

Spring 2012 Course Descriptions

This document contains only the course descriptions for the SPD courses offered during Spring 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 November 10, 2011.

CEA 529 Music and the Brain (NS/LS)

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: TU, 5:20 PM-8:20 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.

Note: Previous teaching experience recommended

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

CEA 534 Women Artists and Women in Art (AH/LS)

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 artists' 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.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course

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requirements.

Section S30: **ONLINE**, Constance Koppelman

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.

Note: Offered as CEA 542 and MUS 263 - Audition required

Section L01: W, 6:50 PM-9:50 PM, Bruce Engel

CEA 545 The Art of Comics (AH/LS)

Comic strips and books have been central to popular culture world wide for many decades. In this course students will explore examples to understand what makes comics unique as expressive visual art. They will also experience what is involved in combining words and pictures for this unique art form by using group workshops and individual projects in order to create their own comics.

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

CEA 560 Dalcroze Method: Music Pedagogy for Children (AH/LS)

A focus on the unique approach of Emile Jacques-Dalcroze, which takes into consideration his approach in light of recent developments in early childhood music education. The idea that students experience music physically before they wrestle with symbols and theoretical abstraction is at the heart of Dalcroze work. The Dalcroze music pedagogy includes: Eurhythmics-developing a sense of rhythm and musical expression through whole-body movement; Solfège- developing a sense of harmony and rhythm through singing games; and Improvisation. This class is designed primarily for music teachers, elementary school classroom teachers and professional musicians. Participants are expected to be able to read and notate simple rhythms and melodies

Note: Classes are held Saturdays, 11:30 AM - 3:15 PM. Spring 2012-There will be 10 meetings: February: 4, 11, 18, (no class 2/25); March: 3, 10, 17, 24, 31; April: (no class 4/7), 14, 21

Section S01: SAT, 11:30 AM-3:15 PM, Dorothea Cook

CEB 505 History of Long Island Envir (NS/LS)

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, 5:20 PM-8:20 PM, Francis Turano

CEB 546 Topics Biotechnology (NS/LS)

An introduction to the field of biotechnology. The course will survey the history of the development of genetic engineering, methodologies used in biotechnology, applications of biotechnology in medicine, agriculture and manufacturing, and the

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implications of these technologies for society. Intended for the students in the MAT Science and MALS programs.

Offered Spring, 3 Credits, ABCF Grading

Note: Offered as CEB 546 and BIO 511

Section L01: W, 5:20 PM-8:20 PM, Zuzana Zachar

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 prospective 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

Section S31: **ONLINE**, Joanne Souza

CEB 559 Modern Topics in Evolution (NS/LS)

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.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

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, 5:20 PM-8:20 PM, Francis Turano

CEB 586 Differentiated Instruction, Science & Math

This course introduces teachers to methods of teaching science and math that are inclusive of students with special needs at the middle and high school level. Included are the fundamental strategies of differentiated instruction and a basic understanding of specific disabilities with an emphasis on the co-teaching model.

Section S01: M, 6:50 PM-9:50 PM, Lois Etzel

CEB 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

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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.

CED 595: On-Campus Sections

Section S01: TU, 5:20 PM-8:20 PM, Sharon Brown

Section S03: TH, 5:20 PM-8:20 PM, Constance Koppelman

Section S04: W, 5:20 PM-8:20 PM, TBA

CED 595: Online Sections

These courses all meet online for 9-weeks. Term begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012. Visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Jennifer Young

Section S31: **ONLINE**, Margery Brown

Section S32: **ONLINE**, Chris Semansky

Section S33: **ONLINE**, Laura Koplewitz

Section S34: **ONLINE**, Constance Koppelman

Section S35: **ONLINE**, TBA

CEE 504 Youth in Crisis (SB/LS)

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, 5:20 PM-8:20 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.

Section 01: M, 2:20 PM-5:20 PM, Lauren Kaushansky

Section 02: TH, 5:20 PM-8:20 PM, Lauren Kaushansky

CEE 511 Home-School Relationship in Education

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

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families and children will also be discussed.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Antoinette MacLeod

CEE 512 Historical Issues in American Education (SB/LS)

This course will focus attention on the accomplishments and shortcomings of the American school and on the role of the university in the educational process. Among the topics and ideas which will be examined are John Dewey and Progressivism, teacher unionism, immigration and acculturation, student protest movements, fundamentalism vs. modernism, academic freedom and tenure, integration and segregation, assembly-line education, educationese, the testing and measurement movement, collective bargaining and the law, the Great Depression and the schools, the Sputnik explosion, and mass media and the young.

Note: Formerly entitled "Molding of the American Mind: A History of Contemporary Educational Thought"; may not be taken for repetitive credit

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Stephen Schneider

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.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to

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add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Antoinette MacLeod

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, 5:20 PM-8:20 PM, Alfred Abbato

CEE 547 Public Edu - Current Concens

This course deals with current concerns and developments in public education. Issues include: education funding, curriculum, political realities, and alternative programs. In addition, the roles and responsibilities of the participants in the school community will be assessed for their impact on the educational setting.

Section S01: W, 5:20 PM-8:20 PM, Geraldine Sullivan-Keck

CEE 571 Character Education: Integrating Ethics and Values (SB/LS)

Employing the goals of intellectual and moral development, character education is an integral part of the school curriculum. We will examine the academic relevance of the universal pillars of character: respect, responsibility, trustworthiness, fairness, caring and citizenship and will focus on cultivating ethics and character in the school setting. Plagiarism and other moral dilemmas seen in education will be explored within the context of building ethical learning communities. Analysis of successful character education programs will provide ideas for classroom implementation and promoting core ethical values.

Section S01: TH, 5:20 PM-8:20 PM, Judith Weissman

CEE 574 Writing Across the Curriculum

An inquiry into practical methods for integrating writing in the content area classroom. Subject area specialists examine their perceptions of writing and explore the differences between writing as a means to learn and writing as a demonstration of knowledge gained. Emphasis will be placed on research-based methods that support writing as a critical thinking tool in the content area classroom and the reciprocal relationship of reading and writing. Practice designing instruction based on the belief that writing is an essential component of classroom pedagogy. Key topics will include the problems of teaching writing in content-based classrooms, generative writing strategies, and peer response.

Section S01: TU, 5:20 PM-8:20 PM, Karen Buechner

CEE 578 Teaching Social Studies Strate

An examination of various models of teaching and their application to the teaching of secondary social studies.

Prerequisite: Admittance to Master of Arts in Teaching- Social Studies; minimum

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GPA of 3.00; B or higher in CEE 577

Corequisite: CEF 549

Section 01: W, 5:20 PM-8:20 PM, Lawrence Frohman

CEE 580 Stu Teaching Sem: Social Studies

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

Section S01: TH, 5:20 PM-8:20 PM, Charles Backfish

Section S02: TH, 5:20 PM-8:20 PM, Lawrence Frohman

CEE 581 Diverse Classrooms: 21st Cent (SB/LS)

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: TU, 5:20 PM-8:20 PM, Judith Weissman

CEE 582 Safety in Schools: Prin/Pract

This course will examine the issue of safety in schools, the impact to the educational process of student groups within the school, current legislation, current research, and the implementation and maintenance of best practices in schools. Focus will be on understanding the problems of school violence and on strategies for dealing with them. The roles of various stakeholders involved in safe schools will be analyzed. The importance of establishing parameters on a district-wide and building-wide base to ensure quality adherence and accountability to current legislation will be addressed.

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Section S30: **ONLINE**, Donald Sternberg

CEE 583 Brain-Based Teaching Thry/Prac

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, 5:20 PM-8:20 PM, Maureen Kelly

CEE 584 Preventing Bullying & Bias (SB/LS)

Exploration of the overt and subtle messages of bias in an educational setting that

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result in lower academic performance and poorer grades, serious emotional problems, unsafe environment, legal challenges, absenteeism and inhibit positive performance at all levels of the educational experience. Analysis of recent incidents of bullying and bias. Specific methods will be offered to promulgate a safe, accepting environment that integrates equality, fairness, justice and respect, resulting in higher achievement and a positive learning experience.

Section S01: TH, 5:20 PM-8:20 PM, Natalie Fitterman

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 Note: Offered as EGL 441 and CEE 588

Section 01: W, 3:50 PM-6:40 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

Note: Offered as CEE 590 and EGL 454.

Section S01: TU, 3:50 PM-6:40 PM, Karen Lund

Section S02: W, 3:50 PM-6:40 PM, William Schiavo

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

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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: Offered as EGL 440 and CEE 593

Section 01: W, 3:50 PM-6:40 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.

Section S01: M, 5:20 PM-8:20 PM, Peter Pece

CEE 602 Middle Child Education: 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: TH, 6:50 PM-9:50 PM, Joanne Kroon

CEF 509 Dysfunct Fam: Effects on Academic Performance (SB/LS)

This course will provide educators with the skills and knowledge needed to identify students from dysfunctional family backgrounds and guidelines for intervention and referrals. Emphasis will be on the integration of humanistic issues with scholastic development.

Section S01: TH, 5:20 PM-8:20 PM, Joseph Gatto

CEF 515 Family & TV: Impact on Children (SB/LS)

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

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development and the very current issue of the TV industry's obligation to serve child audiences.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Jennifer Young

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Kathleen Cassidy; Edgar Daniels

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.

Section S01: TH, 5:20 PM-8:20 PM, Elizabeth Stein

Section S30: **ONLINE**, Norma Egic; Laurie Graziano. Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S31: **ONLINE**, Norma Egic; Laurie Graziano. Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

CEF 549 Field Experience II - SS 10-12

Observation, inquiry, and practice in social studies education at the secondary level in grades 10 -12. Field experience will include 50 hours of documented visitation and observation at appropriate sites. Field observation logs will be the basis for group discussions.

Prerequisite: Admittance to Master of Arts in Teaching- Social Studies; minimum GPA of 3.00; B or higher in CEE 577

Corequisite: CEE 578.01

Section V01: APPT, Lawrence Frohman

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CEF 550 Individual Educ Plan (IEP)

An overview of Individual Education Plan (IEP) and the pathways for developing appropriate goals and expected outcomes for students with disabilities. Developing and implementing the IEP, collaborating with Committee on Special Education, integrating the NY State Standards and Performance Indicators in a differential classroom will be covered in this course. Students will learn about providing an integrated service delivery model for assessments, and incorporating behavior management techniques and will investigate new methods for handling classroom/family situations using special education case studies.

Section S01: TU, 5:20 PM-8:20 PM, Robert Pisani

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.

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

Note: Offered as EGL 449 and CEF 551

Section T01: APPT, Karen Lund

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.

Prerequisite: MAT in English, grade of "S" in CEF 551

Note: Offered as EGL 450 and CEF 552

Section V01: APPT, Kenneth Lindblom

CEF 557 Class Mgt. - Secnd Education

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

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Francesco Varuolo

CEG 511 Cross-Cultural Communications (SB/LS)

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.

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Section S30: **ONLINE**, Katherine Mitra

Section S31: **ONLINE**, Katherine Mitra

CEG 516 Early Modern Europe: 1450-1700 (SB/LS)

With a focus on the debates over historical interpretation, this course will take a look at some of the important themes in Europe 1450-1700. Topics include: the expansion of Europe and the beginnings of colonialism/imperialism, the Reformation and the question of cultural and religious diversity, and the growing power of the nation state. Offered as both CEG 516 and HIS 501.

Note: Offered as CEG 516 and HIS 501

Section S01: TH, 5:20 PM-8:20 PM, Joel Rosenthal

CEG 522 US History Since the Civil War (SB/LS)

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

Note: Offered CEG 522 and HIS 522. Class reserved for MAT students. All others require permission of instructor.

Section S01: W, 5:20 PM-8:20 PM, Gillian Frank

CEG 523 Historiography (SB/LS)

Introduction to historiography through reading and writing about interpretations of history, historical methods, and major historians. Term paper on historian of choice.

Section S01: M, 5:20 PM-8:20 PM, Susan Hinely

CEG 526 Literature and Society (AH/LS)

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

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Jennifer Young

CEG 529 Anthropology/Museums:Exhibits (SB/LS)

Museum exhibits represent cultures of the world to the public. The following issues will be examined: how exhibit practices have changed based on academic and societal trends; the idea of material culture, and how an artifact is interpreted by the viewer depending on its context; controversies involving cultural representation, how museums have come to include the voice of the culture being represented; current political issues of repatriation and who has rights to cultural antiquities.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Katherine Mitra

CEG 534 Mod African/Asian His Seminar - #INTRO TO MODERN AFRICAN HIST (SB/LS)

Field seminar in modern African history. Surveys major topics such as nationalism, anticolonial movements, and modernization.

Note: MAT and MA/LS students must register under CEG 534; crosslisted with HIS 562

Note: Class reserved for MAT students. All others require permission of instructor.
Section S01: TH, 5:20 PM-8:20 PM, Maja Bovcon

CEG 537 Immigration Experience in Lit (AH/LS)

This course will examine the immigration experience as reflected in literary works of various genres. The focus of the course will be to identify the unifying characteristics of the works of immigrant writers: What experiences are universal to immigrants from a wide variety of sending countries and cultures? What is lost and what gained in the assimilation and integration processes? How did different ethnic groups respond to the process and how are the similarities and differences reflected in the literary documents they have produced? What does it mean to write about the immigration process and how does the act of writing serve to validate and/or 'work through' certain experiences and ordeals common to most immigrants? Certain common themes we will examine are: prejudice and racism, exploitative labor, and the female immigrant's role within the family structure as it contrasts with the 'old world' conception of a woman's place in the home and community.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Eva Bovi

CEG 567 Native American History (SB/LS)

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.

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Section S30: **ONLINE**, Elizabeth Hornor

CEH 522 Literature of Travel (AH/LS)

Remote lands, exotic peoples, dangerous adventures, and personal discoveries are

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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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Sharon Brown

CEH 534 Women in Literature - #VOYAGES OUT IN SEARCH OF SELF (AH/LS)

An interdisciplinary and multicultural approach to women and their literature: novels, diaries, short stories, poems, letters, and essays by writers of different cultural backgrounds. Parallel developments in film are examined as further cultural commentary on the readings. Cross-biographical influences and critical literary theory will enrich our understanding of women's writing.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Laura Koplewitz

CEH 569 Stony Brook Chorale

Students will study and perform a repertory from the Middle Ages to the present. 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: Students should be able to read music although expert sight-singing not prerequisite; Meets with MUS 261

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

CEI 504 Human Behavior as Rational Action (SB/LS, 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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to

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add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Nicholas Scalzo

Section S31: **ONLINE**, Nicholas Scalzo

CEI 505 Social Science Methodology (SB/LS 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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Edward Delgaizo

Section S31: **ONLINE**, Edward Delgaizo

CEI 511 Modern Commun: Tech Systems (NS/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Albert Pisano

CEI 531 Cult Divers: Amer Musicals (AH/LS)

This course will use classic musicals to explore differences in ethnicity, gender and economic class. Musicals to be discussed will include Show Boat, West Side Story, Fiddler on the Roof, My Fair Lady, South Pacific, King and I, Carousel and other musical examples. Students will be asked to explore and report on contemporary examples of musicals and popular music videos to expand the resources available in the teaching environment. Combined, these resources, in addition to assigned readings, will form a context for exploring current pedagogical techniques for teaching about cultural diversity (specifically ethnicity, racism, sexism, and economical stratification). Students will receive guidance in the use of music within the classroom to focus discussion on current social issues. The course will rely heavily on active learning. Ideas presented by students and musical examples recommended by both the instructor and the students will drive the content regarding specific topics covered. The instructor will provide the overall format and most listening and reading materials for the course and will maintain a focus so that

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students do not pull the subject matter away from the stated description.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Marilyn London

CEI 544 Mystery of Matter (NS/LS)

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 science background; some chemistry & physics helpful but not required;

Section 01: TU, 5:20 PM-8:20 PM, Barbara Jacak

CEI 558 Youth and Gang Violence (SB/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Aldustus Jordan

CEI 560 Amer Democracy:Critic/Defender (SB/LS or MPS Core 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: M, 5:20 PM-8:20 PM, Seth Forman

CEI 567 Women & American Experience (SB/LS)

This course introduces students to current scholarship and themes relating to women in US history from early Native American societies through the present. Students will examine various issues that have impacted women's lives, women's role in shaping America's past, and the practice of analyzing the past through the

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lens of gender. We will also focus on the rise of modern beauty culture as a case study.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Eric Martone

CEI 572 The Uses/Abuses of Technology (NS/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Patricia Baker

CEI 585 Principles of Adult Learning (SB/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Stephen Schneider

CEI 589 Technology and the Classroom (SB/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit 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

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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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Paul Baker

CEI 596 Sem Leadership in Organizatns (SB/LS & 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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Kevin Shannon

Section S31: **ONLINE**, Kevin Shannon

CEJ 536 Death/Dying:A Literary Journey (AH/LS)

Beginning with an account of Socrates' death, students will be introduced to fundamental questions regarding the meaning of existence and human mortality; how an acceptance of death creates a deeper realization of life. Literary works will be linked to philosophy, psychology and film.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Lee grace Cannella

CEJ 588 Italian Americans: Comparative Study with other American Ethnic Groups (SB/LS)

The history, sociology and political situation of Italian Americans will be compared with those of other selected ethnic groups, including Irish Americans, Puerto Rican Americans, Chinese Americans, Mexican Americans, African Americans, and American Jews within the larger American context from 1845 to the present. This course is an introduction to criteria, distinctions, and categories relevant to studying America's ethnic groups. Topics include: time of immigration or migration to America, or to mainland America; migrations within the US: geographic locations and periods of settlement or resettlement in the US at particular times; political policies of the US at given times; cultural patterns brought by the groups and evolved among the groups; and variables in assimilation. (formerly: Comparative Study of American Ethnic Groups)

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course

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requirements.

Section S30: **ONLINE**, George Guida

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.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Richard Gatteau

Section S31: **ONLINE**, TBA

CEK 502 College Stndt Development Theory (SB/LS)

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: W, 5:20 PM-8:20 PM, Gina Vanacore

Section S30: **ONLINE**, Gina Vanacore

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Marilyn London

CEK 504 Research/Assess/Evaluation in Higher Education

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

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perform effective, high quality assessment and program evaluations.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Ying Xiong

CEK 520 Advising/Counseling Higher Ed

This course is an introduction to advising and counseling in higher education. Course topics include advising and student development theory; advising structures for effective learning, teaching, and mentoring; legal issues in advising; advising methods and best practices; key stakeholders in advising; and articulating a personal advising philosophy.

Section S01: TH, 5:20 PM-8:20 PM, TBA

CEK 521 Diversity and Higher Education (SB/LS)

This course examines diversity in institutions of higher education from both a theoretical and historical framework. It will provide a foundation for examining policy and practice by the study of key concepts in human diversity, legislation and case studies. Best practice assessment methods are explored within the context of multicultural pedagogy.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Frank Shih

CEK 522 Crisis Mgt /Prevention HighEd (SB/LS)

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

Advisory prerequisite: CEK 502 College Student Development Theory recommended

Section S01: M, 5:20 PM-8:20 PM, Jenny Hwang

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

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specific student affairs units incl. housing/residence life, student activities, career services, counseling and student health centers and judicial affairs.

Prerequisites: CEK 502 Student Development Theory and CEK 501 Survey of Higher Education Admin.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Ellen Hopkins

CEK 531 Finance Issues in Higher Education

This course is devoted to the examination of critical concepts in higher education finance by analyzing key theories, structures and challenges of college and university financing. Funding sources, the role of federal and state governments, allocation of resources, balancing budgets and contingency plans will be discussed along with ethical considerations of major public policy issues in financing higher education such as affordability, access/choice, equity, productivity and accountability and the public private benefits of higher education.

Section S01: TU, 5:20 PM-8:20 PM, TBA

CEL 593 Intro to Technical Services

The focus of this course will be on the principles of providing access to items using the current cataloging code and the provision of subject access to items through subject headings lists and classification systems. The class will include study and practical exercises.

Section 01: TH, 5:20 PM-8:20 PM, Roslyn Mylroie

CEL 595 Information Sources & Services

This course is a study and application of general reference, bibliographic, and other information sources (print and online); techniques and procedures for serving the needs of various clientele; criteria for evaluating these sources and services and for developing appropriate collections.

Section 01: M, 5:20 PM-8:20 PM, Susan Gottesman

CEM 570 Manipulatives and Mathematics (NS/LS)

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 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, 5:20 PM-8:20 PM, Kirk Mason

CEM 580 Adolescent Life:Norm to Abnorm (SB/LS)

This course presents a bio-psycho-social perspective on the life-stages of adolescence. Selected theorists/theories will be explored to provide a knowledge base in the areas of physical, emotional, intellectual and social development. Special attention will be given to identification and exploration of the specific developmental tasks of adolescence. Contemporary issues facing adolescents will

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be discussed within the context of human growth and development.

Note: OASAS approved for credentialing and recredentialing

Section S01: TU, 5:20 PM-8:20 PM, Kenneth Edwards

CEM 581 Adolescent Substance Abuse (SB/LS)

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: TU, 6:50 PM-9:50 PM, John Venza

CEN 557 Statistics and Society (NS/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Donald Coscia

CEN 580 Socio-Technological Problems (NS/LS and 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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Nina Leonhardt

CEP 500 Sport and Society (SB/LS)

This offering will focus on the relationships between the mounting interest in sport and various sociocultural dynamics in our society. Special consideration will be given to developing within students an understanding of the behavioral responses of sports participants and spectators to various motivations in our social system.

Section S01: TU, 5:20 PM-8:20 PM, August Alfieri

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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 Section S01: TH, 5:20 PM-8:20 PM, Thomas Howard

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, 6:50 PM-9:50 PM, Paula Nickerson

CEP 508 Concepts of Leisure, Play, Rec (SB/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit 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 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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course

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requirements.

Section S30: **ONLINE**, Michael Sheridan

CEP 514 Health Sci Applied to Coach II (NS/LS)

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.

Section S01: M, 6:50 PM-9:50 PM, Peter Raalf

Section S30: **ONLINE**, Patricia Patane

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

CEP 517 Psychology of Sport (SB/LS)

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, 6:50 PM-9:50 PM, John Bowman

CEP 518 Exercise and Nutrition (NS/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Patricia Patane

Section S31: **ONLINE**, Wendy Palmer

Section S32: **ONLINE**, Lauren Brand

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.

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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 requirements with specific sport(s) designation.

Prerequisites: CEP 507. Must be matriculated in the AGC in Coaching.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Julia Muller

Section S31: **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.

Section S01: M, 5:20 PM-9:05 PM, Sherry Alessandro. Notes: 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**, Stephen Schneider. This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Joseph Centamore

Section S31: **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 proactive. The course deals with administrative decision-making behavior in the

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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.

Notes: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Antoinette MacLeod

Section S31: **ONLINE**, Thomas McDonald

CEQ 515 School District Leadership

This course is an examination of theories and practices related to school district leadership, 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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Arnold Goldberg

Section S31: **ONLINE**, Robert Feirsen

Section S32: **ONLINE**, Fern Aefsky

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.

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, 5:20 PM-9:05 PM, Robert Moraghan

Section S30: **ONLINE**, David Scott. Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

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Section S31: **ONLINE**, Susan Alevas. Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

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.

Notes: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Donald Sternberg

Section S31: **ONLINE**, Jeffrey Soloff

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.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Allen Smith

Section S31: **ONLINE**, Antoinette MacLeod

CEQ 565 Internship School Dist Business Leadership

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 district supervisor and the University supervisor.

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 course is extended over 2 semesters (Spring & Summer 2012). See

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syllabus for dates/posting requirements.

Section V02: APPT, John Regan

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 course is extended over 2 semesters (Spring & Summer 2012). See syllabus for posting requirements.

Section S02: W, 5:20 PM-9:05 PM, John Regan

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.

Notes: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Gary Schomburg

Section S31: **ONLINE**, Stanley Packman

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.

Notes: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Thomas McDonald

Section S31: **ONLINE**, Kristen Turnow

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

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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

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

Note: Meets with SSE 451 (students should select same section for both courses).

Section V01: APPT, Charles Backfish

Section V02: APPT, Lawrence Frohman

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

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

Note: Meets with SSE 452 (students should select same section for both courses).

Section V01: APPT, Charles Backfish

Section V02: APPT, Lawrence Frohman

CEQ 585 Internship: Educational Leadership

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.

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 course is extended over 2 semesters (Spring & Summer 2012). See

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syllabus for dates/posting requirements.

Section V01: APPT, Robert Scheidet

Section V02: APPT, John Regan

Section V30: ONLINE, Michael Walsh. Note: This online course is extended over 2 semesters (Spring & Summer 2012). See syllabus for posting requirements.

Section V31: ONLINE, Leslie Edelman. Note: This online course is extended over 2 semesters (Spring & Summer 2012). See syllabus for posting requirements.

Section V32: ONLINE, John Reid. Note: This online course is extended over 2 semesters (Spring & Summer 2012). See syllabus for posting requirements.

CEQ 586 Intern Sem-Educational Leadership

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 course is extended over 2 semesters (Spring & Summer 2012). See syllabus for posting requirements.

Section S01: W, 5:20 PM-9:05 PM, Robert Scheidet

Section S02: W, 5:20 PM-9:05 PM, John Regan

Section S30: **ONLINE**, Michael Walsh. Note: This online course is extended over 2 semesters (Spring & Summer 2012). See syllabus for posting requirements.

Section S31: **ONLINE**, Leslie Edelman. Note: This online course is extended over 2 semesters (Spring & Summer 2012). See syllabus for posting requirements.

Section S32: **ONLINE**, John Reid. Note: This online course is extended over 2 semesters (Spring & Summer 2012). See syllabus for posting requirements

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 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

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544; restricted to those not yet certified to teach

Co-requisites: CEE 590 and CEQ 592

Note: CEQ 591 meets with EGL 452.

Section V01: APPT, Karen Lund

Section V02: APPT, William Schiavo

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: APPT, Karen Lund

CEQ 595 Educational Leader Project Seminar

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.

Prerequisite: Matriculation in one of the Educational Leadership programs: prior completion of all foundation and required courses.

Section S01: TU, 5:20 PM-9:05 PM, Robert Moraghan. Note: This section 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**, Todd Pittinsky. Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S31: **ONLINE**, William Clark. Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S32: **ONLINE**, Peter Pece. Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit

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www.stonybrook.edu/spd/online/started for online course requirements.

CEQ 675 Creating Learning Organizations

The challenge for educational leaders is to create conditions that will enable schools and districts to function as learning organizations. A learning organization is one that learns, works efficiently, readily adapts to change, detects and corrects error, and continually improves its effectiveness (Argyris & Schon, 1974). Students will develop an understanding of the personal and organizational conditions that support organizational learning, utilize different analytical perspectives to analyze their own organizations, and develop strategies to create learning organizations. 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 01: HTBA, Instructor TBA

CEQ 684 Leadership for Special Education at the Building and District Levels

This course is designed to enable educational leaders to support the learning of students with special needs within the framework of state and federal legislative guidelines. Throughout the course, students will develop an understanding of the legislation governing education of students with special needs. Within that framework, they will develop an understanding of the way that districts and schools organize to distribute services and the leadership procedures and policies necessary to insure excellence and equity for all students, including those with disabilities. 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 01: HTBA, Instructor TBA

CER 506 Leadership/Team Effectiveness (SB/LS)

This course focuses on organizational leadership, teamwork and communications. It seeks to answer the following three questions: What do leaders really do? What makes teams effective? How do you create persuasive communications? The course addresses such topics as leading organizational change, managing institutional crises, building motivated teams, and developing strategic communications. It examines these topics with a goal of not only imparting knowledge about these managerial practices but also assisting students to acquire the skills necessary to become organizational leaders, team builders and articulate communicators. We will seek to bridge theory and managerial practice by using case studies and guest speakers to the class.

Note: Offered as CER 506 and MBA 506. Limited seats for SPD students

Section S01: TU, 6:50 PM-9:50 PM,

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

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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

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section 30: **ONLINE**, 1:00 AM-1:00 AM, Barbarann Ott

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 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.

Section 01: W, 6:50 PM-9:50 PM, Douglas Silverman

CES 514 Collective Bargaining & Arbitr

This course presents an overview of the history, procedures, and problems of public sector labor relations, and comparisons with the private sector. The role of public opinion and politics in public sector bargaining will be explored. Students will role play the negotiation of a public sector contract: preparation of bargaining package, negotiation, mediation, fact-finding, arbitration. They will also prepare, present, and critique a public sector grievance case from its shop origins to its final disposition by arbitration. This course is offered as both CES 514 and MBA 514.

Note: Offered as CES 514 and MBA 514

Section 01: M, 6:50 PM-9:50 PM, John Coverdale

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.

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Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Kevin Hauss

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.

Section 01: TH, 6:50 PM-9:50 PM, Paul Tagliaferri

CES 517 Women, Work and Dollars (SB/LS)

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 offered as both CES 517 and MBA 527.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit 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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Robert Micera

CES 519 Grievance Handling and Arbitration

Grievance and arbitration procedures in a variety of private- and public-sector labor

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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: TU, 6:50 PM-9:50 PM, Paul Tagliaferri

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Edward Mone

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.

Prerequisite: MBA 533 or CES 516

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit 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

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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

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Robert Micera

CET 550 Racism: An Interdiscip Analys (SB/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Harvey Karron

CEV 502 Who, What, & Why of Education (SB/LS)

The focus of this course will be on analyzing the existing institution called school-its future, its curriculum, and its place in a changing world. Topics include: Who (how students, teachers, parents, and the community have changed), What (the curriculum and how it's affected by community expectations), and Why (whether the school as we know it is needed in a technological age).

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Paul Baker

CEV 503 Changing Classroom

This course will evaluate change in the classroom by contrasting three current learning theories: Brain Based Learning, Multiple Intelligences, and Problem Based Learning. Students will explore adapting instructional plans and organizational structure through visiting schools online and analyzing the schools' efforts to adjust to the demands of learner needs and performances.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Paul Baker

CEV 508 Writing & Understndg Poetry I (AH/LS)

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

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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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Chris Semansky

CEV 516 Themes in Science Fiction (AH/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Margery Brown

CEV 520 Culture of Gambling in America (SB/LS)

An exploration of how gamblers and the culture of gambling are represented in stories, film and essays. We will look at the role that activities such as fantasy sports leagues, poker, sports betting, and state lotteries have in American society as well as interrogate the unique subculture they help to create. Gambling will be examined as a metaphor for social interaction (e.g., risk taking, gender performance, attitudes towards chance and control, etc.) and the character of gamblers as variations of classic American types (e.g., the frontiersman, the lone wolf, the femme fatal, etc.), attempting to account for the recent popularization of gambling as spectator sport and national pastime. (Formerly the Literature/Culture of Poker in America).

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Chris Semansky

CEV 530 Classic Fairy Tales:Orig-Today (AH/LS)

Acquainting students with original versions of stories that have spread through modern society, the course will demonstrate ways of recognizing the social and cultural agenda inserted into versions of the same tales that were rewritten for different audiences in succeeding centuries. Beginning with the familiar Grimm tales and moving back into the past to reach fairy tales' birth in the Renaissance we will explore their development in Italian, French, German, and English traditions,

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and examine modern authors' use of fairy tale plots for children, young adults, and adults.

Section S01: W, 5:20 PM-8:20 PM, Ruth Bottigheimer

CEV 536 The Future: Visions & Realities (SB/LS)

Planning for the future requires vision, as well as tools and strategies. What is the future we endeavor to create for our children and our children's children? We will read visions of scientists, educators, artists, sociologists, economists, climatologists, as they define and describe the future according to their fields of expertise. Our interdisciplinary quest to view into the future will range from global warming; to cloning; to cyberspace and virtual reality; to visionary art as we engage in a think tank approach to imagining the future. Formerly: *Toward the Year 3000*.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Laura Koplewitz

CEV 537 Seeking Happiness: Phil Journey (SB/LS)

In the spirit of Intercultural exploration, this course will examine a selection of short manuals written as guides for achieving the good life, happiness and fulfillment. Our selection will span the world, culturally, geographically, and temporally. Our goal will be to immerse ourselves in the cultures and beliefs of the writers so as to understand, examine, and critique their arguments about human nature and the achievement of happiness. We will read and discuss the writings of Epictetus, Lao Tzu, Hadrat Ali, Buddha, Thomas A. Kempis, and Anna Quindlen. Focus will be upon the religious, political, and ethical activities and beliefs of the writers as window into the larger cultural context. A sound knowledge of history and culture as well as tools for ethical analysis will be included.

Note: Previous course in Philosophy or World History recommended.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Wendy Turgeon

CEV 539 Working: Social Class & Culture in American Lit (AH/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Chris Semansky

CEV 542 Primo Levi and the Holocaust (AH/LS)

Like many Holocaust survivors, Primo Levi was caught between his role as survivor and his role as author and man of science. This course will examine what it means to write about the Holocaust; that is, what it implies to bear witness to a traumatic experience such as the Shoah. We will look at theory of trauma and the narration of the traumatic event. What is gained/lost/recovered in the act of bearing witness to tragedy and what is the cost to the victim? How are the roles of the victim and perpetrator assigned in the Holocaust? How does survivor guilt and shame factor into the way the story is - has to be - told? What are the narrative devices employed by the various survivor - authors? How does the experience of having been a victim of the Shoah define Levi and the survivor in general? The issue of language and the violence done to language during the Holocaust will also be examined. With Primo Levi at the center of the discourse, we will analyze the act of writing about the Holocaust, considering how his narrative style differs from that of other important survivor authors. In addition we will consider the contribution that different genres (autobiography/memoir, fiction, essay) make to the understanding of the event through literature.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Eva Bovi

CEV 545 New York Stories: Literature (AH/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Eva Bovi

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

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Section S30: **ONLINE**, Wendy Turgeon

Section S31: **ONLINE**, Wendy Turgeon

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.

Prerequisites: Students in the MBA or MBX Program only. Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Kevin Hauss

CEX 538 Organizational Change Mgt (SB/LS)

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. Prerequisite: MBA 532/CES 515.

Note: This 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Edward Mone

CEY 501 Environmental Management (NS/LS)

This is intended to be an introduction to environmental management, and will focus on the interplay between science and public policy. Concepts include problem identification and definition, collection and analysis of relevant data to produce information, the use and interpretation of scientific information, and the roles of public perception and action in ultimately determining outcomes when consensus is not reached. Specific fields to which these concepts will be applied will be solid waste management and coastal management. Current local problems will be used to illustrate the broader conceptual issues.

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Note: Offered as CEY 501/EST 540/MAR 514/HPH 672

Section 01: M, 5:20 PM-8:20 PM, David Tonjes

CEY 507 Long Island's Groundwater (NS/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Kenneth Wenz

CEY 508 Living with Radiation (NS/LS)

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 9-week online course begins 1/23/2012; ends 3/25/2012; last day to add 1/25/2012; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: **ONLINE**, Janakiram Naidu

CEY 509 Environment and Public Health (NSSB)

This course will provide an overview of man, his environment and health relationships, as well as practical background for those working in environmental disciplines. It starts with an introduction to the field of environmental health, especially as it has developed in New York State and, in particular, Long Island, followed by a review of those environmental conditions that foster transmission of communicable diseases and exposure to toxic chemicals and hazardous physical conditions. Environmental and public health practices on Long Island, with an emphasis on groundwater and wastewater handling and means of their control, will be reviewed.

Note: Also offered as CEY 509 and MAR 525

Section 01: W, 5:20 PM-8:20 PM, Walter Dawydiak

CEY 525 Ocean Stewardship:Global Sci (NS/LS)

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

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required in week nine.

Section S30: **ONLINE**, Henry Bokuniewicz

CEZ 544 Eval Current Rsrch Behvo Analy

This course focuses on having the student read and interpret behavior research articles. Students will be able to identify sources of up to date intervention information as well as practice reading and evaluating research. This course is open to graduate students in a related field and non-matriculated students holding graduate degrees in a related field with approval from the instructor.

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

Section S01: TH, 5:20 PM-8:20 PM, Susan Milla

CEZ 571 Applied Behavior Analysis 1

This course will provide the student with the introduction to how to carry out basic teaching and behavior management tools in Applied Behavior Analysis. It will follow up the previous vocabulary and concept building 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, 5:20 PM-8:20 PM, Robert Newman

CEZ 585 Analysis Develop Disabilities

The objective of this practicum course is to provide students with the foundation and practical experience in applying empirically-based treatments when working with individuals diagnosed with developmental disabilities. We will focus on the current behavior-analytic research in the area of developmental disabilities and discuss ways in which these tools can be used at your current practicum site, and eventually, in your career as a competent behavior analyst. Topics will include functional assessments, EO-based interventions, and reinforcer identification.

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

Section V01: W, 5:20 PM-8:20 PM, Renee Chituk