

## Fall 2012 Course Descriptions

*This document contains only the course descriptions for the SPD courses offered during Fall 2012. For date, time and instructor information, visit [SOLAR](#) or the [SPD website](#).*

*Many of these courses have sections that meet online. Visit [the SPD Online website](#) for online course requirements. Some courses meet for 10-weeks; check course notes for variations to the 14-week schedule.*

*This information was correct as of May 29, 2012.*

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### **CEA 529 Music and the Brain (NSLS)**

This course will examine various issues and perspectives as they relate to how the brain processes music, and a discussion of amusic conditions that may occur as a result of traumatic brain injury. The latest research in brain/music will be discussed and analyzed. Part of our studies will include a look at the anatomical and physiological elements of music processes and the function of related areas of the brain. This course is appropriate for anyone who is involved in the fields of education, music, psychology, or medicine or anyone with interest in music.

Section S01: M, 5:30 PM-8:30 PM, Peter Pece

### **CEA 530 Teaching with the Visual Arts**

This course will employ a fourfold background frame work (aesthetics, criticism, appreciation, and production) to explore the use of the visual arts in the K-12 classroom. Students will discuss identifying visual talent, strengthening visual abilities, making connections between areas of intelligence. Principles of design and elements of visual art, examine how to teach visual skills and concepts, how to assess skill levels, how to design and manage visual activities to implement curricular goals, how to establish criteria and evaluate visual components in student work, how to use professional artwork as a learning tool, and how to encourage creativity and excellence will be reviewed.

Section S01: TU, 6:00 PM-9:00 PM, Ruth Kisch

### **CEA 534 Women Artists and Women in Art (AHLS)**

This course will focus on women both as the subjects and the creators of art with an attempt to comprehend how social, political and economic factors are reflected in women artist's creations or lack of them. The readings and discussions will focus on issues of gender as they relate to subjects, materials and styles chosen by men and women. The obstacles women artists face and the triumphs they achieve will also be part of the analysis.

Notes: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Constance Koppelman

### **CEA 540 Visual Culture:Contemp Images (AHLS)**

Visual images are everywhere in contemporary life. By viewing and discussing examples and techniques in the areas of commercial art, photography, film, fine art, and the internet, students will have the opportunity to analyze a broad range of visual products. Students will engage with and employ some of these techniques in order to increase their awareness of visual culture. Course formerly entitled: Learning in a Visual Culture.

Section S01: TH, 6:00 PM-9:00 PM, Ruth Kisch

### **CEA 542 Stony Brook Wind Ensemble**

Study and performance of repertory from the Baroque to Contemporary periods, encompassing an international array of composers including original wind ensemble works and orchestral transcriptions. An intermediate performance level is required. The Wind Ensemble performs a public concert each semester on the main stage of the Staller Fine Arts Center.

## Fall 2012 SPD Course Descriptions

Note: Offered as CEA 542 and MUS 263  
Section L01: W, 6:50 PM-9:50 PM, Bruce Engel

### **CEB 505 History of Long Island Envir (NSLS)**

This course will examine the role history has played in determining the present Long Island environment. It will include discussions of marine, fresh water, and land communities on Long Island. Special emphasis will be placed on recognizing signs of past modifications.

Section 01: TU, 5:30 PM-8:30 PM, Francis Turano

### **CEB 533 Science & Romance of Wine (NSLS)**

This course will describe all aspects of the world's continuing interest and romance with wine: its history, botany, and microbiology; the science of wine making; physiology of the palate; geography of wine regions, including soil and climatic considerations; the economics of the wine industry; and finally an inquiry into the question of what makes one wine great and another mediocre. The wine producing regions of the world will be surveyed, and the factors affecting quality and wine classification will be discussed.

Section 01: W, 6:00 PM-9:00 PM, Harvard Lyman

### **CEB 547 Topics in Genetics & Molec Bio (NSLS)**

A survey of genetics organized around a particular topic, including gene regulation, developmental genetics, cancer genetics, epigenetics with emphasis on areas with emerging new insight. The methodology used to study these areas will also be explored. Intended for students in the MAT Biology and PhD Science Education programs. Offered Fall, 3 Credits, ABCF Grading

Note: Offered as CEB 547 and BIO 520

Section S01: W, 5:30 PM-8:30 PM, Zuzana Zachar

### **CEB 548 Topics in Microbiology (NSLS)**

A survey of microbiology with an emphasis on microbial ecology, the role of microbes in the biosphere and the methodology used to explore these areas. The course is organized around two resources available online: Unseen Life on Earth: An Introduction to Microbiology, which was produced by The American Society for Microbiology (<http://www.learner.org/resources/series121.html>) and the New York State core curriculum for The Living Environment (<http://www.p12.nysed.gov/ciai/mst/sci/lis.html>). Intended for the students in the MAT Science and MALS programs. Offered Fall, 3 Credits, ABCF Grading

Note: Offered as CEB 548 and BIO 515

Section S01: TH, 5:30 PM-8:30 PM, Joan Kiely

### **CEB 553 Biology & Human Behavior (NSSB)**

A biological theory of human uniqueness is presented and explored through the examination of empirical evidence from a multidisciplinary perspective including insights from ethnology, human social and sexual behavior, evolutionary biology, history, economics, the humanities and political science.

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Section S30: Online, Joanne Souza

### **CEB 556 Ecology (NSLS)**

An examination of the interactions of living organisms with their physical and biological environments. Special attention is given to population dynamics and the interactions among organisms that determine the structure, function, and evolutionary development of biological communities. In addition, teacher candidates will conduct an independent project consisting of either a research paper or development of an ecology laboratory for a secondary school science class.

Prerequisite: Matriculation in MAT in Biology

Note: Offered as CEB 556 and BIO 351.

Section 01: TUTH, 11:30 AM-12:50 PM, Katie Schneider

## Fall 2012 SPD Course Descriptions

### **CEB 559 Modern Topics in Evolution (NSLS)**

Evolution is the unifying principle in Biology. This course will cover in-depth content related to modern topics in evolution and the nature of science. Additionally it will address a range of contemporary issues in biology education.

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Section S30: Online, Stephen Wefer

### **CEB 563 Darwin in the 21st Century (NSSB)**

This course is an introduction to historical and theoretical aspects of evolutionary biology. The implications of evolution for current social and public issues are also considered. It is intended to show how scientists practice science and to provide an understanding of evolutionary theory. Discussion will center on the relationships between the historical development of the Theory of Natural Selection, and its relationship to Social Darwinism, Creationism, and Contemporary Evolutionary Theory

Section S01: TH, 5:30 PM-8:30 PM, Francis Turano

### **CED 595 MA/LS and MPS Project Seminar**

The goal of the Project Seminar is to teach students to understand and conduct graduate level research. Research may be either original or applied. Prior approval of topic by faculty required; methodology and resources will be reviewed throughout writing process. S/U grading applies. No 'I'/Incompletes. Must repeat if a 'U'/Unsatisfactory grade earned. No transfer credit or substitutions. May not be used to meet 12 credit content requirement for professional licensure.

Pre-Requisite: Matriculation in MA/LS, MPS or MAHEA degree program; prior completion of 12 graduate level credits in the degree program.

Note: S/U grading; can repeat one time but not for credit.

Section S01: TU, 5:30 PM-8:30 PM, Constance Koppelman

### **CED 595 MA/LS and MPS Project Seminar**

The goal of the Project Seminar is to teach students to understand and conduct graduate level research. Research may be either original or applied. Prior approval of topic by faculty required; methodology and resources will be reviewed throughout writing process. S/U grading applies. No 'I'/Incompletes. Must repeat if a 'U'/Unsatisfactory grade earned. No transfer credit or substitutions. May not be used to meet 12 credit content requirement for professional licensure.

Pre-Requisite: Matriculation in MA/LS, MPS or MAHEA degree program; prior completion of 12 graduate level credits in the degree program.

Note: S/U grading; can repeat one time but not for credit.

Section S02: M, 5:30 PM-8:30 PM, Frank Rizza

### **CED 595 MA/LS and MPS Project Seminar**

The goal of the Project Seminar is to teach students to understand and conduct graduate level research. Research may be either original or applied. Prior approval of topic by faculty required; methodology and resources will be reviewed throughout writing process. S/U grading applies. No 'I'/Incompletes. Must repeat if a 'U'/Unsatisfactory grade earned. No transfer credit or substitutions. May not be used to meet 12 credit content requirement for professional licensure.

Pre-Requisite: Matriculation in MA/LS, MPS or MAHEA degree program; prior completion of 12 graduate level credits in the degree program.

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Section S30: Online, Margery Brown

### **CED 595 MA/LS and MPS Project Seminar**

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## Fall 2012 SPD Course Descriptions

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### **CED 595 MA/LS and MPS Project Seminar**

The goal of the Project Seminar is to teach students to understand and conduct graduate level research. Research may be either original or applied. Prior approval of topic by faculty required; methodology and resources will be reviewed throughout writing process. S/U grading applies. No 'I'/Incompletes. Must repeat if a 'U'/Unsatisfactory grade earned. No transfer credit or substitutions. May not be used to meet 12 credit content requirement for professional licensure. Pre-Requisite: Matriculation in MA/LS, MPS or MAHEA degree program; prior completion of 12 graduate level credits in the degree program. Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements. Section S32: Online, Lee grace Cannella

### **CED 595 MA/LS and MPS Project Seminar**

The goal of the Project Seminar is to teach students to understand and conduct graduate level research. Research may be either original or applied. Prior approval of topic by faculty required; methodology and resources will be reviewed throughout writing process. S/U grading applies. No 'I'/Incompletes. Must repeat if a 'U'/Unsatisfactory grade earned. No transfer credit or substitutions. May not be used to meet 12 credit content requirement for professional licensure. Pre-Requisite: Matriculation in MA/LS, MPS or MAHEA degree program; prior completion of 12 graduate level credits in the degree program. Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements. Section S33: Online, Laura Koplewitz

### **CED 595 MA/LS and MPS Project Seminar**

The goal of the Project Seminar is to teach students to understand and conduct graduate level research. Research may be either original or applied. Prior approval of topic by faculty required; methodology and resources will be reviewed throughout writing process. S/U grading applies. No 'I'/Incompletes. Must repeat if a 'U'/Unsatisfactory grade earned. No transfer credit or substitutions. May not be used to meet 12 credit content requirement for professional licensure. Pre-Requisite: Matriculation in MA/LS, MPS or MAHEA degree program; prior completion of 12 graduate level credits in the degree program. Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements. Section S34: Online, TBA

### **CEE 504 Youth in Crisis (SBLS)**

Explores the problems of youth in crisis and its effect on teachers, schools, legislation, and the community. Special emphasis will be given to the problems of anxiety, stress, alienation, alcoholism, and drugs. Section S01: W, 5:30 PM-8:30 PM, Alfred Abbato

### **CEE 505 Education: Theory and Practice**

Schools are fundamental institutions in every society. While they reflect the existing social order with all of its hierarchies and inequalities, they can also act as engines of social mobility, democratic opportunity, and social change. The purpose of the class is to help prospective teachers acquire the conceptual tools needed to analyze these processes in a sustained, in-depth manner in order to make informed judgments about their future goals as teaching professionals.

## Fall 2012 SPD Course Descriptions

Section 01: M, 2:30 PM-5:30 PM, Lauren Kaushansky

Section 02: TH, 2:30 PM-5:30 PM, Lauren Kaushansky

### **CEE 511 Home-School Relationship in Ed**

This course explores the relationship between the home and school and its effect on the development of children. The need for the home-school connection, the historical overview of the family, the rationale behind federal legislation, and parent involvement in the schools will be examined. The school's role in parent education, our understanding of specific legislation, of social issues such as drugs, teenage pregnancy, and other areas of serious concern as well as programs designed to help families and children will also be discussed.

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Section S30: Online, Antoinette MacLeod

### **CEE 513 Teaching the At Risk Student**

This course will explore the reasons why at-risk students are not reaching their potential and specific evidenced-based strategies to promote the skills and competencies needed for student success not only on state assessments but also in high school and in life. Due to the diversity of the at-risk population, including students who are culturally, ethnically, and linguistically diverse, a variety of evidence-based pedagogical approaches will be explored that have proven effective with these students. Opportunities will also be provided for class participants to apply these strategies in their classrooms and content specialties on both the elementary and secondary school levels. Specific local and national programs that have proven successful in working with at-risk students and lowering drop out rates will also be researched and compared.

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Section S30: Online, Allen Smith

### **CEE 519 Building Effective Schools**

This overview of the characteristics of effective schools will guide a discussion of school classroom practices which promote learning. Classroom practices will focus on planning, organizing and delivering effective instruction while school practices will examine the roles, responsibilities and significance of stakeholders with respect to the school improvement process.

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Section S30: Online, Antoinette MacLeod

### **CEE 520 Curric: Managing Instruction**

In many classrooms instruction is often dependent on the textbook, the test, or the technology. The curriculum is the map or plan to serve these tools and this course will explore the role of the teacher in authoring the curriculum for more effective classroom management. Students will visit online and critique national and local teacher groups pursuing curriculum change. Students will focus on the role of the curriculum in the improved management of authentic learner assessment and the delivery of instructional resources.

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Section S30: Online, Paul Baker

### **CEE 540 Substance Abuse in Schools**

Examines model curricula, classroom strategies, staff/parent education programs, student projects, community resources, research, and program development will include a look at: policy/procedures, legal issues, intervention, prevention, treatment models, substance abusing families, staff training, parent involvement, and community/school partnerships. (Formerly School-Based Substance Abuse Prevention)

Section S01: TH, 5:30 PM-8:30 PM, Alfred Abbato

## Fall 2012 SPD Course Descriptions

### **CEE 571 Ethics & Values:CharacterEduc (SBL)**

This course will focus on developing moral values in educational settings. Topics such as trustworthiness, respect, responsibility, justice, fairness, caring, civic virtue and citizenship will be addressed. The objective will be to suggest techniques for integration of these virtues as functioning priorities in our society.

Section S01: TU, 5:30 PM-8:30 PM, Judith Weissman

### **CEE 577 Teaching Social Studies**

This up-to-date examination of social studies as a subject taught in the secondary schools will look at the nature of social studies, curricula models, scope and sequence of topics, new methods of instruction, and more.

Prerequisite: Matriculation in Master of Arts in Teaching Social Studies; min GPA: 3.00. Students must register for the same sections of CEE 577 and CEF 548 (Corequisites).

Section 01: TU, 5:30 PM-8:30 PM, Lawrence Frohman

### **CEE 580 Stu Teaching Sem: Social Studi**

This seminar will focus on the problems and issues involved in teaching social studies at the secondary school level. Focus will be on analyzing real-life situations encountered by the student in his/her student teaching experience.

Corequisites: CEQ 581 and CEQ 582; permission of department

Note: Offered as CEE 580 and SSE 454

Section S01: W, 5:30 PM-8:30 PM, Charles Backfish

### **CEE 581 Diverse Classrooms: 21st Cent (SBL)**

In today's classroom, students interact with people of different ethnicities, religions, sexual identities and cultures. Schools in the United States are more diverse than ever before; this diversity presents challenges and opportunities for educators. Through readings, research and discussion, students will examine how America's classrooms are changing to accommodate this growth in student diversity. Concepts of diversity can be applied to other differences as well, including people with physical and intellectual differences, socioeconomic status and educational level. Lesson planning and curriculum development strategies for multicultural education will be presented.

Section S01: TH, 5:30 PM-8:30 PM, Judith Weissman

### **CEE 583 Teaching for Memory/Recall**

This course will explore various theories of learning and show how brain-based teaching strategies can be implemented to support optimal learning experiences. Incorporating brain-based research teaching best practices and strategies, as a natural educational practice in the classroom will be explored and examined.

Section S01: M, 5:30 PM-8:30 PM, Maureen Kelly

### **CEE 588 Methods of Instr in Lit & Comp**

Students will take an active part in this class, which will focus on the effective teaching of English. Each student will share his/her own writing, observe secondary school English classes, participate in peer group editing sessions, and teach a lesson. The final project, a portfolio, will be a reflection of the student's growth and understanding of what teaching English is all about.

Prerequisite: Matriculation in MAT in English. Restricted to those not yet certified to teach. Students must register for the same sections of CEE 588 and CEF 551 (Corequisites).

Note: Offered as CEE 588 and EGL 441.01

Section 01: W, 4:00 PM-6:50 PM, William Schiavo

### **CEE 590 Student Teaching Sem: English**

This seminar will focus on issues, policies, programs, and problems in teaching English, grades 7-12. Real-life problems encountered by the student in his/her student teaching experience will be discussed. Guidance will be provided in preparing a teaching module designed for the student teaching experience, which will also serve to satisfy the MAT in English project requirement. Corequisites CEQ 591 and CEQ 592; one session is devoted to the State Education Department's

## Fall 2012 SPD Course Descriptions

requirement for Child Abuse Education; a \$20 processing fee will be assessed for issuance of an official statement which verifies satisfactory completion of this requirement.

Prerequisites: Permission of department, matriculation in MAT in English (completion 15 credits graduate English course work, CEE 588, CEF 551, CEF 552, CEE 505, CEE 565, LIN 544); restricted to those not yet certified to teach

Co-requisites: CEQ 591/2

Note: Offered as CEE 590 and EGL 454

Section S01: W, 4:00 PM-6:50 PM, Karen Lund

### **CEE 590 Student Teaching Sem: English**

This seminar will focus on issues, policies, programs, and problems in teaching English, grades 7-12. Real-life problems encountered by the student in his/her student teaching experience will be discussed. Guidance will be provided in preparing a teaching module designed for the student teaching experience, which will also serve to satisfy the MAT in English project requirement. Corequisites CEQ 591 and CEQ 592; one session is devoted to the State Education Department's requirement for Child Abuse Education; a \$20 processing fee will be assessed for issuance of an official statement which verifies satisfactory completion of this requirement.

Prerequisites: Permission of department, matriculation in MAT in English (completion 15 credits graduate English course work, CEE 588, CEF 551, CEF 552, CEE 505, CEE 565, LIN 544); restricted to those not yet certified to teach

Co-requisites: CEQ 591/2

Note: Meets in Manhattan. 15-week course. Offered as CEE 590 and EGL 454

Section S60: TU, 4:00 PM-6:50 PM, Natalie Lukas

### **CEE 593 Perf & Tech Teaching Lit & Com**

This course will explore the teaching of literature and composition through the use of performance and technology. The use of performance has proven to be an effective classroom tool for several reasons. We will initially focus much on the performance component on the teaching of Shakespeare, looking particularly at the standard plays taught in high school. Then, we will apply performance techniques to other plays, poetry, short stories, novels, and several non-fiction pieces. The course will also explore effective use of film, video, and other media as well as computers and the Internet. In addition, throughout the course, we will integrate the four NYS Regents tasks with the literature we are studying and compose original assignments for each task.

Prerequisites: Matriculation in MAT in English, CEE 588, CEF 551; restricted to those not yet certified to teach

Co-requisite: CEF 552

Note: Open to MALS students with permission. Offered as CEE 593 and EGL 440

Section 01: W, 4:00 PM-6:50 PM, Kenneth Lindblom

### **CEE 601 Early Adolescent Development**

This course will address the unique social, emotional, physical and intellectual challenges faced by 10-14 year old children, known as the period of early adolescence. Critical understanding of these characteristics and transformations will be an essential part of the course, along with a review of the important work of Piaget, Erickson and others who have made significant contributions toward our understanding and ability to effectively teach this age group. The vital elements of parental involvement and responsiveness to diversity will also be emphasized. Teachers will be prepared to transition to the middle school classroom through deep appreciation for and understanding of the children they will teach in grades 5-8.

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Section S30: Online, Peter Pece

## Fall 2012 SPD Course Descriptions

### **CEE 602 Middle Child Educ:Instruction**

Based on a four corner framework for quality teaching, this course examines how to set the climate, teach the content, facilitate the interactions and foster reflection in the middle school classroom. The course focuses on using brain based instruction as the basis for learning and processes for making data-driven instructional decisions and for designing curriculum to address the standards. In addition, emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and a higher order thinking skills. Woven throughout the course content is the concept of differentiating instruction and assessment of individual learners.

Section S01: M, 5:30 PM-8:30 PM, Joanne Kroon

### **CEF 347 Intro 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.

Note: Offered as CEF 347 and CEF 547

Section S01: TH, 5:30 PM-8:30 PM, Elizabeth Stein

### **CEF 347 Intro 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.

Note: Offered as CEF 347 and CEF 547

Section S02: M, 5:30 PM-8:30 PM, Patricia Hantzidiamantis

### **CEF 347 Intro 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.

Note: Offered as CEF 347.03 and CEF 547.03

Section S03: W, 5:30 PM-8:30 PM, Louis Malerba

### **CEF 515 Family & TV:Impact on Children (SBLS)**

This course will examine the cognitive, affective and behavioral effects of television on family life. Specifically, this course will provide a survey and analysis of family issues which have been shaped by today's media environment for children, including televised violence, how children use television, impacts on cognitive development and the very current issue of the TV industry's obligation to serve child audiences.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Jennifer Young

### **CEF 515 Family & TV:Impact on Children (SBLS)**

This course will examine the cognitive, affective and behavioral effects of television on family life. Specifically, this course will provide a survey and analysis of family issues which have been shaped by today's media environment for children, including televised violence, how children use television, impacts on cognitive development and the very current issue of the TV industry's obligation to serve child audiences.



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Section S31: Online, Jennifer Young

### **CEF 545 Co-Teaching for Inclusion**

This course is designed to provide educators and other interested parties with an overview of inclusion and co-teaching with a specific emphasis on the PACT Co-Teaching/Inclusion Model (Parity, Alternative Assessment, Cooperative Learning, and Teamwork). The course is geared to those co-teaching or working with inclusion classes. However, it is open to all who wish to find more out about these topics.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Edgar Daniels; Kathleen Cassidy

### **CEF 547 Prin/Prac Special Education**

An overview of special education principles and practices that will include an understanding of the categories of disabilities; identification and remediation of disabilities; the special education process and state and federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs. As of Fall 2011, this course meets the NYS special education requirement for all pre-service candidates for teacher certification.

Note: Offered as CEF 547 and CEF 347

Section S01: TH, 5:30 PM-8:30 PM, Elizabeth Stein

Section S02: M, 5:30 PM-8:30 PM, Patricia Hantzidiamantis

Section S03: W, 5:30 PM-8:30 PM, Louis Malerba

*Notes for Sections S30-S31:* This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Norma Egic; Laurie Graziano

Section S31: Online, Kathleen Cassidy

### **CEF 548 Field Experience I - SS 7-9**

Observation, inquiry, and practice in Social Studies Education at the secondary level in grades 7 - 9. Field experience will include 50 hours of documented visitation and observation at appropriate sites. Field observation logs will be the basis for group discussions. S/U Graded.

Prerequisite: Admittance to Master of Arts in Teaching- Social Studies; minimum GPA of 3.00  
Corequisite: CEE 577 Note: you must register for the same sections of CEE 577 and CEF 548

Section V01: APPT, 1:00 AM-1:00 AM, Lawrence Frohman

### **CEF 551 Field Experience I English 7-9**

Observation, inquiry, and practice in english education at the secondary level in grades 7-9. Field experience will include 50 hours of documented visitations and observation at appropriate sites. Field observation written logs will be the basis for group discussions. S/U Graded.

Prerequisite: Matriculation in MAT in English. Restricted to those not yet certified to teach. Students must register for the same sections of CEE 588 and CEF 551 (Corequisites).

Section V01: APPT, 1:00 AM-1:00 AM, William Schiavo

### **CEF 552 Field Experience II Engl 10-12**

Observation, inquiry, and practice in English education at the secondary level in grades 10-12. Field experience will include 50 hours of documented visitations and observation at appropriate sites. Field observation logs will be the basis for group discussions. S/U Graded.

Pre-requisite: MAT in English, grade of "S" in CEF 551"

## Fall 2012 SPD Course Descriptions

Note: Meets with EGL 450.

Section V01: APPT, 1:00 AM-1:00 AM, Kenneth Lindblom

### **CEF 557 Class Mgt. - Secnd Edu**

This course explores classroom management, problem solving, professional responsibilities and communication for new and returning secondary classroom teachers.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Francesco Varuolo

### **CEF 558 Mgmt Strat:Classroom Practice**

This course will focus on the needs of practicing teachers in managing an increasingly diverse population of learners. Through the analysis of online case studies, students will develop models of assessment-driven professional development. They will explore peer coaching models for improving teacher practice and propose plans for their own skill development.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Paul Baker

### **CEG 511 Cultural Communications (SBLs)**

An introduction to intercultural communication, which will focus on the interaction that occurs when individuals from different cultures, backgrounds, and ways of life come into contact with one another. Within these interactions, barriers to communication in various settings, and ways to overcome them will be discussed.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Katherine Mitra

### **CEG 522 US History Since the Civil War (SBLs)**

Field seminar in U.S. history from the Civil War to the Cold War. Surveys the major interpretations.

Note: This 9-week online course begins 5/29/12 ends 7/30/12; last day to add 5/31/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Clarence Hall

### **CEG 524 Late Modern Europe Seminar (SBLs)**

Field seminar in late modern European history, 1789-1945. Surveys the major historical problems and interpretations from the French Revolution through the Second World War. This is offered as both CEG 524 and HIS 502.

Prerequisite: History grad students plus MAT Social Studies

Note: Offered as CEG 524 and HIS 502.

Section 01: TH, 5:30 PM-8:30 PM, Lawrence Frohman

### **CEG 525 Gothic Literature (AHLs)**

Students will read and discuss works of Gothic Literature from Horace Walpole's *Castle of Otranto* (1764) to Anne Rice's *Vampire Lestat* (1985). Topics of discussion will include the genre's literary origins, stylistic elements and sociological aspects along with author background and sources for each assigned reading. Modern critical appraisals and modern applications of the genre including popular fiction and film will also be considered.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Sharon Brown

### **CEG 526 Literature and Society (AHLs)**

Students will examine the ideal of self-realization in the modern novel in order to develop an appreciation of the choices of an individual in the context of historical or political change. Students will read a series of modern novels and companion readings in psychology, history, criticism, and

## Fall 2012 SPD Course Descriptions

philosophy. Students will also be expected to research and interpret the career and work of a modern literary figure of their choice.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Jennifer Young

### **CEG 531 Immigration: Today & Yesterday (SBLs)**

This examination of the political, social, cultural, economic, and psychological characteristics of the United States during three waves of immigration will look at America's changing concepts of manifest destiny, nativism, segregation, the melting pot, integration, pluralism, and multiculturalism.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Eva Bovi

### **CEG 532 US History to the Civil War (SBLs)**

This field seminar in United States history will survey the major topics and interpretations, beginning with the founding of the British colonies to the start of the Civil War. Note: For MAT and MA/LS students only.

Prerequisite: History grad students plus MAT Social Studies

Note: Offered as CEG 532 and HIS 521

Section S01: W, 5:30 PM-8:30 PM, Ned Landsman

### **CEG 536 Field Seminar on South Asia (SBLs)**

This course surveys major topics such as nationalism, anticolonial movements, legacies of British imperialism, and modernization. Offered as both HIS 563 and CEG 536

Note: Offered as CEG 536 and HIS 536

Section S01: TU, 2:30 PM-5:30 PM, Eric Beverley

### **CEG 567 Native American History (SBLs)**

An examination of the social, cultural and political history of Native American peoples in North America from the earliest encounters with Europeans to the present. In this course you will review current scholarship on Native American history as well as primary documents from each time period; examine the outside forces that have shaped Native American history as well as how Native Americans themselves have shaped and continue to shape their history; and focus on early encounter/European colonization, Cherokee removal, and the complex position of Native Americans in the twentieth century.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Instructor TBA

### **CEH 522 Literature of Travel (AHLS)**

Remote lands, exotic peoples, dangerous adventures, and personal discoveries are the topics of the literature we read in this course. Authors to be read include: the ancient-world traveler, Herodotus; the Spanish conquistador, Cabeza de Vaca; the American humorist, Mark Twain; the spiritual explorer, Peter Matthiessen; the daring Englishwoman, Freya Stark; and other exciting authors. Students will be transported throughout the world and back in time to examine the themes, purposes, and conventions of this popular genre. For more information, visit

<http://ms.cc.sunysb.edu/~shbrown/>

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Sharon Brown

### **CEH 569 Stony Brook Chorale**

Students will study and perform a repertory from the Middle Ages to the present.

## Fall 2012 SPD Course Descriptions

Prerequisite: Audition call 631.632.7330; some previous choral experience preferred; must be able to read music although expert sight-singing is not a prerequisite

Note: Credits are repeatable up to a maximum of six credits; the Chorale performs once each year with the graduate Stony Brook orchestra at the Staller Fine Arts Center and performs in public concert each semester; coscheduled with MUS 261

Note: Able to read music although expert sight-singing not prerequisite; Offered as CEH 569 and MUS 261

Section L01: M, 7:15 PM-9:45 PM, Shoshana Hershkowitz

### **CEI 504 Human Behav as Rational Action (SB\_A)**

Rational behavior means choosing among possible actions those that are most efficient in meeting one's goals. Whether people do so is one of the oldest unresolved disputes in philosophy and the social sciences. We will trace the main positions in this dispute as they have evolved in philosophy, psychology, economics, anthropology and sociology. Even if individuals do act rationally, can we assume that the large scale social patterns that result are necessarily effective? Readings will consider the topic abstractly, but also in the concrete settings of small intimate groups, formal organizations, and primitive and modern economic, social and political systems in both stable and revolutionary situations.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Nicholas Scalzo

### **CEI 504 Human Behav as Rational Action (SBLs or MPS Core A)**

Rational behavior means choosing among possible actions those that are most efficient in meeting one's goals. Whether people do so is one of the oldest unresolved disputes in philosophy and the social sciences. We will trace the main positions in this dispute as they have evolved in philosophy, psychology, economics, anthropology and sociology. Even if individuals do act rationally, can we assume that the large scale social patterns that result are necessarily effective? Readings will consider the topic abstractly, but also in the concrete settings of small intimate groups, formal organizations, and primitive and modern economic, social and political systems in both stable and revolutionary situations.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S31: Online, Nicholas Scalzo

### **CEI 505 Social Science Methodology (SBLs or MPS Core A)**

This course explores the relationship between facts and theories in the social sciences. Various approaches to identifying research questions, applying or building relevant theory, and formulating and testing hypotheses are examined. Emphasis is placed on logical reasoning rather than technical sophistication.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Edward Delgaizo

Section S31: Online, Edward Delgaizo

### **CEI 506 Cultural Anthropology (SBLs)**

Anthropology looks at the similarities and differences between cultures, and how people throughout the world take meaning from it, resulting in a variety of social patterns and behaviors. This course will focus on understanding other cultures, both past and present in order to draw relevant comparisons between others and ourselves. Course topics will include ethnography, language and communication, subsistence, economic systems, kinship and family, identity, law and politics, worldview and globalization.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Katherine Mitra

## Fall 2012 SPD Course Descriptions

### **CEI 511 Modern Commun: Tech Systems (NSLS)**

The study of basic principles and concepts that underlie the design and usage of modern communications technology systems is the emphasis of this course. All effective communications systems (such as radio, TV, and radar) must be designed to match the capabilities of the human user. An example of good ergonomic design is how a hi-fi system is designed to match the hearing characteristics of humans. Students will explore the background principles that relate to communications systems, including the electromagnetic spectrum and analog and digital signals. The study of communications technology systems will also deal with the human and societal impacts. Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.  
Section S30: Online, Albert Pisano

### **CEI 519 Phil Perspectives on Childhood (SBLs)**

With their first questioning, Why? children challenge us to examine the presuppositions of experience. Their natural tendency to philosophize about words, reality, and morality requires careful nurturing if it is to develop into careful critical reflection. Using the current research and curriculum models of Lipman, Matthews, and others as a guide, we will embark on structured philosophic dialogues with children, coincidentally seeking to reawaken our own wonderment about our world. At the center of our focus will be the tantalizing image of childhood, universally lived and yet mysteriously foreign to the adult. What visions of the world can we share with a child? Philosophy will serve as our conduit into these shared landscapes. In individual research students will have the opportunity to explore historical, sociological, and psychological (as well as philosophical) perspectives on childhood.

Note: Previous course in philosophy recommended

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.  
Section S30: Online, Wendy Turgeon

### **CEI 544 Mystery of Matter (NSLS)**

Exploration of our understanding of the basic constituents of matter, and of how that understanding and the tools developed to study them affect aspects of contemporary society. Historical discoveries and their place in social and political institutions of the time are considered, along with issues of government funding and the cost to society. Includes a discussion of developments at Brookhaven National Lab and their scientific and social impact. Note: Suitable for students without science background; some chemistry and physics background helpful but not required; coscheduled with PHY 313. Formerly: From Quarks to Cosmos  
Note: Suitable for students without Sci background; some Chem and Physics background helpful- not necessary; Offered as CEI 544 and PHY 313  
Section 01: TU, 5:30 PM-8:30 PM, Derek Teaney

### **CEI 558 Youth and Gang Violence (SBLs)**

Designed for educators, social workers, youth workers, administrators, and others who work with youth, this course will examine youth and gang violence in contemporary America from a public health model. The public health model is a multidisciplinary approach to problem solving that emphasizes involvement in a variety of perspectives including sociological, economic, psychological, and cultural competence. Through discussions, readings, and research, students will learn the factors that contribute to youth violence and develop the strategies and skills for effective prevention and intervention.  
Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.  
Section S30: Online, Aldustus Jordan

## Fall 2012 SPD Course Descriptions

### **CEI 560 Amer Democracy:Critic/Defender (SB\_B)**

This course will examine the central components of American democratic government. Critics and defenders of the over 200 year-old Constitution (Congress, President, Supreme Court) will be discussed, as will arguments surrounding the role of political parties, pressure groups, and the bureaucracy. Most readings will be from contemporary authors and reference sources. This course is offered as both CEI 560 and POL 560.

Section S01: TU, 5:30 PM-8:30 PM, Seth Forman

### **CEI 572 The Uses/Abuses of Technology (NSLS)**

Has today's technology been, on the whole, socially beneficial, or has it been detrimental to human life? Take a look at this question by examining such topics as: the nature and types of technological activity; the history of technology and its relation to science; and issues in ethics, economics, and politics. Concepts such as growth and progress, productivity and efficiency, the means-ends relationship, and the 'good life' will be explored.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Patricia Baker

### **CEI 585 Principles of Adult Learning (SBLs)**

Students will develop a critical understanding of issues and problems in the adult education field through a number of research/writing assignments and independent and group projects. Topics include: philosophical and historical foundations, administration and finance, effective teaching and advising, and creative developments in continuing education.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Stephen Schneider

### **CEI 589 Technology and the Classroom (SBLs)**

This course will focus on issues and controversies surrounding such learning technologies as the textbook, blackboard, film, radio, television, and computer. These technologies when introduced into the classroom were expected to change pedagogical practices in order to improve student performance. By examining these tools historically, politically, economically and socially, students will assess the influences outside forces, such as business and government, exerted on the selection process in order to address non-pedagogical issues such as class size, teacher shortages, and inadequate funding.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Patricia Baker

### **CEI 592 Online Learning in K-12 Education**

This course will examine the historical roots of distance education and its transition to online learning. The second phase of the course will explore the impact that online learning has on teacher practice and student engagement in the learning process. The third phase of the course will examine whether or not online learning is an appropriate instructional adaptation for the K-12 classroom.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Paul Baker

### **CEI 596 Sem Leadership in Organizatns (SBLs or MPS Core B)**

This seminar presents an overview of the research literature on leadership as a background for analyzing and assessing leadership behavior in a number of settings including business, educational, community, and volunteer organizations. Students will be responsible for extensive readings on organizational and leadership theory. They will also conduct and report on their own independent research projects.

Note: Some course work in sociology, psychology, or administration

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit

## Fall 2012 SPD Course Descriptions

[www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Kevin Shannon

Section S31: Online, TBA

### **CEJ 552 Adolescent Literature (AHSB)**

This course focuses on the reading of novels, short stories and poetry written for and about adolescents from diverse backgrounds. This course will provide a fuller definition of the developmental stage known as adolescence; offer a range of critical and interpretive approaches to adolescent literature; and explore more deeply the challenges and concerns of adolescents as depicted in the course readings, discussions, oral presentations, and written work.

Section 01: M, 5:30 PM-8:30 PM, Karen Lund

### **CEK 501 Survey of Higher Ed Admin**

This course will introduce student to the primary areas of responsibility for higher education. Topics will include college and university organizational structures, human resource issues, finance and budgeting, legal issues, parental involvement, mission/access/retention.

Section S01: M, 5:30 PM-8:30 PM, Richard Gatteau

Section S30: Online, Douglas Geiger. This 10-week online section begins 8/27/12;

ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

### **CEK 502 College Stdnt Development Thry (SBLs)**

This course examines the major theoretical constructs that inform practitioners who work with college students. Topics will include moral and ethical development, emotional maturation and identity formation, as well as the link between student persistence and involvement. Students will gain an understanding of psychosocial/affective, cognitive, typological and person/ environment interaction theories.

Section S01: TU, 5:30 PM-8:30 PM, Gina Vanacore

### **CEK 502 College Stdnt Development Thry (SBLs)**

This course examines the major theoretical constructs that inform practitioners who work with college students. Topics will include moral and ethical development, emotional maturation and identity formation, as well as the link between student persistence and involvement. Students will gain an understanding of psychosocial/affective, cognitive, typological and person/ environment interaction theories.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Roger Ward

### **CEK 503 Leadership in Higher Education**

Colleges and universities are unique institutions. Although they seem to increasingly resemble the complex organizations typically found in business and public administration, their special missions of teaching, research and service put them in a singular category where collegiality and university traditions of academic freedom introduce powerful cross-currents of equality. This course explores collegiate leadership, from the lofty heights of the presidency to the more mundane challenges faced by managers at all levels, be they in academic or administrative units. Students will become familiar with the myths and realities of leadership, as presented in the literature, and conduct their own leadership studies.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Marilyn London

Section S31: Online, Marilyn London

### **CEK 504 Assessment & Eval in Higher Ed**

This course introduces assessment and program evaluation in colleges and universities. With

## Fall 2012 SPD Course Descriptions

increasingly difficult, diverse, and complex decision-making circumstances, it is essential that professionals examine assessment techniques and how these strategies may be best employed to benefit organizations and ultimately their stakeholders. Higher education (like other organizations) must use evidence for planning and linking programs, evaluating and assessing program results, and improving programs based on evaluation data. Assignments will emphasize how to perform effective, high quality assessment and program evaluations.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, TBA

Section S31: Online, Charles Harris

### **CEK 522 Crisis Mgt /Prevention HighEd (SBL)**

This course will explore the critical role that student safety and effective institutional management of student crises play in the academic and social success of students. Risk factors such as mental health issues, alcohol and other drug use, and violence will be examined, as well as protective factors such as sense of belonging/community, health and wellness, and self-efficacy. Course participants will become familiar with latest best practices in institutional strategies to creating a safe environment for learning. Pre-requisite: CEK 502 Student Development Theory

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, James Satterfield

### **CEK 523 Student Affairs Administration**

An overview of the history of the Student Affairs field, as well as a more in-depth examination of the changing context in which student affairs professionals practice. This will include the philosophies, ethics, and theories that guide the practice of student affairs work. Review of the development of the field, legal and ethical foundations of practice, learning, retention and development theories, changing campus environment (including diversity, economic considerations and access issues), organizational structure, strategic planning and finance, information technology, learning outcomes and assessment and human resources as they relate to student affairs. Consideration of the practical application of such topics in specific student affairs units incl. housing/residence life, student activities, career services, counseling and student health centers and judicial affairs.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Ellen Hopkins

### **CEK 524 Enrollment Management**

This course covers marketing the university, programs to attract applicants, the application process, generating and applying models for predicting enrollment, and assessing outcomes, including ratios such as applicant-to-accept, accept-to-enrollment, and enrollment-to-retention, and graduation rates. Issues of selectivity, financial aid leveraging (merit and need-based scholarships and aid programs), and linkages between academic and student affairs are covered. The prime focus is undergraduate enrollment, but the course also examines graduate and professional school enrollment. Students learn roles of admissions officers and counselors, information technology and data processing professionals, and institutional research analysts. Ways to attract and retain students, increase selectivity and enrollment, and improve students' academic and social integration and success are highlighted throughout the course.

Section S01: TU, 5:30 PM-8:30 PM, TBA

### **CEK 525 The Contemporary Undergraduate**

An in-depth examination of lifestyle, attitudes, characteristics and demographics of the contemporary undergraduate college student in the United States. This course offers an overview of the theoretical and research literature on college students in the U.S. from a variety of perspectives, and considers the educational, social, and environmental needs of different student subgroups. Students will explore traditional and non-traditional college populations at two-and four-year



## Fall 2012 SPD Course Descriptions

institutions.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, TBA

### **CEK 530 Legal Issues in Higher Educ (SBLs)**

This course, designed for college and university administrators, presents an overview of key issues and problem areas in the fast developing law of higher education. Topics include student and faculty rights and responsibilities, academic freedom, governance, affirmative action, campus security, collective bargaining and labor relations, to name just a few. Students will review important court cases that establish a framework for decision-making and will also participate in problem-solving exercises. (Formerly Higher Education Law)

Section S01: TH, 5:30 PM-8:30 PM, TBA

Section S30: Online, Lynette Phillips. This 10-week online section begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

### **CEK 532 Higher Educ Facilities Mgt**

Today's higher education administrator is faced with a cross-section of job responsibilities and functions which may include the management and maintenance of academic facilities. This course will focus on the organizational structure of college and university facilities and the responsibilities of managers within the facilities unit. We will examine the multi-disciplinary activities within the built environment and the impact they have on students, faculty, staff and the surrounding campus community.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Joyce Wellinger

### **CEK 595 HEA Project Seminar**

The goal of the Project Seminar is to teach students to understand and conduct graduate level research. Research may be either original or applied. Prior approval of topic by faculty required; methodology and resources will be reviewed throughout writing process. S/U grading applies. No 'I'/Incompletes. Must repeat if a 'U'/Unsatisfactory grade earned. No transfer credit or substitutions.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Stephen Schneider

### **CEL 591 Fundamentals Libr & Info Science**

This historical introduction to the profession of librarianship and information science will look at professional literature; role and structure of libraries and information agencies in the conservation and dissemination of knowledge to various clientele; and the nature of research in library and information science.

Section 01: W, 5:30 PM-8:30 PM, Susan Gottesman

### **CEL 599 Technology of Information**

This course will introduce the student to the conceptual and practical elements of visual and computer literacy for the library and information science profession. Particular attention will be paid to their place and role in libraries and information centers. A laboratory session following each class will give students the opportunity to begin to apply some of the concepts learned in class and to learn and strengthen basic skills.

Section 01: M, 5:30 PM-8:30 PM, Thomas Donlon

### **CEM 570 Manipulatives and Mathematics (NSLS)**

The focus of this course will be the use of manipulatives as applied to the standards set forth by New York State and the National Council of Teachers of Mathematics. Participants will be using

## Fall 2012 SPD Course Descriptions

manipulatives during each class period to solve problems and increase mathematical knowledge. Emphasis will be on content and concepts for grades 4-8.  
Section S01: M, 5:30 PM-8:30 PM, Kirk Mason

### **CEM 573 L.I. Ocean Beaches (NSLS)**

This course is a practical guide to beaches and coastal processes on Long Island's ocean shoreline. Topics include beach features, waves and storms, erosion and erosion control. Recipes for describing and forecasting beach conditions. Suitable for coastal residents, community planners, real estate agents, environmental lawyers, teachers, etc.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Henry Bokuniewicz

### **CEM 581 Adolescent Substance Abuse (SBLs)**

This course is an in depth review of adolescent substance abuse. The scope of the course includes an overview of chemical dependency; contemporary issues of adolescent substance abuse; identification, referral and assessment; family interventions, and treatment of adolescent substance abusers. There will be discussion of varied treatment modalities available to the adolescent substance abuser (with an in-depth look at long term residential treatment) and an understanding of issues for COA and COSA. The course is a combination of lectures, practica, film and literature reviews.

Note: OASAS Approved for credentialing and recredentialing

Section S01: TH, 5:30 PM-8:30 PM, Kenneth Edwards

### **CEM 582 Problems of Adolescence (SBLs)**

This course is designed to look at problems experienced in adolescence. The scope of the course will include an overview of the contemporary societal problems experienced by adolescents today. Intervention strategies through the use of education, counseling and peer support will be explored as a means of increasing effectiveness when working with adolescents. The course is a combination of didactic lectures, experiential practica, film and literature reviews.

Section S01: TU, 5:30 PM-8:30 PM, Kenneth Edwards

### **CEN 505 Chemistry Concepts-HS Teachers**

An exploration of an advanced set of tools that can be used to teach chemistry in the context of the world in which we live. Class sessions will include a laboratory component to illustrate topics, along with discussion about effective pedagogical techniques. Special attention will be given to consideration of why high school students find chemistry difficult and how these difficulties can be addressed.

Pre-requisite: 1 year of college-level General Chemistry and 1 semester of college-level Organic Chemistry, or permission of the instructor.

Note: This course cannot replace SCI 510 or SCI 520 in any of the MAT programs offered through SBU's Science Education Program.

Note: Pre-requisite: 1 year of college-level General Chemistry and 1 semester of college-level Organic Chemistry, or permission of the instructor.

Section 01: W, 5:30 PM-8:30 PM, Linda Padwa

### **CEN 557 Statistics and Society (NSLS)**

The goal of this course is to provide students with the ability to critically evaluate social phenomena through an understanding of basic statistical analysis. Students will learn to describe and evaluate data using statistical methods/software. The use of Microsoft Excel with a statistical plug-in will be used by the students to solve the graded problem sets.

Prerequisite: Proficiency in elementary mathematics recommended.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Donald Coscia

## Fall 2012 SPD Course Descriptions

### **CEN 580 Socio-Technological Problems (NSLS or MPS Core B)**

The systematic study of a series of studies that relate to current socio-technological problems and issues is the content of this course. Problem areas include transportation, water and energy resources, access for the disabled, artificial hearts, and electronic funds transfer. Emphasis will be placed on the assessment of emerging technological systems and the science and mathematics that underlie these systems.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Nina Leonhardt

### **CEP 502 Principles of Coaching**

This course will review selected principles of coaching and incorporate an appreciation of this knowledge into a framework of competitive athletics. Attention will be given to the potential of the coach to significantly influence the attitudes, behavior, and physical well-being of players toward their own self-development.

Note: This course is part of the New York State Coaching Certification Program

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Michael Sheridan

### **CEP 507 Phil,Prin,Org of Athletics Ed**

This overview takes a look at the administrative responsibilities in education, with particular reference to the role of the administrator in athletics. Topics include: personnel responsibilities, governance, finance, supervision, evaluation, and scheduling. Former course title: Administrative Responsibilities in Athletics - may not be repeated for credit.

Note: This course is approved to meet NYS Coaching Certification requirements.

Section S01: TU, 7:00 PM-10:00 PM, Paula Nickerson

### **CEP 507 Phil,Prin,Org of Athletics Ed**

This overview takes a look at the administrative responsibilities in education, with particular reference to the role of the administrator in athletics. Topics include: personnel responsibilities, governance, finance, supervision, evaluation, and scheduling. Former course title: Administrative Responsibilities in Athletics - may not be repeated for credit.

Note: This course is approved to meet NYS Coaching Certification requirements.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Julia Muller

### **CEP 508 Concepts of Leisure,Play,Rec (SBLs)**

This course examines some of the most important ways in which Americans have spent their leisure time over the past 100 years. Leisure and recreation are considered within the context of the changing American workplace, but most attention is given to leisure forms themselves. Among the topics covered are the saloon, city parks, the rise of sports, amusement parks, the movies, television, and the different leisure activities of men and women. The course deals with the more local and community-based leisure forms of the late 19th century, while the 20th-century section is mostly concerned with the rise of mass recreation. Throughout, the course will be attentive to the changing relationship between spheres of work and leisure, as well as to the different, and at times conflicting, approaches to leisure and recreation among classes, races, and ethnic groups.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Julia Muller

### **CEP 513 Health Sci Applied to Coach I**

This course is an in-depth analysis of the care and prevention of athletic injuries. As a result of the increasing awareness of the specialized nature of athletic injuries, considerable emphasis is now being placed on the importance of this developing area of sports medicine. Formerly: Care and

## Fall 2012 SPD Course Descriptions

Prevention of Athletic Injuries. May not be repeated for credit.

Note: This course is one of two approved courses to meet the NYS Coaching Certification Health Sciences Related to Coaching requirement. Students must also take CEP 514-Study of Human Movement.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Patricia Patane

### **CEP 514 Health Sci Applied to Coach II (NSLS)**

Applied anatomy and kinesiology will be discussed in reference to three major topics: anatomic and physiologic fundamentals of human motion, fundamentals of biomechanics, and principles and applications of motor skills. The major topics to be covered in reference to exercise physiology are the following: physiology of energy sources, neuro-muscular concepts, cardiorespiratory considerations, physical training applications, environmental aspects, and nutrition and body composition. Formerly: The Study of Human Movement. May not be repeated for credit.

Note: This course is one of two approved courses to meet the NYS Coaching Certification Health Sciences Related to Coaching requirement. Students must also take CEP 513, Care and Prevention of Athletic Injuries.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Patricia Patane

### **CEP 517 Psychology of Sport (SBLs)**

Through discussion, analysis, and review of current issues in psychology, students gain an understanding of how relevant psychological variables affect sports performance. Topics include: personality, motivation, relaxation, imagery, leadership, communication, special problems, special groups, and self concept.

Section S01: W, 7:00 PM-10:00 PM, John Bowman

### **CEP 517 Psychology of Sport (SBLs)**

Through discussion, analysis, and review of current issues in psychology, students gain an understanding of how relevant psychological variables affect sports performance. Topics include: personality, motivation, relaxation, imagery, leadership, communication, special problems, special groups, and self concept.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Cheryl Rogow

### **CEP 518 Exercise and Nutrition (NSLS)**

This course integrates the concepts of nutrition, bioenergetics, and energy expenditure into a wellness paradigm for optimal health. Emphasis will be placed on the topics of macro and micro nutrients and their effects during exercise and training; nutrient bioenergetics; thermoregulation; ergogenic aids; body composition; energy balance and weight control; and optimal nutrition for exercise, training and health. Recommended: A course in anatomy and physiology or CEP 513.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Lauren Brand

Section S31: Online, Wendy Palmer

### **CEP 520 Theory/Techniques of Coaching**

This practicum is designed for those students who would like to coach a particular sport at the high school level, but who have had limited coaching experience. This course requires 72 hours of practical experience in the coaching field to be completed concurrently with the seminar. All students are required to make arrangements for his/her own coaching practicum with approval of instructor. Students will be evaluated in the administration and presentation of a specific coaching program. May not be repeated for credit. Note: This course is approved to meet NYS Coaching Certification

## Fall 2012 SPD Course Descriptions

requirements with specific sport(s) designation. Pre-requisite: CEP 507 and matriculation in the AGC in Coaching.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Paula Nickerson

### **CEQ 501 Educational Leadership Thry I**

This course presents a study of the concepts, theories, methods, and findings dealing with how to remain abreast of research in education and acquire the extensive knowledge of learning theories, leadership theories, creative thinking, teaching, assessment, and the principles of effective schools. Materials will be drawn largely from the behavioral sciences. These will be applied to the practice of educational administration at all levels and in all settings, taking into account cultural diversity and locale.

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

*Online Course Note:* This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Stephen Schneider

Section S31: Online, Stephen Schneider

*On-campus Course Note:* This class meets for 10 meetings; 3.75 hrs per meeting. Instructor will provide meeting dates for the term to include university correction date information when indicated.

Section S01: W, 5:30 PM-9:15 PM, Robert Moraghan

### **CEQ 502 Educational Leadership Thry II**

The focus of this course will be on organizational behavior. Topics include: the study of roles and relationships; working well with the school staff, students, parents, and community; bureaucracy; social systems; human motivation; using resources effectively; maintaining an orderly physical environment; decision making, leadership and organizational change; communications; and the effect of community and outside influences.

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Joseph Centamore

Section S31: Online, TBA

Section S32: Online, Joseph Centamore

### **CEQ 503 Education Leadership Practice**

This course helps to articulate the interrelationship between leadership theory and practice and promotes the philosophy that future school leaders should be pro-active. The course deals with administrative decision-making behavior in the context of a community. Students will use simulated materials that reflect the problems and issues of a school district. Political, social, and economic pressures, the educational needs and the establishment of high expectations for staff and students performance are considered, as well as the establishment of systems of rewards and recognition. The use of group dynamics in the decision-making process is emphasized.

Prerequisites: CEQ 501, CEQ 502 and matriculation in one of the Educational Leadership Post Master's Certificate programs.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Teresa Nigro Lawrence

Section S31: Online, Antoinette MacLeod

### **CEQ 515 School District Leadership**

This course is an examination of theories and practices related to school district leadership,

## Fall 2012 SPD Course Descriptions

administration, supervision, and evaluation. Topics included are organizational structure, engaging teachers, staff, and parents in the decision-making process, curriculum, leadership, supervision, staff development, monitoring and evaluating the school's or program's performance and involving staff in making changes, mechanisms for effecting change, establishing and maintaining ongoing cooperation and collaboration between the home and the school, personnel administration, business management, and school law.

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Arnold Goldberg

Section S31: Online, Robert Feirsen

### **CEQ 528 School Law**

A study of the legal framework within which public education operates. Topics include: church-state relations, state agencies, local school boards, financing education, tort liability, teacher-personnel administration, the Taylor Law, tenure, desegregation, and the constitutional rights and freedoms of students. Due to the demands and rigor of this course's law-related content, it is strongly recommended that students avoid enrolling in another course when taking CEQ 528.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, David Scott

Section S31: Online, Susan Alevas

### **CEQ 541 School Building Leadership**

This course focuses on the leadership and administrative roles of elementary and secondary school building leaders. Topics include: tasks of a building administrator; building organizations and staff utilization; curriculum development; evaluating the school or program performance and involving the staff in making changes; leadership; engaging teachers, staff, and parents in the decision-making process; facilities management; employee relations, student affairs; public relations; maintaining collaboration between the home and the school and school law.

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Donald Sternberg

Section S31: Online, Donald Sternberg

### **CEQ 555 Supervision of Instruction**

This course covers the basic aspects of the supervisory process. Areas included are an overview of supervision, theory and research, organization and function, roles of various personnel in the supervisory process, factors influencing change, improving instruction through individuals and groups, curriculum development, effective use of learning resources and evaluating supervisory programs.

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

Section S01: M, 5:30 PM-9:15 PM, Geraldine Sullivan-Keck. This class meets for 10 meetings; 3.75 hrs per meeting. Instructor will provide meeting dates for the term to include university correction date information when indicated.

Section S30: Online, Allen Smith. This 10-week online section begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

### **CEQ 565 Intern School Dist Business Ld**

This course is a cooperatively guided leadership and administrative experience at the school district business office. Students will submit a plan of administrative, financial and budgetary tasks to the departmental internship coordinator and the school district supervisor on the district staff.

Achievement will be determined against a stated list of competencies as assessed by the school

## Fall 2012 SPD Course Descriptions

district supervisor and the University supervisor. S/U Graded.

Prerequisites: Departmental consent, matriculation in one of the Educational Leadership programs, and completion of all courses except CEQ 595 before enrolling in internship and seminar; corequisite CEQ 566

Note: This internship/seminar class meets for two semesters: summer and fall. See instructor for schedule. Offered as CEQ 565 and CEQ 585

Section V02: APPT, Robert Scheidet

### **CEQ 566 Intern Sem Sch Dist Business**

Course consists of weekly seminars for consideration of problems confronted in the area of school business administration.

Prerequisites: Departmental consent, matriculation in one of the Educational Leadership programs, and completion of all courses except CEQ 595 before enrolling in internship and seminar; corequisite CEQ 565

Note: This internship/seminar class meets for two semesters: summer and fall. See instructor for schedule.

Section S02: W, 5:30 PM-8:30 PM, Robert Scheidet

### **CEQ 571 School Business Administration**

This course presents an examination of the duties and responsibilities of the school business administrator including an understanding of the role in relation to other members of the administrative team. Also examined during the course are other aspects of the business administrator's work such as office management, budget procedures, financial management, accounting and auditing, purchasing and supply management, insurance programs, capital outlay and debt service, school plant operation and maintenance, food service, and transportation.

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Stanley Packman

Section S31: Online, Gary Schomburg

### **CEQ 572 School Personnel Management**

This course examines the nature, scope, and organization of the personnel function and will look at the planning process, collective bargaining (negotiations and contract administration), personnel recruitment (selection, induction, and development), effective work performance appraisal, compensation, and job security issues. An examination of the Federal and State laws and regulations that govern district personnel operations will be included.

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Kristen Turnow

Section S32: Online, Michael Radday

### **CEQ 581 Sprv Std Teach 10-12 Soc Std**

Prospective secondary school social studies teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 10-12. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

Note: Cannot apply toward MA/LS; S/U Graded.

Prerequisites: Department permission, matriculation in MAT Social Studies, 15 credits grad History, CEE 505/565/577/8, CEF 548/9, LIN 544; restricted to those not yet certified to teach; overall GPA B average

Corequisites: CEE 580 and CEQ 582.

Section V01: APPT, Charles Backfish

## Fall 2012 SPD Course Descriptions

### **CEQ 582 Sprv Std Teach 7-9 Soc Std**

Prospective secondary school social studies teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 7-9. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

Note: Cannot apply toward MA/LS; S/U Graded.

Prerequisites: Department permission, matriculation MAT Social Studies, 15 credits grad History, CEE 505/565/577/8, LIN 544; restricted to those not yet certified to teach; overall GPA B average

Corequisites: CEE 580 and CEQ 581

Section V01: APPT, Charles Backfish

### **CEQ 585 Internship: Educational Leader**

This course is a cooperatively guided leadership experience at the school district central office level and school building level, strategically designed to immerse candidates in educational experiences that support and rely upon the information and skills attained from courses taken in the combined certification program. A plan of leadership, administration and supervisory tasks must be submitted to the internship coordinator. The internship is conducted in schools and school districts over an extended period of time. Achievement will be determined against a stated list of competencies as assessed by the school district personnel and the SBU supervisor. Field experiences are structured so that candidates gain proficiency in all twelve NY State Leadership competencies. S/U Graded. Prerequisites: Departmental consent, matriculation in the Educational Leadership program, and completion of all courses except CEQ 595 before enrolling in internship and seminar; corequisite CEQ 586

Note: This internship/seminar class meets for two semesters: summer and fall. See instructor for schedule. Offered as CEQ 585 and CEQ 565

Section V01: APPT, Robert Scheidet

Section V02: APPT, Robert Scheidet

Section V30: Online, TBA

Section V31: Online, Michael Walsh

Section V32: Online, Leslie Edelman

### **CEQ 586 Intern Sem-Educational Leader**

This course consists of weekly seminars for the consideration of problems and current issues confronted in the field. The internship Seminar will provide a forum for sharing insights, understanding and developing collaborative problem-solving and decision-making skills. The purpose of the Internship Seminar is to facilitate the blending of practical field experience with academic learning.

Prerequisites: Departmental consent, matriculation in the Educational Leadership program, and completion of all courses except CEQ 595 before enrolling in internship and seminar; corequisite CEQ 585

Note: This internship/seminar class meets for two semesters: summer and fall. See instructor for schedule.

Section S01: W, 5:30 PM-8:30 PM, Robert Scheidet

Section S02: W, 5:30 PM-8:30 PM, John Regan

Section S30: Online, TBA

Section S31: Online, Michael Walsh

Section S32: Online, Leslie Edelman

### **CEQ 591 Sprv Std Teach 10-12 EGL**

Prospective secondary school English teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 10-12. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching. See English Department's student teaching supervisor for



## Fall 2012 SPD Course Descriptions

further details.

Note: Cannot apply toward MA/LS; S/U grading

Prerequisites: Permission of department, matriculation MAT in English, completion 15 credits grad English course work, CEE 588/593, CEF 551/2, CEE 505/565, LIN 544; restricted to those not yet certified to teach

Co-requisites: CEE 590 and CEQ 592

Note: Offered as CEQ 591 and EGL 452

Section V01: HTBA, Karen Lund

Section V61: HTBA, Natalie Lukas. Note: Session = 75 days; Meets in Manhattan

### **CEQ 592 Suprvs Std Teach 7-9 EGL**

Prospective secondary school English teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 7-9. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching. See English Department's student teaching supervisor for further details.

Note: Cannot apply toward MA/LS; S/U grading

Prerequisites: Permission of department, matriculation MAT in English, completion 15 credits grad English course work, CEE 588/593, CEF 551/2, CEE 505/565, LIN 544; restricted to those not yet certified to teach

Co-requisites: CEE 590 and CEQ 591

Note: Offered as CEQ 592 and EGL 451

Section V01: HTBA, Karen Lund

Section V61: HTBA, Natalie Lukas. Meets in Manhattan

### **CEQ 595 Educational Leader Project Sem**

The goal of the SPD Project Seminar is to teach students to understand and conduct graduate level research. The research paper may or may not result in a project, e.g., a model curriculum for a school-based substance abuse program. Students will be guided in selecting a topic for their research paper. Methodology and resources will be reviewed as the student's work is developed. S/U grading applies. No incompletes will be given. If an unsatisfactory grade is earned, the course may be repeated. Pre-requisite: Matriculation in one of the Educational Leadership programs: prior completion of all foundation and required courses.

Section S01: TU, 5:30 PM-9:15 PM, Robert Moraghan

Section S30: Online, William Clark. This 10-week online section begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

### **CES 510 Employee Benefits**

This course addresses an area of major social change: new developments in fringe benefit programs available to American workers. Topics include pensions, social security, savings and profit sharing plans, and other benefits in the working and retirement years. It also compares fringe benefits available to the individuals in the private, public, and not-for-profit sectors. Future fringe benefit programs and policies will also be explored. This course is offered as both CES 510 and MBA 510.

Prerequisite: CES 515/MBA 532

Section 01: W, 7:00 PM-10:00 PM, Paul Tagliaferri

### **CES 511 Human Relations in Workplace**

This course focuses on improving the quality of work life for employees, as a value in itself and as an

## Fall 2012 SPD Course Descriptions

incentive to greater productivity and reduced turnover. Students will explore: the importance of communication-orientation of new employees, formal and informal consultation, quality circles, billboards, news bulletins, etc., and exit interviews; providing opportunities for job enrichment and career development-career planning assistance, practitioner training, cross training, job rotation, job sharing and flextime, enriching each job as the employee progresses; employee assistance programs-financial planning, drug and alcohol rehabilitation, retirement planning, educational assistance, summer jobs for kids, etc.; recreational programs-athletic teams, holiday and seasonal celebrations, community service participation and contests. All of these activities contribute to developing the joint participation of employees and management which is the hallmark of the well-managed corporation. This course is offered as both CES 511 and MBA 513.

Note: Offered as CES 511 and MBA 513

Section 01: TU, 7:00 PM-10:00 PM, Douglas Silverman

### **CES 513 New Developments in HR Mgt**

This is an advanced course, designed to examine new developments and professional concerns in human resource management. The course focuses on such topics as productivity in the American workplace; developing union/management cooperation for productivity; methods of training in the workplace; impact of the computer revolution on the personnel field; and specialized personnel needs of the new workforce in a high-tech and service economy.

Prerequisite: CES 515 or CES 523

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Edward Mone

### **CES 515 Foundations Human Resource Mgt**

This is the mandated course in the human resource sector of the Human Resource Management curriculum. The course explores the basic elements of personnel administration: an overview of human resource functions; recruitment, selection, and placement; job classification and wage and benefit systems; employee supervision, counseling, discipline, and grievance; the legal framework of human resource administration; and approaches specific to union and nonunion environments. This course is offered as both CES 515 and MBA 532.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Robert Micera

### **CES 516 Survey of Labor/Empl Relations**

This is the foundation course in the labor relations sector of the Human Resource Management curriculum. It addresses the historical development of labor unions in the United States, the evolution of the legal framework governing labor relations today, and the major elements of collective bargaining and dispute resolution techniques used in the private and public sectors. This course is offered as both CES 516 and MBA 533.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section 30: Online, John Coverdale

Section 31: Online, John Coverdale

### **CES 517 Women in the Workplace (SBLs)**

This course addresses the economic and social struggle of women to achieve workplace equality. It includes an examination of their labor force participation; the remuneration of women; segregated employment patterns; special problems of women in professional, managerial, and scientific disciplines; analysis of the corporate environment and the role of affirmative action in removing formal and informal barriers to progress. It investigates the campaign for comparable worth; alternative definitions of success; women's contribution to the world of work; the glass ceiling and the mommy track; work-family issues; child care; sexual harassment; and women as managers. The course will feature case analysis and guest speakers from different organizations. This course is

## Fall 2012 SPD Course Descriptions

offered as both CES 517 and MBA 527.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Kelliann Flores

Section S31: Online, Kelliann Flores

### **CES 518 Contemp Issues Employee Relatn**

This course covers collective bargaining in America: areas of union growth, stability, and decline. Examination of current labor-management agreements in the key areas of wages, productivity, retirement and health plans, employee security, and career advancement will be explored. The chief problems emerging in current negotiations in both the private and public sectors will be examined. This course is offered as both CES 518 and MBA 553.

Prerequisite: MBA 533

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Robert Micera

### **CES 519 Grievance Handling and Arbitra**

Grievance and arbitration procedures in a variety of private- and public-sector labor agreements are examined in terms of contract clauses, practical procedures, and problems characteristic of different employment sectors. Dispute settlement between parties themselves is explored, and the final recourse to arbitration is examined in terms of arbitrator selection, case preparation, presentations at hearings, and analysis of awards. Prerequisites: CES 516 or MBA 533 or strong work experience in a position that requires familiarity with labor laws, such as FLSA, FMLA, ERISA, COBRA, and HIPPA.

Prerequisite: CES 516 or MBA 533

Note: Offered as CES 519 and MBA 519

Section 01: M, 7:00 PM-10:00 PM, Paul Tagliaferri

### **CES 521 History of Labor Relations (SBLs)**

The course proceeds from the beginnings of labor organization in the guilds and crafts of the early 19th century, to the accelerating pace of change today. The peaking of union strength during World War II and its subsequent decline after Taft-Hartley are discussed, as well as the economic and social reasons for the gradual weakening of organized labor. A discussion of the future of organized labor concludes the course.

Section S01: TH, 5:30 PM-8:30 PM, Steven Riccobono

### **CES 523 HR Management Workshop**

This course is designed for human resources practitioners who wish to prepare themselves for higher level executive positions: planning for the personnel function relative to organizational purpose and size of workforce; developing recruiting plans, job classifications, and wage schedules; establishing benefit systems; and training supervisors, systematizing employee supervision, and evaluation methods. Finally, the class will develop such motivational incentives as career development, job enrichment, and employee assistance programs and learn how to devise model affirmative action and employee safety procedures. This course is offered as both CES 523 and MBA 523.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Edward Mone

Section S31 Online, TBA

### **CES 525 Employment Law**

This course is designed to give business and HR professionals insight into and practical knowledge of the various legal issues that inform today's employer-employee relationships. Topics will include hiring practices, formation of the employment contract, laws governing the work relationship, investigation protocols and risk-reduction techniques, viewed against a backdrop of emerging employment trends. This course is offered as both CES 525 and MBA 525.

## Fall 2012 SPD Course Descriptions

Prerequisite: MBA 533 or CES 516. Due to the demands and rigor of law-related content, it is strongly recommended that students avoid enrolling in another course when taking CES 525.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Lori Pack

### **CES 526 Job Evaluation and Compensation**

An advanced course providing students with both theory and specific knowledge of job evaluation and compensation systems, including union issues, comparable worth and legal requirements; preparation of job analysis, descriptions, specifications and evaluations; theory of compensation systems as they relate to job satisfaction and employee morale; development of wage and salary surveys, internal and external equity pay scales, performance-based pay systems, and salary administration procedures. An analysis of incentives-bonuses, stock options, salary deferrals and special benefits-will complete the course.

This course is offered as both CES 526 and MBA 526.

Prerequisite: CES 515/MBA 532 or CES 523/MBA 523

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Robert Micera

### **CET 550 Racism: An Interdiscip Analys (SBL)**

This course will examine the sociological, economic, and historical development of racism and its effects on the world. Topics will explore how each of these disciplines has interacted with one another toward the development of racism.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Harvey Karron

### **CET 551 Introduction to Probability (NSLS)**

The topics include sample spaces, axioms of probability, conditional probability and independence, discrete and continuous random variables, jointly distributed random variables, characteristics of random variables, law of large numbers and central limit theorem, Markov chains.

Note: Offered as AMS 507 or CET 551 or HPH 696.

Section 01: TUTH, 11:30 AM-12:50 PM, Jiaqiao Hu

### **CEV 501 Who Knows Where the Time Goes? (AHLS)**

A look at theories of temporality in the late 20th century, conducted in the hyper-real time and space of the electronic classroom. The online classroom will serve as a phenomenological resource to explore such topics as: collective or historical time, consciousness and time, narrative time, musical time, philosophical questions about being-in-time, psychological time, bodily time, analog and digital time, cultural and artistic images of time, Newton's time and Einstein's time, and new models of time offered by contemporary thinkers.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Laura Koplewitz

### **CEV 508 Writing & Understanding Poetry I (AHLS)**

This course will provide students with a solid grounding in the basics of writing poetry. Students will read collections of poetry by contemporary American poets and will study how these master poets give their work focus, beauty, and resonance both as works of art and as public statement. Students will be asked to write poems in response to the assigned poetry and will be guided in the writing of their own original work. The course will also serve to sharpen students' abilities as readers, writers, and interpreters of poetry.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit

## Fall 2012 SPD Course Descriptions

[www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Chris Semansky

### **CEV 516 Themes in Science Fiction (AHLS)**

Students in this course will examine some of the major themes and techniques of selected works of science fiction. Although science fiction has been written since the early 1800s, it was not recognized as a distinct genre until the 1930s in America. There is still controversy over the definition of science fiction. In addition, we will be examining works of science fiction that have been made into movies, examining the effects that such mutation has had on the original in terms of plot, theme, message, social implications, etc. We will begin at the arguable beginning of the genre with *Frankenstein* (1818) and end with 'Johnny Mnemonic' (1985). All of the movies are currently available for rental or purchase.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Margery Brown

### **CEV 528 Lit/Culture of Terrorism (AHLS or SBL)**

'Terrorism' is among the most hotly debated terms of the day, and one which has helped shape how we think about world politics. In short stories and novels this course will survey definitions of the term and themes conventionally associated with terrorism, using primary and secondary source research, textual analysis, and creative role-playing to better understand the cultural, political and historical dimensions of the text.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Chris Semansky

### **CEV 539 Wrk: Soc Class & Cult Amer Lit (AHLS)**

In this class we will examine the relationship between social class and culture, as expressed in the writing of poets, fictionists, and essayists. In particular, we will examine the myth of America as a classless society, and historically how writers have challenged that myth. We will also analyze the intersections between class and gender, race, and ethnicity and discuss whose interests are served when groups are described in certain ways.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Chris Semansky

### **CEV 541 The Italian American Experienc (AHLS)**

This course draws on a wealth of authentic experiences of Italian ethnic realities in the United States to explore varieties of the Italian American experience from immigration to ethnicity and beyond. The course will provide students with historical and theoretical backgrounds to become aware of the experience of Italians in America and their contribution to American culture.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Eva Bovi

### **CEV 545 New York Stories: Literature (AHLS)**

In this course, we will examine the works of authors from the Lower East Side of Manhattan. This neighborhood, home to many Eastern European immigrants, has produced a significant number of literary works, all of which help us gain insight into the life and realities of those who settled there. We will see the way the Lower East Side becomes a sort of iconographic point of origin for many artists and writers, even those whose connection to the area was distant, either by choice or circumstances, as well as analyze the reason for such great literary production in an area marked by poverty and hardship.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Eva Bovi

## Fall 2012 SPD Course Descriptions

### **CEV 546 Disney and the American Dream (AHLS or SBLs)**

An analysis of the role that Disney animated films have played throughout 20th Century America, and how they have addressed the issues of race, class, and gender. This course allows students to gain a better understanding of the impact that American culture and politics has had on Disney's works, as well as attain a clear grasp of the significance of technology, globalization, and international relations to Walt Disney, the company, and the continually transforming American people. By examining animated films, and incorporating readings that both criticize and defend Walt Disney and the Disney organization, students will draw their own conclusions about Disney's status as an icon of American popular culture, as well as evaluate the "Disney phenomenon" and its place in American History.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Veronica Jo

### **CEX 520 Ethics in Management (MPS Core A)**

This course aims at enabling students preparing for careers in management to bring to bear on problems of organizational life those ethical principles they have already adopted based upon religious, secular, and personal experience. Starting with relatively simple problems (bribery), the course progresses to more complex and ambiguous situations (government-operated lotteries, corporate greed). Practice is given in orally defending ethical opinions.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Wendy Turgeon

Section S31: Online, Susan Alevas

### **CEX 537 Training and Development**

This course provides an overview of employee training methods, training design, development programs, and evaluation procedures, including cost/benefit analysis. Emphasis is placed on how to perform a needs analysis, how to select the latest training technologies, and how to apply these technologies to maximize adult learning. In addition, development strategies are reviewed—for instance, when to train generalist managers and specialists, how to foster an atmosphere conducive to continuous learning, and how to reward supervisors for supporting their subordinates' development. Students apply these concepts to a specific organization for hands-on learning. In addition, a focus on career planning and development gives students a chance to take interest inventories and self-assessments of abilities and learning style. Students formulate their own career plans and develop action strategies. This course is offered as both MBA 537 and CEX 537.

Masters of Professional Studies and Human Resource Management Programs Reserve

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Kevin Hauss

### **CEX 538 Organizational Change Mgt (SBLs)**

The aim of this course is to acquaint students with types of organizational change and the roles of human resources managers as change agents. Cases, group exercises, and class discussions are used to examine change methods, employees' reactions to change, facilitation techniques, and evaluation methods. Roles of leaders, managers, employees, and human resources professionals are considered. Targets of change include job designs, interpersonal relationships, and organizational structures. Quality improvement, employee involvement, and professional development are studied as examples of change strategies. Students learn how to help themselves and their co-workers cope. This course is offered as both CEX 538 and MBA 538.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Edward Delgaizo

### **CEY 503 Environmental Law and Regulation (SBLs)**

Designed for the non-lawyer interested in environmental planning, regulation, and enforcement, this

## Fall 2012 SPD Course Descriptions

course will introduce significant statutes, regulations, and judicial decisions in their historic context, including policy considerations and litigation strategies. The course will also provide an overview of environmental law as it relates to the protection and preservation of land, air, water, and natural resources. Students will be given practical advice on preparing environmental impact statements and working with regulatory agencies.

Note: Offered as CEY 503 and MAR 536

Section 01: TU, 5:30 PM-8:20 PM, Michael Cahill

### **CEY 507 Long Island's Groundwater (NSLS)**

This course will cover basic groundwater concepts in unconsolidated sediments, and examine contamination issues in light of Long Island's particular hydrogeology, land use, and waste management history. Mathematical principles will be discussed but not stressed; scientific and technical papers discussing particular concepts or problems, including important local examples, will be closely read. Crosslisted with MAR 521.

Section S01: W, 5:30 PM-8:30 PM, David Tonjes

### **CEY 507 Long Island's Groundwater (NSLS)**

This course will cover basic groundwater concepts in unconsolidated sediments, and examine contamination issues in light of Long Island's particular hydrogeology, land use, and waste management history. Mathematical principles will be discussed but not stressed; scientific and technical papers discussing particular concepts or problems, including important local examples, will be closely read. Crosslisted with MAR 521.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Kenneth Wenz

### **CEY 508 Living with Radiation (NSLS)**

Life on earth has developed with an ever present background of radiation. The objectives of the course are to indicate the nature of ionizing radiation, address myths about radiation, summarize the role played by radiation since primordial times, discuss the hazards of radiation and the understanding or the lack of understanding of radiation. The role of the governments and society in protecting life processes from the effects of radiation will also be discussed.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Janakiram Naidu

### **CEY 512 Marine Pollution (NSLS)**

Pollutant bioavailability, assimilation by marine organisms, toxicity, and related policy issues will be examined in this course, which will also look at physical and chemical characteristics and speciation in the marine environment of organic pollutants, metals and metalloids, and long-lived radio nuclides emanating from the nuclear fuel cycle, as well as the geochemical cycling and mobility in marine systems. Prerequisite: College-level biology, chemistry and organic chemistry

Note: College-level biology, chemistry and organic chemistry; Offered as CEY/MAR 512

Section 01: W, 5:30 PM-8:30 PM, Bruce Brownawell; Nicholas Fisher

### **CEY 525 Ocean Stewardship:Global Sci (NSLS)**

A study of fundamental principles and terminology of global oceanography in the context of local issues and oceanographic studies. Oceanography requires an integration of basic chemistry, physics and biology. Basic oceanographic principles will be applied to issues as they manifest themselves in regional settings such as, but not limited to, LI Sound, NY/CT. Note: A real-time, on-line appointment will be required in week nine.

Note: This 10-week online course begins 8/27/12; ends 11/4/12; last day to add 9/02/12; visit [www.stonybrook.edu/spd/online/started](http://www.stonybrook.edu/spd/online/started) for online course requirements.

Section S30: Online, Henry Bokuniewicz; William Wise

## Fall 2012 SPD Course Descriptions

### **CEY 594 Diagnosis of Envir Disputes (NSLS)**

Diagnosis of disagreements about environmental and waste problems. Tools for evaluating disputes about (a) scientific theories and environmental models, (b) definitions and analytical methodologies for estimating risk, 'real' cost, net energy use, and life-cycle environmental impact, (c) regulatory and legal policy, (d) siting of controversial environmental facilities, and (e) fairness and other ethical issues. These diagnostic tools are brought to bear upon case studies of pollution prevention, recycling, nuclear waste disposal, and climate change.

Offered as EST 594 or CEY 594 or HPH 687.

Note: Offered as CEY 594/EST 594 and HPH 687

Section S01: M, 6:00 PM-9:00 PM, Sheldon Reaven

### **CEZ 570 Concept Appl Behavior Analysis**

This course will provide the student with the vocabulary and framework that will form the foundation for later study in Applied Behavior Analysis. Students will learn the basic vocabulary and thinking process integral to ABA and understanding its basic procedures.

Courses restricted to students admitted into the Board Certified Behavior Analyst Program

Section S01: TH, 5:30 PM-8:30 PM, Renee Chituk

### **CEZ 572 Applied Behavior Analysis 2**

This course will provide the student with a deeper understanding/practice regarding how to carry out teaching and behavior management tools in Applied Behavior Analysis. It will follow up the previous vocabulary and concept building course and the introduction to ABA technique 1 course by exploring how the techniques and concepts previously studied will be applied.

Courses restricted to students admitted into the Board Certified Behavior Analyst Program

Section S01: TU, 5:30 PM-8:30 PM, Susan Milla