Spring 2014 Course Descriptions

This document contains information for SPD courses offered for Spring 2014 only. For courses offered by other schools or departments, or to find textbook information, visit SOLAR.

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

This information was correct as of October 22, 2013.

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: Content recommended for teachers.
Section S01: W, 6:00 PM-9:00 PM, Ruth Kisch

CEA 542 Stony Brook Wind Ensemble
Study and performance of repertory from the Baroque to Contemporary periods, encompassing an international array of composers including original wind ensemble works and orchestral transcriptions. An intermediate performance level is required. The Wind Ensemble performs a public concert each semester on the main stage of the Staller Fine Arts Center.
Note: Offered as CEA 542 and MUS 263 - Audition required
Section L01: W, 7:00 PM-10:00 PM, Bruce Engel

CEA 567 History of Jazz (AH/LS)
An exploration of the history of jazz music, both as a musical art and as a cultural phenomenon. Beginning with its roots in 19th century African-American musical practice through its present prominence throughout the world, the course will expose students to the broader cultural forces that led to the development, growth, and expansion of this music.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Steven Gehring
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, 5:30 PM-8:30 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 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, 5:30 PM-8:30 PM, Zuzana Zachar

CEB 553 Biology & Human Behavior (NS/LS or SB/LS)
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.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Joanne Souza

CEB 563 Darwin in the 21st Century (NS/LS or SB/LS)
This course is an introduction to historical and theoretical aspects of evolutionary biology. The implications of evolution for current social and public issues are also considered. It is intended to show how scientists practice science and to provide an understanding of evolutionary theory. Discussion will center on the relationships between the historical development of the Theory of Natural Selection, and its relationship to Social Darwinism, Creationism, and Contemporary Evolutionary Theory.
Section S01: TH, 5:30 PM-8:30 PM, Francis Turano

CED 595 MA/LS,MPS,MSHRM Project Seminar
The goal of the Project Seminar is to teach students to understand and conduct graduate level research. Research may be either original or applied. Prior approval of topic by faculty required; methodology and resources will be reviewed throughout writing process. S/U grading applies. No 'I' Incompletes. Must repeat if a 'U'/Unsatisfactory grade earned. No transfer credit or substitutions. May not be used to meet 12 credit content requirement for professional licensure.
Pre-Requisite: Matriculation in MA/LS, MPS, or MS in HRM degree program; prior completion of 12 graduate level credits in the degree program.
Section S01: M, 5:30 PM-8:30 PM, Judith Weissman  
Section S02: TU, 5:30 PM-8:30 PM, Frank Rizza  
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.  
Section S30: Online course, Lee-grace Cannella  
Section S31: Online course, Jennifer Young  
Section S32: Online course, Laura Koplewitz  
Section S33: Online course, Margery Brown  
Section S34: Online course, Chris Semansky  
Section S35: Online course, Laura Koplewitz  

**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, 5:30 PM-8:30 PM, Alfred Abbato  

**CEE 505 Education: Theory and Practice**  
Schools are fundamental institutions in every society. While they reflect the existing social order with all of its hierarchies and inequalities, they can also act as engines of social mobility, democratic opportunity, and social change. The purpose of the class is to help prospective teachers acquire the conceptual tools needed to analyze these processes in a sustained, in-depth manner in order to make informed judgments about their future goals as teaching professionals.  
Section 01: M, 2:30 PM-5:30 PM, Lauren Kaushansky  
Section 02: TH, 5:30 PM-8:30 PM, Lauren Kaushansky  

**CEE 511 Home-School Relationship in Ed**  
This course explores the relationship between the home and school and its effect on the development of children. The need for the home-school connection, the historical overview of the family, the rationale behind federal legislation, and parent involvement in the schools will be examined. The school’s role in parent education, our understanding of specific legislation, of social issues such as drugs, teenage pregnancy, and other areas of serious concern as well as programs designed to help families and children will also be discussed.  
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.  
Section S30: Online course, Antoinette MacLeod  

**CEE 513 Teaching the At Risk Student**  
This course will explore the reasons why at-risk students are not reaching their potential and specific evidenced-based strategies to promote the skills and competencies needed for student success not only on state assessments but also in high school and in life. Due to the diversity of the at-risk population, including students who are culturally, ethnically, and linguistically diverse, a variety of
evidence-based pedagogical approaches will be explored that have proven effective with these students. Opportunities will also be provided for class participants to apply these strategies in their classrooms and content specialties on both the elementary and secondary school levels. Specific local and national programs that have proven successful in working with at-risk students and lowering drop out rates will also be researched and compared.

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Allen Smith

CEE 522 Writing, Lit, Critical Thinking (AH/LS)
What to think about a writing or literature assignment, what to say about it to a class of students, and perhaps more interestingly, what assignments can be given based on their inherent critical problems are the concerns of this course. Students will be involved in learning specific strategies to improve writing in all subject areas. Critical thinking skills will improve when assignments are designed to encourage meaningful writing and creativity. Attention will be given to NYS assessments and Common Core learning standards. (formerly-Writing and Literature: Strategies for the Language Arts Curriculum).

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

CEE 540 Substance Abuse in Schools
Examines model curricula, classroom strategies, staff/parent education programs, student projects, community resources, research, and program development will include a look at: policy/procedures, legal issues, intervention, prevention, treatment models, substance abusing families, staff training, parent involvement, and community/school partnerships. (Formerly School-Based Substance Abuse Prevention)

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

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 GPA of 3.00; B or higher in CEE 577
Note: Corequisite: CEF 549

Section 01: TU, 5:30 PM-8:30 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
Note: Offered as CEE 580 and SSE 454

Section S01: W, 5:30 PM-8:30 PM, Charles Backfish
CEE 588 Methods of Instr in Lit & Comp
Students will take an active part in this class, which will focus on the effective teaching of English. Each student will share his/her own writing, observe secondary school English classes, participate in peer group editing sessions, and teach a lesson. The final project, a portfolio, will be a reflection of the student’s growth and understanding of what teaching English is all about.
Prerequisite: Matriculation in MAT in English. Restricted to those not yet certified to teach. Students must register for the same sections of CEE 588 and CEF 551 (Corequisites).
Note: Offered as EGL 441 and CEE 588
Section 01: W, 4:00 PM-6:50 PM, Kenneth Lindblom

CEE 590 Student Teaching Seminar: English
This seminar will focus on issues, policies, programs, and problems in teaching English, grades 7-12. Real-life problems encountered by the student in his/her student teaching experience will be discussed. Guidance will be provided in preparing a teaching module designed for the student teaching experience, which will also serve to satisfy the MAT in English project requirement.
Corequisites CEQ 591 and CEQ 592; one session is devoted to the State Education Department’s requirement for Child Abuse Education; a $20 processing fee will be assessed for issuance of an official statement which verifies satisfactory completion of this requirement.
Prerequisites: Permission of department, matriculation in MAT in English (completion 15 credits graduate English course work, CEE 588, CEF 551, CEF 552, CEE 505, CEE 565, LIN 544); restricted to those not yet certified to teach
Co-requisites: CEQ 591/2
Note: Offered as CEE 590 and EGL 454
Section S01: W, 4:00 PM-6:50 PM, Karen Lund
Section S02: W, 4:00 PM-6:50 PM, William Schiavo
Note: Meets in Manhattan. Meets with EGL 454.
Section S60: TU, 4:00 PM-6:50 PM, Natalie Lukas

CEE 593 Perf & Tech Teaching Lit & Com
This course will explore the teaching of literature and composition through the use of performance and technology. The use of performance has proven to be an effective classroom tool for several reasons. We will initially focus much on the performance component on the teaching of Shakespeare, looking particularly at the standard plays taught in high school. Then, we will apply performance techniques to other plays, poetry, short stories, novels, and several non-fiction pieces. The course will also explore effective use of film, video, and other media as well as computers and the Internet. In addition, throughout the course, we will integrate the four NYS Regents tasks with the literature we are studying and compose original assignments for each task.
Prerequisites: Matriculation in MAT in English, CEE 588, CEF 551; restricted to those not yet certified to teach
Co-requisite: CEF 552
Note: Offered as EGL 440 and CEE 593
Section 01: W, 4:00 PM-6:50 PM, Nicole Galante

**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 children they will teach in grades 5-8.
Section S01: M, 5:30 PM-8:30 PM, Peter Pece

**CEE 602 Middle Child Educ: Instruction**
Based on a four corner framework for quality teaching, this course examines how to set the climate, teach the content, facilitate the interactions and foster reflection in the middle school classroom. The course focuses on using brain based instruction as the basis for learning and processes for making data-driven instructional decisions and for designing curriculum to address the standards. In addition, emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and a higher order thinking skills. Woven throughout the course content is the concept of differentiating instruction and assessment of individual learners.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Joanne Kroon

**CEE 614 Topics in Composition and Writing**
This advanced writing course will explore the rhetoric of productions in new media. Special consideration will be given to online networked readings and writing practices, and to sociocultural, educational, and ethical dimensions of digital texts. This course will consist of directed readings in particular areas of interest in rhetoric, the history of rhetoric and pedagogy, and teaching strategies for teachers.
Offered Fall & Spring, 3 credits, ABCF Grading
Note: Offered as EGL 614 and WRT 614.
Section: S01:

**CEF 347 Intro to Special Education**
An overview that will provide core knowledge of special education practices and legislation. Students will refine their knowledge of the values, issues, practices, and policies that guide the field of special education. Students will develop and improve
skills in topics of special education, education efficacy, instructional issues, early intervention, transitions, family, and community concerns. As of Fall 2011, this course meets the NYS special education requirement for all pre-service candidates for teacher certification.

Section S01: TH, 5:30 PM-8:30 PM, Elizabeth Stein
Section S02: M, 5:30 PM-8:30 PM, Louis Malerba

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

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Jennifer Young

**CEF 528 Multimedia Classroom**
This course will explore the issues of using multimedia in the classroom. Issues to be discussed, but not necessarily limited to, will include: how multimedia may be used for the integration of subject areas; the effect of multimedia on learning modalities; the role of teacher vs. multimedia; the affordability of multimedia when resources are scarce; multimedia as a basis for collaborative learning and fostering student-peer networking beyond the classroom; and the concept of multimedia as just another educational fad.

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Gary Lamm

**CEF 545 Co-Teaching for Inclusion**
This course is designed to provide educators and other interested parties with an overview of inclusion and co-teaching with a specific emphasis on the PACT Co-Teaching/Inclusion Model (Parity, Alternative Assessment, Cooperative Learning, and Teamwork). The course is geared to those co-teaching or working with inclusion classes. However, it is open to all who wish to find more out about these topics.

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Edgar Daniels; Kathleen Cassidy

**CEF 547 Prin/Prac Special Education**
An overview of special education principles and practices that will include an understanding of the categories of disabilities; identification and remediation of
disabilities; the special education process and state and federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs. As of Fall 2011, this course meets the NYS special education requirement for all pre-service candidates for teacher certification.

Section S01: W, 5:30 PM-8:30 PM, Patricia Hantzidiamantis
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Norma Egic; Laurie Graziano
Section S31: Online course, Norma Egic; Laurie Graziano

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. S/U Graded.
Prerequisite: Admittance to Master of Arts in Teaching- Social Studies; minimum GPA of 3.00; B or higher in CEE 577
Note: Corequisite: CEE 578.01
Section V01: HTBA, 1:00 AM-1:00 AM, Lawrence Frohman

CEF 551 Field Experience I English 7-9
Observation, inquiry, and practice in english education at the secondary level in grades 7-9. Field experience will include 50 hours of documented visitations and observation at appropriate sites. Field observation written logs will be the basis for group discussions. S/U Graded.
Prerequisite: Matriculation in MAT in English. Restricted to those not yet certified to teach. Students must register for the same sections of CEE 588 and CEF 551 (Corequisites).
Note: Offered as EGL 449 and CEF 551
Section V01: HTBA, 1:00 AM-1:00 AM, Kenneth Lindblom

CEF 552 Field Experience II Engl 10-12
Observation, inquiry, and practice in English education at the secondary level in grades 10-12. Field experience will include 50 hours of documented visitations and observation at appropriate sites. Field observation logs will be the basis for group discussions. S/U Graded.
Pre-requisite: MAT in English, grade of $" in CEF 551"
Note: Offered as EGL 450 and CEF 552
Section V01: HTBA, 1:00 AM-1:00 AM, Nicole Galante

CEF 557 Class Mgt. - Secnd Edu
This course explores classroom management, problem solving, professional responsibilities and communication for new and returning secondary classroom teachers.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Francesco Varuolo

**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: F, 1:00 PM-4:00 PM, Michael Barnhart

**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.
Note: Class reserved for MAT students. All others require permission of instructor.
Section S01: M, 2:00 PM-5:00 PM, Joel Rosenthal

**CEG 524 Late Modern Europe Seminar (SB/LS)**
Field seminar in late modern European history, 1789-1945. Surveys the major historical problems and interpretations from the French Revolution through the Second World War.
Note: Offered as both CEG 524 and HIS 502.
Prerequisite: matriculation in graduate History program or MAT Social Studies
Section S01: TU, 2:30 PM-5:30 PM,

**CEG 531 The Immigrant in America (SB/LS)**
This sociological study of the immigrant in America will look at the political, social, cultural, economic, and psychological characteristics of various ethnic groups and their immigration to the United States. Students will look at America's changing concepts of manifest destiny, nativism, segregation, the melting pot, integration, pluralism, and multiculturalism. (formerly: Immigration: Today and Yesterday)
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Eva Bovi

**CEG 532 US History to the Civil War (SB/LS)**
This field seminar in United States history will survey the major topics and interpretations, beginning with the founding of the British colonies to the start of the Civil War.
Note: For MAT and MA/LS students only.
Prerequisite: matriculation in graduate History program or MAT Social Studies
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Clarence Hall
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
Section S01: TH, 5:30 PM-8:30 PM,

CEG 537 Immigration Experience in Lit (AH/LS)
An examination of 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? What is lost and/or gained in the assimilation and integration processes? How do different ethnic groups respond to the process and how are the similarities and differences reflected in the literary documents they have produced? How does the act of writing serve to validate and/or 'work through' certain experiences and ordeals common to most immigrants? Common themes: 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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Eva Bovi

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
Prerequisite: Audition required
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 505 Research Methods Social Science (SB_A)
This course explores the relationship between facts and theories in the social sciences. Various approaches to identifying research questions, applying or building relevant theory, and formulating and testing hypotheses are examined. Emphasis is placed on logical reasoning rather than technical sophistication.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Edward Delgaizo

Section S31: Online course, Edward Delgaizo

**CEI 506 Cultural Anthropology (SB/LS)**

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

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Katherine Mitra

**CEI 511 Communication Technology (NS/LS)**

The expansion of technology within the communications field in the past decade has substantially influenced how society interacts. Students will explore how modern communications devices and web-based communications tools impact education, business and personal life while building knowledge to harness the power of these tools for personal and professional growth. Topics include the ethics surrounding the use of modern communications, instant access to information, security of modern communications, cloud computing and storage, social networking and media, digital footprint and establishing a positive web presence, video conferencing and streaming, tablets and mobile communications devices, gamification as well as independent, distance and blended learning. (formerly Modern Communications: Technology Systems)

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Albert Pisano

**CEI 518 Literature of American Slavery (AH/LS)**

Students will read and analyze a wide range of literature: novels, slavery narratives, spirituals, poetry, abolitionist essays, and oral histories. The literature will come from the 18th, 19th, and 20th centuries including works such as Douglass’s Narrative of his Life, Jacob’s Incidents in the Life of a Slave Girl, Melville’s Benito Cereno, Stowe’s Uncle Tom’s Cabin, Twain’s Huckleberry Finn, Hurmence’s Before Freedom, and Morrison’s Beloved. These and additional works will invite discussion of social, moral, economic, and political issues related to slavery. For more information, visit http://ms.cc.sunysb.edu/shbrown/

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Sharon Brown
**CEI 531 Cult Divers: Amer Musicals (AH/LS)**
Using classic American musicals, students will 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 our online classroom. These resources, in addition to assigned readings from Lois Stalvey’s Education of a WASP and Claude Steele’s Whistling Vivaldi will form a context for exploring concepts in cultural diversity (specifically stereotyping, ethnicity, racism, sexism, and economical stratification) and how these concepts affect us in our work environments and everyday lives.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, 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
Section 01: TU, 5:30 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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Aldustus Jordan

**CEI 567 Women & the American Experience (SB/LS)**
An introduction 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 lens of gender. We will also focus on the rise of modern beauty culture as a case study.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Constance Koppelman

**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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, 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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Stephen Schneider

**CEI 596 Sem Leadership in Organizatns (SB_B)**
This seminar presents an overview of the research literature on leadership as a background for analyzing and assessing leadership behavior in a number of settings including business, educational, community, and volunteer organizations. Students will be responsible for extensive readings on organizational and leadership theory. They will also conduct and report on their own independent research projects.
Note: Some course work in sociology, psychology, or administration
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Nicholas Scalzo
Section S31: Online course, TBA
Section S32: Online course, Nicholas Scalzo

**CEJ 502 East Asian History Seminar (SB/LS)**
This course will introduce students to modern Chinese culture and society. The approach will be interdisciplinary and focus on themes that dominate the
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development of modern China. Topics to be included are: history and geography, ideology and organization, the individual and the state, the family and society, conflict in society, the economy, literature and the arts, science and technology, and future prospects.

Note: Offered as CEJ 502 and HIS 564
Section 01: W, 5:30 PM-8:30 PM, Iona Man-Cheong

CEJ 509 Jewish Experience in America
An examination of the history of Jews in the United States spanning 350 years from the pre-colonial period to the present. It will study successive waves of Jewish immigration, assimilation and acculturation into American society, religious practices, social structure, and political involvement. Particular attention will be paid to the influence of American culture on Jewish life and the emergence of a uniquely American Jewish experience.

Section S01: TH, 5:30 PM-8:30 PM, Joseph Topek

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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Lee-grace Cannella

CEK 501 Foundations of Higher Ed Admin
This course will introduce students 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 and retention. APA style writing will be emphasized.

Prerequisite: matriculation in Higher Education Administration programs

Section S01: M, 5:30 PM-8:30 PM, Evon Walters

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Douglas Geiger

Section S31: Online course, Tara McNealy

CEK 502 College Student Development Theory
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.

Prerequisite: matriculation in Higher Education Administration programs
Section S01: TH, 5:30 PM-8:30 PM, Gina Vanacore
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Stephanie Foote
Section S31: Online course, Stephanie Foote

**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.

Prerequisite: matriculation in Higher Education Administration programs

Section S01: M, 5:30 PM-8:30 PM, James Keane
Note: For HEA Manhattan students only. Meets Saturdays 9:00am-5:00pm, from January 4, 2014 - February 8, 2014.

Section S60: SAT, 9:00 AM-5:00 PM, James Keane
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Marilyn London

Section S31: Online course, Roger Ward

Section S32: Online course, TBA

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

This course introduces 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 perform effective, high quality assessment and program evaluations.

Prerequisite: Matriculation in Higher Education Administration programs

Note: Enrollment in CEK 504 requires that you complete at least six (6) credits of CEK courses by the end of Fall 2013.

Section S01: M, 5:30 PM-8:30 PM, Jeffrey Barnett
Note: For HEA Manhattan students only. Meets Saturdays 9:00am-5:00pm, from April 12, 2014 - May 17, 2014.

Section S62: SAT, 9:00 AM-5:00 PM
**CEK 520 Advising/Counseling in Higher Education**
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.
Prerequisite: Matriculation in Higher Education Administration programs
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Elizabeth Squire

**CEK 521 Diversity and Higher Education**
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.
Prerequisite: Matriculation in Higher Education Administration programs
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Frank Shih

**CEK 523 Student Affairs Administration**
An overview of the history of the Student Affairs field, as well as a more in-depth examination of the changing context in which student affairs professionals practice. This will include the philosophies, ethics, and theories that guide the practice of student affairs work. Review of the development of the field, legal and ethical foundations of practice, learning, retention and development theories, changing campus environment (including diversity, economic considerations and access issues), organizational structure, strategic planning and finance, information technology, learning outcomes and assessment and human resources as they relate to student affairs. Consideration of the practical application of such topics in specific student affairs units incl. housing/residence life, student activities, career services, counseling and student health centers and judicial affairs.
Prerequisite: Matriculation in Higher Education Administration programs
Section S01: W, 5:30 PM-8:30 PM, Christopher Conzen
Note: For HEA Manhattan students only. Meets Saturdays 9:00am-5:00pm, from
Section S61: SAT, 9:00 AM-5:00 PM, Ellen Hopkins

**CEK 526 Career Counseling-Psy of Work**
A comprehensive overview of the theoretical and practical aspects of career development, career counseling, and the psychology of working. Fundamental career development theories will be presented with emphasis on application within the college student population. Readings and discussions will cover the psychological aspects of career indecision, as well as family, social and cultural factors which influence career identity formation of a college student. Students will explore the complex ways in which economics and politics define the contemporary world of work and shape a students career choices and decisions. A practice of integrative career counseling approaches via case study analysis will be emphasized.
Pre/Co-requisite: CEK502
Higher Education Administration All Plans Reserve
Section S01: W, 5:30 PM-8:30 PM, Marianna Savoca; Elena Polenova

**CEK 530 Legal Issues in Higher Educ (SB/LS)**
This course, designed for college and university administrators, presents an overview of key issues and problem areas in the fast developing law of higher education. Topics include student and faculty rights and responsibilities, academic freedom, governance, affirmative action, campus security, collective bargaining and labor relations, to name just a few. Students will review important court cases that establish a framework for decision-making and will also participate in problem-solving exercises. (Formerly Higher Education Law)
Prerequisite: Matriculation in Higher Education Administration programs
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Lynette Phillips

**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: TH, 5:30 PM-8:30 PM, Joseph Loughren

**CEK 532 Higher Educ Facilities Mgt**
Today's higher education administrator is faced with a cross-section of job responsibilities and functions which may include the management and maintenance of academic facilities. This course will focus on the organizational structure of college and university facilities and the responsibilities of managers within the facilities unit. We will examine the multi-disciplinary activities within the built
environment and the impact they have on students, faculty, staff and the surrounding campus community.  

Prerequisite: Matriculation in Higher Education Administration programs  

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Joyce Wellinger

**CEK 533 Intercollegiate Athletics/HiEd**

Through an in depth examination of the historical path (past, present and future) and significance of intercollegiate athletics within the context of colleges and universities, professionals will be prepared for active engagement with athletics administrators, coaches and student-athletes in varying capacities. This course is designed for college administrators from all disciplines to enhance their understanding of intercollegiate athletics and the role of sport in higher education.  

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Julia Muller

**CEK 586 Higher Educ Admin Practicum**

This course will provide students with an opportunity to integrate theory and practice and become familiar with the role of professionals within the higher education field. Students enrolled in the course will participate in a 150 hour internship in an approved higher education or student affairs department. The focus of the course will be to reflect and discuss the field experience.  

Prerequisite: Matriculation in Higher Education Administration programs  

Note: The HEA Practicum course meets online for the full term (14 weeks).  

Section V30: FLEX, 1:00 AM-1:00 AM, Samantha Segal

**CEK 595 HEA Project Seminar**

The goal of the Project Seminar is to teach students to understand and conduct graduate level research. Research may be either original or applied. Prior approval of topic by faculty required; methodology and resources will be reviewed throughout writing process.  

Note: S/U grading applies. No 'I'/ Incompletes. Must repeat if a 'U'/Unsatisfactory grade earned. No transfer credit or substitutions.  

Prerequisite: Matriculation in MA Higher Education Administration degree program; prior completion of 12 graduate level credits in the degree program.  

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Jerrold Stein

**CEK 599 MA/HEA Independent Study Course**

Independent Study in Higher Education Administration. Provides the opportunity for an HEA student to undertake a special independent project entailing advanced
readings, or research on a topic of their own choosing in consultation with an HEA faculty member.

Note: Pre-requisites: At least 12 credits completed in the HEA program, sponsorship of a faculty member, permission of HEA faculty director, 3 credits.

Section V01: HTBA, 1:00 AM-1:00 AM, Richard Gatseau

**CEL 560 MediaSpecialist/Teacher Partner**

An introduction to the concepts and processes of collaborative research and curricular projects involving both the school librarian/media specialist and the classroom teacher. Emphasis will be placed on co-teaching responsibility and project development. This course will cover NYS curriculum for grades 1-9. Students will be responsible for reading and discussing current articles on co-teaching and project oriented classrooms.

Section S01: TU, 5:30 PM-8:30 PM, Roslyn Mylroie; TBA

**CEL 591 Fundamentals Libr & Info Sci**

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

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

**CEL 599 Technology of Information**

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

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

**CEM 570 Manipulatives and Mathematics (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, 5:30 PM-8:30 PM, Kirk Mason

**CEM 575 Language of Math: Grades K-9**

An examination of the nationally adopted standards for mathematics expectations and exploration of why math instruction is increasingly incorporating the skill of narrative language in order to problem solve and abstract concrete ideas. Students will evaluate the impact of language-based math instruction on second language learners; assess the characteristics of effective school math; and analyze the roles math anxiety and gender stereotypes may have in affecting the K-9 student performances in math.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Paul Baker

**CEM 580 Adolescent Life: Norm to Abnorm (SB/LS)**
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 be discussed such as multimedia influences, peer influences and brain development. (formerly Adolescent Life Stages: Normal to Abnormal)

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

**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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Donald Coscia

**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.

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Theresa Tiso

**CEP 502 Principles of Coaching**
This course will review selected principles of coaching and incorporate an appreciation of this knowledge into a framework of competitive athletics. Attention will be given to the potential of the coach to significantly influence the attitudes, behavior, and physical well-being of players toward their own self-development.

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

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Michael Sheridan
CEP 507 Phil, Prin, Org of Athletics Ed
This overview takes a look at the administrative responsibilities in education, with particular reference to the role of the administrator in athletics. Topics include: personnel responsibilities, governance, finance, supervision, evaluation, and scheduling. Former course title: Administrative Responsibilities in Athletics - may not be repeated for credit.
Note: This course is approved to meet NYS Coaching Certification requirements.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, 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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Patricia Patane

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.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Patricia Patane

CEP 517 Psychology of Sport & Perform (SB/LS)
Athletes, coaches and performing artists all understand the importance of psychological factors in consistently performing at their best. By integrating lecture, readings, group exercises, and applied projects this course presents students with
both an opportunity to gain an in-depth understanding of the field and the ability to apply the most advanced techniques in building Mental Toughness and creating a Zone of Performance Excellence. Topics include Goal Setting, Pre-Competitive Anxiety Management, Creating the Ideal Performance Zone, Experiencing Flow, Imagery Training, Mental Rehearsal, Hypnosis, Focus Planning, Attention Control, Mental Training for Individuals and Teams, Building Team Cohesion, Psychological Aspects of Injury, and Career Termination Issues.

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, 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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, 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.

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.

Pre-requisite: CEP 507 and matriculation in the AGC in Coaching.

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Julia Muller

**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.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Joseph Centamore
Section S31: Online course, Joseph Centamore

**CEQ 502 Educational Leadership Thry II**
The focus of this course will be on organizational behavior. Topics include: the study of roles and relationships; working well with the school staff, students, parents, and community; bureaucracy; social systems; human motivation; using resources effectively; maintaining an orderly physical environment; decision making, leadership and organizational change; communications; and the effect of community and outside influences.
Prerequisite: Matriculation in one of the Educational Leadership Post Master’s Certificate programs.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Stephen Schneider
Section S31: Online course, Stephen Schneider
Section S32: Online course, Joseph Centamore
This class meets for 10 meetings; 3.75 hrs per meeting. Instructor will provide meeting dates for the term in the syllabus (to include university correction dates and holidays when indicated).
Section S01: TU, 5:30 PM-9:15 PM, Robert Moraghan

**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 context of a community. Students will use simulated materials that reflect the problems and issues of a school district. Political, social, and economic pressures, the educational needs and the establishment of high expectations for staff and students performance are considered, as well as the establishment of systems of rewards and recognition. The use of group dynamics in the decision-making process is emphasized.
Prerequisites: CEQ 501, CEQ 502 and matriculation in one of the Educational Leadership Post Master’s Certificate programs.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Antoinette MacLeod
Section S31: Online course, Antoinette MacLeod

**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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Fern Aefsky
Section S31: Online course, Robert Feirsen
Section S32: Online course, Arnold Goldberg

**CEQ 528 School Law**
A study of the legal framework within which public education operates. Topics include: church-state relations, state agencies, local school boards, financing education, tort liability, teacher-personnel administration, the Taylor Law, tenure, desegregation, and the constitutional rights and freedoms of students. Due to the demands and rigor of this course’s law-related content, it is strongly recommended that students avoid enrolling in another course when taking CEQ 528.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, David Scott
Section S31: Online course, David Scott

**CEQ 541 School Building Leadership**
This course focuses on the leadership and administrative roles of elementary and secondary school building leaders. Topics include: tasks of a building administrator; building organizations and staff utilization; curriculum development; evaluating the school or program performance and involving the staff in making changes; leadership; engaging teachers, staff, and parents in the decision-making process; facilities management; employee relations, student affairs; public relations; maintaining collaboration between the home and the school and school law.
Prerequisite: Matriculation in one of the Educational Leadership Post Master’s Certificate programs.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Cheryl Scheidet
Section S31: Online course, Donald Sternberg

CEQ 565 Intern School Dist Business Ld
This course is a cooperatively guided leadership and administrative experience at the school district business office. Students will submit a plan of administrative, financial and budgetary tasks to the departmental internship coordinator and the school district supervisor on the district staff. Achievement will be determined against a stated list of competencies as assessed by the school district supervisor and the University supervisor. S/U Graded.
Prerequisites: Departmental consent, matriculation in one of the Educational Leadership programs, and completion of all courses except CEQ 595 before enrolling in internship and seminar; corequisite CEQ 566
Note: This course is extended over 2 semesters (Spring & Summer 2014). See syllabus for dates/posting requirements as determined by instructor as they may differ from term dates on SOLAR.
Section V01: HTBA, Robert Scheidet

CEQ 566 Intern Sem Sch Dist Business
Course consists of weekly seminars for consideration of problems confronted in the area of school business administration.
Prerequisites: Departmental consent, matriculation in one of the Educational Leadership programs, and completion of all courses except CEQ 595 before enrolling in internship and seminar; corequisite CEQ 565
Note: This course is extended over 2 semesters (Spring & Summer 2014). See syllabus for dates/posting requirements as determined by instructor as they may differ from term dates on SOLAR.
Section S01: W, 5:30 PM-9:15 PM, Robert Scheidet

CEQ 571 School Business Administration
This course presents an examination of the duties and responsibilities of the school business administrator including an understanding of the role in relation to other
members of the administrative team. Also examined during the course are other aspects of the business administrator's work such as office management, budget procedures, financial management, accounting and auditing, purchasing and supply management, insurance programs, capital outlay and debt service, school plant operation and maintenance, food service, and transportation.

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

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Stanley Packman
Section S31: Online course, Gary Schomburg

**CEQ 572 School Personnel Management**

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

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

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Arnold Goldberg
Section S31: Online course, Sherry Alessandro
Section S32: Online course, 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 student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

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

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

Corequisites: CEE 580 and CEQ 582

Note: Meets with SSE 451

Section V01: HTBA, Charles Backfish
Note: Meets in Manhattan.

Section V60: HTBA, Natalie Lukas
CEQ 582 Sprv Std Teach 7-9 Soc Std
Prospective secondary school social studies teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 7-9. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.
Note: Cannot apply toward MA/LS; S/U Graded.
Prerequisites: Department permission, matriculation MAT Social Studies, 15 credits grad History, CEE 505/565/577/8, LIN 544; restricted to those not yet certified to teach; overall GPA B average
Corequisites: CEE 580 and CEQ 581
Note: Meets with SSE 452. V01
Section V01: HTBA, Charles Backfish
Note: Meets in Manhattan.
Section V60: HTBA, Natalie Lukas

CEQ 585 Internship: Educational Leader
This course is a cooperatively guided leadership experience at the school district central office level and school building level, strategically designed to immerse candidates in educational experiences that support and rely upon the information and skills attained from courses taken in the combined certification program. A plan of leadership, administration and supervisory tasks must be submitted to the internship coordinator. The internship is conducted in schools and school districts over an extended period of time. Achievement will be determined against a stated list of competencies as assessed by the school district personnel and the SBU supervisor. Field experiences are structured so that candidates gain proficiency in all twelve NY State Leadership competencies. S/U Graded.
Prerequisites: Departmental consent, matriculation in the Educational Leadership program, and completion of all courses except CEQ 595 before enrolling in internship and seminar; corequisite CEQ 586
Note: This course is extended over 2 semesters (Spring & Summer 2014). See syllabus for dates/posting requirements as determined by instructor as they may differ from term dates on SOLAR.
Section V01: HTBA, Robert Scheidet
Section V30: FLEX, Leslie Edelman
Section V31: FLEX, John Reid
Section V32: FLEX, TBA

CEQ 586 Intern Sem-Educational Leader
This course consists of weekly seminars for the consideration of problems and current issues confronted in the field. The internship Seminar will provide a forum for sharing insights, understanding and developing collaborative problem-solving and decision-making skills. The purpose of the Internship Seminar is to facilitate the blending of practical field experience with academic learning.
Prerequisites: Departmental consent, matriculation in the Educational Leadership
program, and completion of all courses except CEQ 595 before enrolling in internship and seminar; corequisite CEQ 585
Note: This course is extended over 2 semesters (Spring & Summer 2014). See syllabus for dates/posting requirements as determined by instructor as they may differ from term dates on SOLAR.
Section S01: W, 5:30 PM-9:15 PM, Robert Scheidet
Section S30: Online course, Leslie Edelman
Section S31: Online course, John Reid
Section S32: Online course, TBA

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 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: HTBA, Karen Lund
Section V02: HTBA, William Schiavo
Note: Meets in Manhattan.
Section V60: HTBA, Natalie Lukas

CEQ 592 Suprvs Std Teach 7-9 EGL
Prospective secondary school English teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 7-9. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching. See English Department’s student teaching supervisor for further details.
Note: Cannot apply toward MA/LS; S/U grading
Prerequisites: Permission of department, matriculation MAT in English, completion 15 credits grad English course work, CEE 588/593, CEF 551/2, CEE 505/565, LIN 544; restricted to those not yet certified to teach
Co-requisites: CEE 590 and CEQ 591
Note: Offered as CEQ 592 and EGL 451.
Section V01: HTBA, Karen Lund
Section V02: HTBA, William Schiavo
Section V60: HTBA, Natalie Lukas
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.
Pre-requisite: Matriculation in one of the Educational Leadership programs: prior completion of all foundation and required courses.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Peter Pece
Section S31: Online course, Kristen Turnow
This class meets for 10 meetings; 3.75 hrs per meeting. Instructor will provide meeting dates for the term in the syllabus (to include university correction dates and holidays when indicated).
Section S01: W, 5:30 PM-8:30 PM, Robert Moraghan

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: MW, 11:30 AM-12:50 PM, Liliya Cushenbery
Section S02: TH, 7:00 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 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.
Note: Offered as both CES 510 and MBA 510.
Prerequisite: CES 515/MBA 532
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to
add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section 30: FLEX, Barbarann Ott
Section 31: FLEX, TBA

**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.
Note: Offered as both CES 511 and MBA 513.
Section 01: TU, 7:00 PM-10:00 PM, Douglas Silverman

**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.
Note: Offered as both CES 515 and MBA 532.
Section S01: M, 7:00 PM-10:00 PM, John Coverdale
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, Edward Mone
Section S31: Online course, John Coverdale
Section S32: Online course, Edward Mone

**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.
Note: Offered as both CES 516 and MBA 533.
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section 30: FLEX, Robert Micera
Section 31: FLEX, Douglas Silverman
Section 32: FLEX, Robert Micera

**CES 517 Women in the Workplace (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.

Note: Offered as both CES 517 and MBA 527.

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Kelliann Flores
Section S31: Online course, Kelliann Flores

**CES 519 Grievance Handling and Arbitra**

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

Note: Offered as both CES 519 and MBA 519

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

**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.

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

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Susan Alevas

**CET 550 Racism: An Interdisciplinary Analysis (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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Harvey Karron

**CEV 507 Analysis of Short Fiction (AH/LS)**
Using a historical approach, some of the world’s most popular short stories will be studied. Authors from the 19th and 20th centuries will be selected. Discussions will include questions on how an author establishes character, setting and conflict, the degree to which a story’s theme is universal, and the ways in which biographical and sociological events influence a story’s construction. For more information, visit http://ms.cc.sunysb.edu/shbrown/

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Sharon Brown

**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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Margery Brown

**CEV 520 Culture of Gambling in America (AH/LS or 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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Chris Semansky

**CEV 539 Wrk: Soc Class & Cult Amer 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 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Chris Semansky

**CEV 542 Surviving the Holocaust:Lit (AH/LS)**
A literary examination of select writings about the Holocaust from a survivor’s viewpoint; 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 are the narrative devices employed by the various survivor - authors (i.e., Primo Levi, Elie Wiesel, Art Spiegelman) How does the experience of having been a victim of the Shoah define the survivor in general? The issue of language and the violence done to language during the Holocaust will also be examined. We will analyze the act of writing about the Holocaust, considering how the narrative style of Primo Levi 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. (formerely: Primo Levi and the Holocaust)

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Eva Bovi

**CEV 546 Disney and the American Dream (AH/LS or SB/LS)**
An analysis of the role that Disney animated films have played throughout 20th Century America, and how they have addressed the issues of race, class, and gender. This course allows students to gain a better understanding of the impact that
American culture and politics has had on Disney’s works, as well as attain a clear grasp of the significance of technology, globalization, and international relations to Walt Disney, the company, and the continually transforming American people. By examining animated films, and incorporating readings that both criticize and defend Walt Disney and the Disney organization, students will draw their own conclusions about Disney’s status as an icon of American popular culture, as well as evaluate the Disney phenomenon and its place in American History.

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Veronica Jo

**CEX 520 Ethics in Management (MPS Area A)**

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

Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online course, Wendy Turgeon

Section S31: Online course, Susan Alevas

Section S32: Online course, 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.

Note: Offered as both MBA 537 and CEX 537.
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.
Note: Offered as both CEX 538 and MBA 538.
Prerequisite: MBA 532/CES 515
Note: This 10-week online course begins 1/27/2014; ends 4/6/2014; last day to add 1/31/2014; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online course, John Coverdale
Section S31: Online course, Edward Delgaizo

CEX 547 Emp Dispute Resol/Conflict Mgt
The methods and procedures for reaching negotiated agreements. Topics include reducing conflict and confrontation between contending parties, analysis of the techniques of win-lose and win-win negotiation, and mediation. Students are expected to participate in a series of workshop activities and simulated cases to reveal how negotiation and mediation are applied to resolving difficulties in business management, labor relations, international and domestic affairs, patient/doctor/hospital relations, and other areas where negotiation and mediation play a significant role in modern life.
Prerequisite: Matriculation in HR program or concentration
Note: Offered as both CEX 547 and MBA 530.
Section 01: TU, 7:00 PM-10:00 PM, Paul Tagliaferri

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.
Note: Offered as CEY 501/EST 540/MAR 514
Section 01: M, 5:30 PM-8:30 PM, Michael White

CEY 509 Envir&Public Hlth Engineering
Review of the interactions of humans with the atmosphere and water resources, especially in the Long Island coastal community. An introduction is provided to the
field of environmental health and the practices relevant to an urban/suburban and coastal setting.
Prerequisite: Permission of instructor. 3 credits. Cross-listed with CEY 509.
Note: Offered as MAR 525 and CEY 509.
Section 01: TH, 5:30 PM-8:30 PM, Walter Dawydiak

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, 5:30 PM-8:30 PM, Susan Milla

CEZ 574 Research Methods
This course will provide the student with the tools to understand published research and to conduct research that will add to the clinical literature in Applied Behavior Analysis.
Courses restricted to students admitted into the Board Certified Behavior Analyst Program.
Section S01: TH, 5:30 PM-8:30 PM, Susan Milla

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, 5:30 PM-8:30 PM, Renee Chituk