges people from different cultures may face when they communicate with each other.

The following analytical perspectives will be presented: speech act theory, ethnography of communication, linguistic politeness, and sequential organization of turn taking. This course is offered as both AAS 370 and LIN 370.

Prerequisite: One previous course in D.E.C. J or one previous course in Linguistics

3 credits

LIN 375: TESOL Pedagogy: Theory and Practice

Introduction to language and literacy instruction, instructional approaches, and assessment models for the teaching of speaking, listening, reading, and writing.

Students design standard-based lessons and evaluate resources and technologies.

Prerequisites: Declared major in Linguistics; C or higher in LIN 101, 201, or 211; g.p.a. of 2.75 or higher; for non-native speakers of English, a SPEAK test score of 57 or TOEFL-iBT Speaking Component score of 28

Corequisite: LIN 449

3 credits

LIN 378: Content-Based Language and Literacy Development

Introduction to language and literacy development across disciplines and to assessment, cooperative learning, and reflective practices. Students will develop standard-based interdisciplinary thematic units, integrate technologies, and explore collaborative practices.

Prerequisite: LIN 375 and LIN 449

Corequisite: LIN 450

3 credits

LIN 380: Anatomy and Physiology of Speech and Hearing

A study of the anatomy and physiology of the speech, swallowing, and hearing mechanisms, including the phonatory, articulatory, respiratory, and resonatory subsystems and the neural control.

Prerequisite: LIN 101 and LIN 201

3 credits

LIN 381: Language and Speech Disorders

Overview of developmental and acquired communication disorders across the lifespan, including language delay, developmental apraxia of speech, phonological disorders, stuttering, acquired aphasia, craniofacial anomalies, and voice disorders.

Prerequisite: LIN 101 and LIN 201

3 credits

LIN 382: Audiology

Survey of the field of audiology, including the physics of sound, the physiology of hearing, the nature and causes of hearing impairment.

Prerequisite: LIN 101 and LIN 201

3 credits

LIN 425: Special Topics in Linguistics

Seminars for advanced linguistics students. May be repeated as the topic changes.

Prerequisite: Varies with subject matter

3 credits

LIN 426: Special Topics in Linguistics

Seminars for advanced linguistics students. May be repeated as the topic changes.

Prerequisite: Varies with subject matter

3 credits

LIN 427: Special Topics in Linguistics

Seminars for advanced linguistics students. May be repeated as the topic changes.

Prerequisite: Varies with subject matter

3 credits

LIN 431: The Structure of an Uncommonly Taught Language

An investigation of the phonology and syntax of either a language or a family of languages. May be repeated if a different language is covered.

Prerequisite: C or better in LIN 211 and LIN 301

4 credits

LIN 447: Directed Readings in Linguistics

Qualified juniors and seniors in linguistics are offered an opportunity to do independent work on topics in linguistics under guidance of a faculty member. May be repeated to a limit of six credits.

Prerequisite: Permission of department

1-6 credits

LIN 449: Field Experience, Grades N-12

Observation, inquiry, and practice in language and literacy development across disciplines for learners from linguistically and culturally diverse backgrounds. Students are placed in variety of educational settings in elementary and secondary schools for 50 hours of fieldwork.

Prerequisites: Declared major in Linguistics; C or higher in LIN 101, 201, or 211; g.p.a. of 2.75 or higher; for non-native speakers of English, a SPEAK test score of 57 or TOEFL-iBT Speaking Component Score of 28

Corequisite: LIN 375

1 credit, S/U grading

LIN 450: Field Experience, Grades N-12

Observation, inquiry, and practice in language and literacy development across disciplines for learners from linguistically and culturally diverse backgrounds. Students are placed in variety of educational settings in elementary and secondary schools for 50 hours of fieldwork.

Corequisite: LIN 378

1 credit, S/U grading

LIN 451: Supervised Teaching -- English as a Second Language: Primary Grades N-6

Supervised practice teaching in English as a second language by arrangement with selected Boards of Cooperative Educational Services and primary, middle, and secondary schools. Applications must be filed in the academic year preceding that in which the student plans to take the course.

Prerequisites: Linguistics major; 3.00 g.p.a. in major; 2.75 g.p.a. overall; NY teacher certification exam LAST

Corequisite: LIN 452 and 454

6 credits, S/U grading

LIN 452: Supervised Student Teaching in English as a Second Language: Secondary Grades 7-12

Supervised practice teaching in English as a second language by arrangement with selected Boards of Cooperative Educational Services and middle and secondary schools. Applications must be filed in the academic year preceding that in which the student plans to take the course.

Prerequisites: Linguistics major; 3.00 g.p.a. in major; 2.75 g.p.a. overall; NY teacher certification exam LAST

Corequisites: LIN 451 and 454

6 credits, S/U grading

LIN 454: Managing Instruction, Assessment, and Resources

Examination of effective practices, assessments, and technologies for developing language and literacy across content areas in multi-level classrooms. Collaboration with colleagues, parents, and communities is explored.

Prerequisites: C or higher in LIN 378; New York teacher certification examination LAST

Corequisites: LIN 451 and 452

3 credits

LIN 464: Morphology and Word Formation

The internal structure of complex words. A variety of analytical methods is introduced, together with examples from English and many other languages.

Prerequisite: C or better in LIN 211 and LIN 301

3 credits

LIN 475: Undergraduate Teaching Practicum I

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student in required

to attend all the classes, do all the regularly assigned work, and meet with with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course. Not for major credit.

Prerequisites: Linguistics major; U3 or U4 standing; permission of instructor.

3 credits, S/U grading

LIN 476: Undergraduate Teaching Practicum II

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. Students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have already been graded. Students may not serve as teaching assistants in the same course twice. Not for major credit.

Prerequisite: LIN 475; permission of instructor

3 credits, S/U grading

LIN 487: Directed Research in Linguistics

Qualified advanced undergraduates in linguistics may carry out individual research projects under the direct supervision of a faculty member. May be repeated up to a limit of six credits.

Prerequisite: Permission of department

1-6 credits

LIN 488: Internship

Participation in local, state, and national public and private agencies and organizations. May be repeated up to a total of 12 credits. Not for major credit.

Prerequisites: 15 credits in linguistics; permission of department

0-6 credits, S/U grading

LIN 495: Senior Honors Project in Linguistics

First course of a two-semester sequence for linguistics majors who are candidates for the degree with honors. The project involves independent readings or research and the writing of a thesis. Students enrolled in LIN 495 are obliged to complete LIN 496 the next semester. Students receive only one grade upon completion of the sequence. Not for major credit.

Prerequisite: Admission to the Linguistics Honors Program

3 credits

LIN 496: Senior Honors Project in Linguistics

Second course of a two-semester sequence for linguistics majors who are candidates for the degree with honors. The project involves independent readings or research and the writing of a thesis. Students enrolled in LIN 495 are obliged to complete LIN 496 the next semester. Students receive only one grade upon completion of the sequence. Not for major credit.

3 credits

MAE

Mathematics Teacher Preparation

MAE 301: Foundations of Secondary School Mathematics

A re-examination of elements of school mathematics, including topics in algebra, geometry, and elementary functions. Competence in basic secondary-level ideas and techniques are tested.

Prerequisites: MAT 200 and 211; admission to mathematics or applied mathematics secondary teacher preparation program
Corequisite: MAE 311

3 credits

MAE 302: Methods and Materials for Teaching Secondary School Mathematics

The goals of mathematics education, learning theories, mathematics curricula, lesson planning, evaluation and teaching strategies. Lesson plans are drawn up and presented to the group.

Prerequisites: MAE 301 and C or higher in MAE 311

Pre- or Corequisite: MAE 312

3 credits

MAE 311: Introduction to Methods of Teaching Secondary School Mathematics

Aspects of teaching mathematics on the secondary school level, including lesson designs based on the NCTM standards, cooperative learning, and technology in mathematics education. Students observe classes in middle school and high school settings.

Prerequisites: MAT 211; admission to mathematics or applied mathematics secondary teacher preparation program; department consent
Corequisite: MAE 301

3 credits

MAE 312: Micro-Teaching

Twice-weekly supervised classroom experience, tutoring, or working with small groups of students as a teacher's aide.

Prerequisite: C or higher in MAE 311

Pre- or Corequisite: MAE 302

2 credits

MAE 330: Technology in Mathematics Education

Introduces students in the secondary mathematics teacher preparation program to techniques and requirements for effective use of technology in the mathematics classroom. Emphasis on projects. Use of graphing calculators and computer software such as Geometer's Sketchpad.

Prerequisites: MAE 301 and 311

3 credits

MAE 412: Issues in Teaching and Learning in Collegiate Mathematics

Investigation of the issues involved in the teaching and learning of introductory collegiate mathematics. A supervised teaching internship of undergraduate mathematics accompanies this seminar.

Prerequisite: MAE 302

4 credits

MAE 447: Directed Readings in Mathematics Education

Tutorial studies concerning current issues in mathematics education, including recent research and topics in the history of mathematics and their relation to teaching practice.

Pre- or Corequisite: MAE 312

1 credit

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

Intensive supervised teaching in secondary schools. Students work in the school under the supervision of an experienced teacher.

Prerequisites: MAE 312; MAT 312, 319 and 360; AMS 310; permission of director of mathematics teacher education program

Corequisites: MAE 452 and 454

6 credits, S/U grading

MAE 452: Supervised Teaching - High School Grades 10-12

Intensive supervised teaching in secondary schools. Students work in the school under the supervision of an experienced teacher.

Prerequisites: MAE 312; MAT 312, 319 and 360; AMS 310; permission of director of mathematics teacher education program

Corequisites: MAE 451 and 454

6 credits, S/U grading

MAE 454: Student Teaching Seminar

Weekly discussions of teaching techniques and experiences, learning theory, curriculum content, and classroom problems.

Corequisites: MAE 451 and 452

3 credits

PSY

Psychology

PSY 103 - F: Introduction to Psychology

An introduction to research and theory in psychology in such areas as learning, perception, cognition, biopsychology, development, personality, and abnormal and social psychology. As part of the course, students must participate in experiments and/or a library research project.

3 credits

PSY 201 - C: Statistical Methods in Psychology

The use and interpretation of elementary statistical techniques in research, emphasizing descriptive statistics, correlational analysis, and inferential statistics, including chi-square, t-tests, and an introduction to the Analysis of Variance. May not be taken for credit after AMS 102, ECO 320, POL 201, or SOC 202. This course has been designated as a High Demand/Controlled Access (HD/CA) course. Students registering for HD/CA courses for the first time will have priority to do so.

Prerequisites: PSY 103; satisfaction of entry skill in mathematics requirement

3 credits

PSY 220 - F: Survey in Developmental Psychology

A study of the growth processes from fetal development to late childhood. Perceptual and learning characteristics are explained as they relate to increases in cognitive and social competence in the total community. Biological factors are examined as they relate to inheritance of behavior patterns.

Prerequisite: PSY 103

3 credits

PSY 230 - F: Survey in Abnormal and Clinical Psychology

Examines the description, etiology, course, and treatment of psychological disorders. Current theory and research are emphasized.

Prerequisite: PSY 103

3 credits

PSY 240 - F: Survey in Social Psychology

A presentation of various topics in social psychology including interpersonal processes, obedience to authority, social perception, attitude change, attraction and liking, and aggression and violence, especially as applied to national and international issues.

Prerequisite: PSY 103

3 credits

PSY 250 - F: Survey in Biopsychology

Introduction to the neural basis of sensory processes, motor control, attention, emotion, and learning.

Prerequisite: PSY 103 or BIO 101 or 150

3 credits

PSY 260 - F: Survey in Cognition and Perception

A survey of theoretical and empirical work on human cognition and perception including pattern recognition, memory, attention, language comprehension, decision making, and problem solving.

Prerequisite: PSY 103

3 credits

PSY 273: Supervised Research in Psychology

Initial training and participation in techniques or duties related to a specific laboratory or field research experience under the direct supervision of a faculty member or advanced graduate student in the Department of Psychology. Students may take two sections in a single semester, but no more than three credits may be applied to a section. May not be taken for more than six credits per faculty advisor during the student's career.

Prerequisite: Permission of instructor

0-6 credits, S/U grading

PSY 283: Applications and Community Service

Designed to provide opportunities for students to study and apply psychological principles outside the classroom (e.g., in settings such as hospitals and schools). Specific programs vary from semester to semester. General information is available in the Psychology Undergraduate Office. May be repeated up to a limit of six credits.

Prerequisite: Permission of instructor

1-3 credits, S/U grading

PSY 285: Practicum in Infant/Toddler or Preschool Development and Education

Students work nine hours a week in a full-day child care center on campus with infants/toddlers or preschool-aged children (Section numbers 1 and 2 denote assignment to infants/toddlers; Section numbers 3 and 4 are the practicum with preschool-aged children). Students gain practical experience in infancy or preschool development and education through guiding, teaching, preparing age-appropriate materials, and observing. Students maintain daily journals; they also plan, develop, and implement appropriate educational activities that provide some of the basis for discussion and evaluation in the corequisite seminar, PSY 385. This course requires students to use knowledge gained in PSY 385 in a closely supervised situation. Can be repeated once by enrolling in a section that focuses on a different age group.

Prerequisite: CFS 210 or CFS 322 or PSY 220 or PSY 325 or PSY 326; permission of instructor

Corequisite: PSY 385

3 credits, S/U grading

PSY 301: Advanced Statistics

Survey of probability and sampling theory, descriptive and inferential statistics, and introduction to experimental design.

Advisory Prerequisite: PSY 310

3 credits

PSY 310 - F: Research and Writing in Psychology

An introduction to and critical analysis of the methodology of psychological research. In addition to attending lectures taught by faculty, students work closely with a graduate instructor and peers in small breakout sections to prepare a research proposal. Not for credit in addition to the discontinued PSY 300. This course has been designated as a High Demand/Controlled Access (HD/CA) course. Students registering for HD/CA courses for the first time will have priority to do so.

Prerequisites: PSY 103; PSY 201 or any other course satisfying the department's statistics requirement

4 credits

PSY 325: Children's Cognitive Development

A survey of the basic principles of cognition from experimental research with children. Topics include perceptual development, language development, memory development, conceptual development, and the development of academic skills.

Prerequisites: PSY 220

Advisory Prerequisite: PSY 310

3 credits

PSY 326: Children's Social and Emotional Development

Current theories, models, research methods, and findings in the study of children's socioemotional development. The course emphasizes the interaction of the individual with his or her social environment in developmental processes and outcomes. Eras covered include infancy, toddler/preschool, mid-late childhood, and adolescence.

Prerequisites: PSY 220

Advisory Prerequisite: PSY 310

3 credits

PSY 327: Human Growth and Development in the Educational Context

The biological and psychological development of childhood and adolescence that affects teaching and curriculum development for diverse learners. Additional topics include childhood and adolescent psychiatric disorders, special education programs, drug and alcohol use and abuse, and societal issues. Formerly SSE 327 and SSI 327. Not for credit in addition to SSE 327 or SSI 327.

Prerequisites: U3 or U4 standing; admission to a teacher education program, or admission in the Psychology major

3 credits

PSY 329: Special Topics in Developmental Psychology

May be repeated as the topic changes.

Prerequisites: PSY 220

Advisory Prerequisite: PSY 310

3 credits

PSY 333: Mood Disorders

The mood disorders include bipolar (manic-depressive) and depressive disorders. They are among the most common psychological disorders, and are a tremendous personal, social, and economic burden. This course will provide an introduction to current theory and research on the mood disorders, including their classification, epidemiology, course, etiology, pathogenesis, and treatment. Not for credit in addition to PSY 339 with topic of "Mood Disorders."

Prerequisite: PSY 230

3 credits

PSY 334 - F: Autism and Intellectual Disability

Study of concepts, procedures, and research related to autism, mental retardation, and other developmental disabilities from a

psychological and educational perspective. Topics to be dealt with include: assessment, family roles, development of communication, social development, cognitive development, sensory and motor development, adaptive behaviors, problem behaviors, instructional strategies, comprehensive programs, public policy legal issues, personnel preparation, methodological and research issues, and future directions for disability research and practice.

Prerequisite: PSY 230

Advisory Prerequisite: PSY 220

3 credits

PSY 335: Clinical Behavior Modification

The application of behavioral and cognitive sciences to the assessment and treatment of clinical problems. The aims of the course are to familiarize the student with the theoretical and empirical foundations of clinical behavior modification, provide examples of applications to a variety of different clinical problems, and discuss the results of outcome studies. While specific treatment methods are described and issues related to clinical application are discussed, no actual clinical training or practicum is provided in this course.

Prerequisite: PSY 230

Advisory Prerequisite: PSY 310

3 credits

PSY 337: Applied Behavior Analysis/ Positive Behavior Support

Exploration of concepts, procedures, and research related to applied behavior analysis/ positive behavior support, an approach that involves the application of principles derived from behavioral, community, and ecological psychology to problems of social significance in the fields of clinical psychology, education, family life, and health. There is a focus on issues of assessment, intervention, and outcomes related to problem behavior, school performance, home-based support, community integration, and improving quality of life through systems change. Not for credit in addition to PSY 339 when the topic is Applied Behavior Analysis/Positive Behavior Support.

Prerequisite: PSY 103

Advisory Prerequisite: U3 or U4 standing

3 credits

PSY 338: Behavior Deviation in Children

Development and modification of behavioral deviations in children; application of principles derived from experimental analysis of behavior to problems of children.

Prerequisites: PSY 220

Advisory Prerequisite: PSY 310

3 credits

PSY 339: Special Topics in Clinical Psychology

May be repeated as the topic changes.

Prerequisite: PSY 230

Advisory Prerequisite: PSY 310

3 credits

PSY 341: Psychology of Prejudice

An overview of theoretical perspectives, research methods, empirical findings, and practical applications of psychological research on prejudice. Topics include the development of prejudice among children; the role of cognitive, social, personality, and motivational factors in maintaining prejudice and stigma; the psychological consequences of prejudice and stigma; and strategies for reducing prejudice, stigma, and intergroup conflict.

Prerequisite: PSY 240

Advisory Prerequisite: PSY 310

3 credits

PSY 344: Development and Aging in Adulthood

Adult development, aging and death will be examined in the context of family relationships, friendship patterns, intergenerational ties, and cultural themes. Cognitive process, personality, and coping strategies will be integrated into a discussion of biological aging and health maintenance in order to understand the range of individual, ethnic and socioeconomic differences that influence personal choices and challenges in identity formation, work, leisure and retirement. This course is offered as both CFS 344 and PSY 344.

Prerequisite: U3 standing; CFS 210 or PSY 220

3 credits

PSY 345: Theories of Personality

The study of the ways in which people differ. Examines traditional and current thinking and research about the nature and causes of the individual patterns of behavior, emotion, and thinking that we call personality.

Prerequisite: PSY 240

Advisory Prerequisite: PSY 310

3 credits

PSY 346: Health Psychology

The role of psychological factors in the maintenance of good health or in coping with illness. Topics include the modification of specific health behavior, such as alcoholism, obesity, lack of exercise, and smoking; the

relationship of stress and illness; and coping with terminal illnesses.

Prerequisite: PSY 240

Advisory Prerequisite: PSY 310

3 credits

PSY 347 - F: Psychology of Women

The psychological impact of important physiological and sociological events and epochs in the lives of women; menstruation, female sexuality, marriage, childbirth, and menopause; women and mental health, mental illness and psychotherapy; the role of women in the field of psychology. This course is offered as both PSY 347 and WST 377.

Prerequisite: WST major or minor; or one of the following: WST 102, WST 103, PSY 103, WST/SOC 247

3 credits

PSY 348: Special Topics in Social Psychology

May be repeated as the topic changes.

3 credits

PSY 349: Special Topics in Social Psychology

May be repeated as the topic changes.

Advisory Prerequisite: PSY 310

3 credits

PSY 355: Human Brain Function

The functional organization of the human brain, including dysfunctions resulting from various types of brain pathology. Neuroanatomical, neuropsychological, neurophysiological, and experimental psychological approaches are described.

Prerequisite: PSY 250

3 credits

PSY 356: Physiological Psychology

An advanced survey of the neurobiological bases of complex behavior. A review of basic neurophysiology, neuroanatomy, and neurochemistry is followed by considerations of the circuitry and neural processing supporting perception, motion, emotion, sleep, attention, learning, language, and higher cognitive mechanisms.

Prerequisite: PSY 250 or BIO 202 or BIO 203

3 credits

PSY 357: Animal Learning

Principles of adaptation and behavioral change with emphasis on techniques of reward and punishment and of stimulus control.

Advisory Prerequisite: PSY 310

3 credits

PSY 358: Special Topics in Biopsychology

May be repeated as the topic changes.

3 credits

PSY 359: Special Topics in Biopsychology

May be repeated as the topic changes.

Prerequisite: PSY 250

3 credits

PSY 364: Judgment and Decision Making

An exploration of the psychological factors that influence judgment and decision making. Topics include how judgments and decisions ought to be made (e.g., rational decision making), systematic flaws in people's actual performance, and the neural systems that underlie decisions.

Prerequisite: PSY 260

Advisory Prerequisite: PSY 310

3 credits

PSY 365: The Psychology of Language

Examination of language acquisition and a consideration of its implication for cognitive psychology.

Prerequisite: PSY 260

Advisory Prerequisite: PSY 310

3 credits

PSY 366: Human Problem Solving

An exploration of human problem solving and critical thinking. Topics include memory strategies, the role of language in thinking, inductive and deductive reasoning, creativity, and the development of problem solving skills.

Prerequisite: PSY 260

Advisory Prerequisite: PSY 310

3 credits

PSY 367: Memory

A review of classic and current theories of memory and empirical research on memory in memory-intact and memory-impaired populations.

Prerequisite: PSY 260

Advisory Prerequisite: PSY 310

3 credits

PSY 368: Sensation and Perception

An examination of both the basic mechanisms and the organizational processes of visual and auditory perception. Topics include the perception of color, depth, movement, pitch, loudness, speech, and music.

Prerequisite: PSY 260

Advisory Prerequisite: PSY 310

3 credits

PSY 369: Special Topics in Cognition and Perception

May be repeated as the topic changes.

Prerequisite: PSY 260

Advisory Prerequisite: PSY 310

3 credits

PSY 375: History and Systems of Psychology

History of psychology presented either as a development and testing of theories that emerge from a long philosophical tradition, or as a set of practices that serve particular social functions and respond to pressures from the socioeconomic context.

Prerequisites: Nine credits of psychology

3 credits

PSY 380: Research Lab: Human Cognition

Techniques and experimental methods to conduct research in cognition on a selection of topics such as perception and sensation, language, attention, or memory. Hands-on learning of research and reporting of research.

Prerequisites: PSY 310; permission of instructor

4 credits

PSY 382: Research Lab: Social Psychology

Techniques and experimental problems in social psychology, including natural observation, surveys, and experimental design. Three hours of lecture and two hours of field or laboratory research per week.

Prerequisites: PSY 240 and 310

4 credits

PSY 383: Behavioral Ecology Laboratory

This course is an introduction to and critical analysis of theory and research on animal behavior in natural and naturalistic settings. A field research study is major component of this course. This course is also only open to B.S. majors in Psychology and enrollment is limited.

Prerequisites: PSY 103 or 104; PSY 201 or AMS 102; PSY 310

4 credits

PSY 384: Research Lab: Human Factors

Current theories and empirical methods in the psychology of human-computer interaction. Students practice techniques in the research,

design, and evaluation of human-computer interfaces.

Prerequisites: PSY 260 and 310; permission of department

4 credits

PSY 385 - F: Seminar in Infant/Toddler or Preschool Development and Education

Seminar in development and education of infants/toddlers or preschool-aged children (Section numbers 1 and 2 are seminar on infants/toddlers; Section numbers 3 and 4 are seminar on preschool-aged children). Sections devoted to infants/toddlers focus on learning and living environments that foster emergent communication and language skills and promote social, cognitive, physical, and emotional development. Sections devoted to preschool-aged children focus on emergent literacy, science and math discovery, and multi-sensory experiences that enhance motor development and exploration of the arts. Strategies for problem solving and promotion of positive social interaction and emotional development, including active listening, limit-setting, conflict negotiation, and child initiated approaches are examined from a multicultural perspective. Students design age-appropriate curricula and implement them under instructor supervision within the co-requisite practicum, PSY 285. Can be repeated once by enrolling in a section that focuses on a different age group. Can be used once toward Psychology Department elective requirements.

Prerequisite: CFS 210 or CFS 322 or PSY 220 or PSY 325 or PSY 326; permission of instructor

Corequisite: PSY 285

3 credits

PSY 399: Junior Honors Seminar

First course of a three-semester research seminar on research in psychology. Topics investigated by faculty are reviewed. The class focuses on particular theories, methods, and results that illustrate the research process within the department. Students are expected to present oral and written proposals for their senior year research project.

Prerequisites: PSY 310; admission to psychology honors program

1 credit

PSY 447: Readings in Psychology

Directed readings under the guidance of a faculty member. May be repeated once.

Advisory Prerequisite: PSY 310

1-6 credits

PSY 475: Undergraduate Teaching Practicum I

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly assigned times to discuss the intellectual and pedagogical matters relating to the course.

Prerequisites: PSY 310; U4 standing in psychology major; permission of instructor and department

3 credits, S/U grading

PSY 476: Undergraduate Teaching Practicum II

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. Students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have already been graded. Students may not serve as teaching assistants in the same course twice.

Prerequisites: PSY 475; permission of instructor and department

3 credits, S/U grading

PSY 487: Independent Research in Psychology

Upper-division students interested in carrying out independent research projects under the auspices of a faculty member in the Department of Psychology may do so in this course. The student must propose and carry out the research project and must analyze and write up the results in a form acceptable to the sponsor. Written agreement by the faculty sponsor to undertake this responsibility and an outline of the project goals are filed with the Undergraduate Psychology Office. These become part of the student's departmental file. May be repeated up to a limit of 12 credits.

Prerequisites: U3 or U4 standing; PSY 310; permission of department

0-6 credits

PSY 488: Internship

Participation in public and private agencies and organizations. Students are required to submit written progress reports and a final written report on their experience to the faculty sponsor and department. May be repeated up to a limit of 12 credits.

Prerequisites: 12 credits in psychology including PSY 310; permission of the supervising faculty member and undergraduate director

0-6 credits, S/U grading

PSY 491: Advanced Seminar in Psychology

Special seminars covering current research theory. Topics are announced prior to the beginning of each semester. May be repeated up to a limit of 18 credits. Students may take two sections in a single semester. May not be taken for more than six credits per faculty member during the student's career.

Prerequisites: PSY 310; permission of instructor

1-3 credits

PSY 492: Advanced Seminar in Psychology

Special seminars covering current research theory. Topics are announced prior to the beginning of each semester. May be repeated up to a limit of 18 credits. Students may take two sections in a single semester. May not be taken for more than six credits per faculty member during the student's career.

Prerequisites: PSY 310; permission of instructor

1-3 credits

PSY 495: Senior Honors Seminar

Second course of a three-semester research seminar with continuing discussions of methods and theories relevant to honors research projects. Students are expected to design and execute a research project and submit a these under the supervision of appropriate faculty sponsorship. Students enrolled in PSY 495 are obliged to complete PSY 496. Students receive only one grade upon completion of the sequence.

Prerequisite: PSY 399; permission of department

Corequisite: PSY 487

1 credit

PSY 496: Senior Honors Seminar

Third course of a three-semester research seminar with continuing discussions of methods and theories relevant to honors research projects. Students are expected to design and execute a research project and submit a these under the supervision of appropriate faculty sponsorship. Students enrolled in PSY 495 are obliged to complete PSY 496. Students receive only one grade upon completion of the sequence.

Prerequisite: PSY 495; permission of department

Corequisite: PSY 487

1 credit

SCI**Science Teacher Preparation****SCI 410: Pedagogy and Methods for Science Education I**

Fundamental science teaching strategies, theories, and practices are introduced to students. Implementation of the New York State Math, Science, and Technology Standards and core science curricula is emphasized, in addition to the importance of inquiry based learning, laboratory activities, and laboratory safety. Students plan lessons and make several presentations. Students complete an action research project based on field observations made in conjunction with SCI 449.

Prerequisites: Acceptance to a Science Teacher Preparation program; minimum g.p.a. of 2.75

Corequisite: SCI 449 Note: you must register for the same sections of SCI 410 and 449

3 credits

SCI 420: Pedagogy and Methods for Science Education II

Builds on the practical application of science pedagogy introduced in SCI 410. Advanced science teaching strategies are presented. Emphasis is placed on the integration of theory and practice, extension of scientific inquiry for diverse learners and assessment of student progress. Essential themes and critical issues in the science disciplines are explored in the context of teaching in secondary schools. Experiences in SCI 450 are incorporated into SCI 420. Note: you must register for the same sections of SCI 420 and 450.

Prerequisites: C or higher in SCI 410; minimum g.p.a. of 2.75

Corequisite: SCI 450

3 credits

SCI 447: Directed Readings in Science Education

Advanced study in science education under the supervision of a science education faculty member.

Prerequisite: Permission of the science education program

1-6 credits

SCI 449: Field Experience, Grades 7-12

Students visit science classes in secondary schools and participate in selected school-based outreach programs for a total of 50 hours during the semester. The observations made during these visits serve as the basis for the action research project that is completed in SCI 410, as well as for discussions that occur in class. Due to public school schedules, the

majority of these experiences occur during morning hours.

Prerequisites: Acceptance to a Science Teacher Preparation program; minimum g.p.a. of 2.75

Corequisite: SCI 410 Note: you must register for the same sections of SCI 410 and 449

1 credit, S/U grading

SCI 450: Field Experience, Grades 7-12

Students visit science classes in secondary schools and participate in selected school-based outreach programs for a total of 50 hours during the semester. The observations made during these visits serve as the basis for discussions that occur in class and for the research component of SCI 420. Due to public school schedules, the majority of these experiences occur during morning hours. Note: you must register for the same sections of SCI 420 and 450.

Prerequisites: C or higher in SCI 410; minimum g.p.a. of 2.75

Corequisite: SCI 420

1 credit, S/U grading

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

Prospective science teachers participate in full-time supervised student teaching in partnership schools, grades 7-9. Frequent consultation with the University supervisor helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

Prerequisites: C or higher in SCI 420; PSY 327; SSE 350; 2.75 cum gpa.; completion of all graduation requirements; Dept permission. Corequisites: SCI 452 and 454; Note: students must register for equivalent sections of SCI 451, 452, 454

6 credits, S/U grading

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

Prospective science teachers participate in full-time supervised student teaching in partnership schools, grades 10-12. Frequent consultation with the University supervisor helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

Prerequisites: C or higher in SCI 420; SSE 350, PSY 327, and LIN 344; 2.75 cum GPA; completion of all grad reqs; Permission of dept
Corequisites: SCI 451 and 454; Note: students must register for equivalent sections of SCI 451, 452, 454.

6 credits, S/U grading

SCI 454: Science Student Teaching Seminar

Includes discussions of teaching techniques that are critical to success as a science teacher, such as classroom management and effective questioning techniques. Analysis of actual problems and issues encountered by the student in his or her student teaching experience are part of each seminar session.

Prerequisites: C or higher in SCI 420; SSE 350, PSY 327, and LIN 344; 2.75 cum GPA; completion/grad reqs; successful compl./LAST Exam; Dept perm. Corequisites: SCI 451 and 452; Note: students must register/equiv sections of SCI 451, 452, 454.

3 credits

SCI 487: Applied Research

Repeatable to a maximum of 6 credits.

Prerequisite: Permission of science education program

0-3 credits

SSE

Social Studies Education

SSE 100 - F: Economics for Social Studies Teachers

An introduction to the principles of micro- and macroeconomics for students planning to become social studies teachers. The course will focus on economic concepts and reasoning with the goal of teaching prospective teachers how to apply these ideas to important public policy issues. Not for economics major credit. Formerly ECO 100. Not for credit in addition to ECO 100.

Prerequisite: Admission to the teacher preparation program in social studies

3 credits

SSE 350: Foundations of Education

An interdisciplinary study of the foundations of education focusing on the findings of the social and behavioral sciences as related to education and teaching. The course is designed to meet the needs of students enrolled in the secondary teacher preparation programs.

Prerequisite: Junior or Senior Standing

3 credits

SSE 397: Teaching Social Studies

Social studies as taught in the secondary schools: the nature of the social studies, curricula models, scope and sequence of topics offered, new programs of social studies instruction, etc. Designed for prospective teachers of social studies in secondary schools.

Prerequisites: Admission to a Social Studies Teacher Preparation program;

Corequisite: SSE 449 (formerly SSI 449)

3 credits

SSE 398: Social Studies Teaching Strategies

An examination of the instructional methods and materials for teaching social studies at the secondary school level. Designed for prospective teachers of social studies in secondary schools.

Prerequisite: Admission into a Social Studies Teacher Preparation program; C or higher in SSE 397 (formerly SSI 397)

Corequisite: SSE 450 (formerly SSI 450)

3 credits

SSE 447: Directed Readings in Social Studies Education

Individually supervised reading in selected topics of the social sciences. May be repeated, but total credit may not exceed more than six credits.

Prerequisite: Permission of instructor

1-3 credits

SSE 449: Field Experience, Grades 7-12

Observation, inquiry, and practice in social studies education at the secondary level including 50 hours of documented visitations and observation at documented sites. Field experience writing logs are the basis for group discussion. Satisfactory/Unsatisfactory grading.

Prerequisites: Admission to a Social Studies Teacher Preparation program;

Corequisite: SSE 397 (formerly SSI 397)

1 credit, S/U grading

SSE 450: Field Experience, Grades 7-12

Observation, inquiry, and practice in social studies education at the secondary level including 50 hours of documented visitations and observation at documented sites. Field experience writing logs are the basis for group discussion. Satisfactory/Unsatisfactory grading.

Prerequisite: Admission to a Social Studies Teacher Preparation program

Corequisite: SSE 398 (formerly SSI 398)

1 credit, S/U grading

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

Prospective secondary school social studies teachers receive supervised practice teaching by arrangements with selected Long Island secondary schools. The student teacher reports to the school to which he or she is assigned

each full school day for the entire semester. Frequent consultation with the supervising teacher helps the student to interpret and evaluate the student teaching experience. Applications must be filed in the semester preceding that in which the student plans to student teach. The dates by which applications must be completed are announced in PEP Guide to Teacher Education.

Prerequisites: C or higher in SSE 398 (formerly SSI 398); 3.00 g.p.a. in the major; enrollment in the Social Studies Secondary Teacher Preparation Program; approval of social studies director

Corequisites: SSE 452 and 454 (formerly SSI 452 and 454)

6 credits, S/U grading

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

Prospective secondary school social studies teachers receive supervised practice teaching by arrangements with selected Long Island secondary schools. The student teacher reports to the school to which he or she is assigned each full school day for the entire semester. Frequent consultation with the supervising teacher helps the student to interpret and evaluate the student teaching experience. Applications must be filed in the semester preceding that in which the student plans to student teach. The dates by which applications must be completed are announced in PEP Guide to Teacher Education.

Prerequisites: C or higher in SSE 398 (formerly SSI 398); 3.00 g.p.a. in the major; enrollment in the Social Studies Secondary Teacher Preparation Program; approval of social studies director

Corequisites: SSE 451 and 454 (formerly SSI 451 and 454)

6 credits, S/U grading

SSE 454: Student Teaching Seminar

Seminar on problems and issues of teaching social studies at the secondary school level. Analysis of actual problems and issues encountered by the student in his or her student teaching experience. The course includes a unit on identifying and reporting child abuse and maltreatment. Students in this course are required to pay a fee that is used solely to secure the New York State Certificate in Identifying and Reporting Child Abuse and Maltreatment.

Prerequisite: C or higher in SSE 398 (formerly SSI 398)

Corequisites: SSE 451 and 452 (formerly SSI 451 and 452)

3 credits

SSE 475: Undergrad Teaching Practicum I

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course.

3 credits, S/U grading

SSE 476: Undergrad Teaching Practicum II

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course. In SSE 476, students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have already been graded. Students may not serve as teaching assistants in the same course twice.

3 credits, S/U grading

SSE 487: Independent Project in Social Sciences Education

Independent projects in social studies secondary school education designed for students enrolled in the social studies teacher preparation program. May be repeated.

Prerequisites: 18 credits in the social and behavioral sciences; permission of program

0-6 credits