Fall 2014 Course Descriptions

This document contains information for SPD courses offered for Fall 2014 only. Visit SOLAR to find courses offered by other schools or departments, instructor information and class meeting times.

This information was correct as of May 13, 2014.

CEA 529 Music and the Brain (NSLS)
This course will examine various issues and perspectives as they relate to how the brain processes music, and a discussion of amusic conditions that may occur as a result of traumatic brain injury. The latest research in brain/music will be discussed and analyzed. Part of our studies will include a look at the anatomical and physiological elements of music processes and the function of related areas of the brain. This course is appropriate for anyone who is involved in the fields of education, music, psychology, or medicine or anyone with interest in music.

CEA 534 Women Artists and Women in Art (AHLS)
This course will focus on women both as the subjects and the creators of art with an attempt to comprehend how social, political and economic factors are reflected in women artists’ creations or lack of them. The readings and discussions will focus on issues of gender as they relate to subjects, materials and styles chosen by men and women. The obstacles women artists face and the triumphs they achieve will also be part of the analysis.

CEA 540 Visual Images in Pop Culture (AHLS)
Visual images are everywhere in our popular culture. By viewing and discussing examples and techniques in the areas of commercial art, photography, film, fine art, and the internet, students will have the opportunity to analyze a broad range of visual products. Students will engage with and employ some of these techniques in order to increase their awareness of visual culture. Course formerly entitled: Visual Culture: Contemporary Images.

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

CEA 567 History of Jazz (AHLS)
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.

CEB 505 History of Long Island Envir (NSLS)
This course will examine the role history has played in determining the present Long Island environment. It will include discussions of marine, fresh water, and land communities on Long Island. Special emphasis will be placed on recognizing signs of past modifications.

CEB 533 Science & Romance of Wine (NSLS)
This course will describe all aspects of the world’s continuing interest with wine: its history, botany, and microbiology; the science of wine making; physiology of the palate; geography of wine regions, including soil and climatic considerations; the economics of the wine industry; and finally an inquiry into the question of what makes one wine great and another mediocre. The wine producing regions of the world will be surveyed, and the factors affecting quality and wine classification will be discussed. (formerly: Science and Romance of Wine)
CEB 547 Topics in Genetics & Molec Bio (NSLS)
A survey of genetics organized around a particular topic, including gene regulation, developmental genetics, cancer genetics, epigenetics with emphasis on areas with emerging new insight. The methodology used to study these areas will also be explored. Intended for students in the MAT Biology and PhD Science Education programs. 
Offered Fall, 3 Credits, ABCF Grading
Note: Offered as CEB 547 and BIO 520

CEB 548 Topics in Microbiology (NSLS)
A survey of microbiology with an emphasis on microbial ecology, the role of microbes in the biosphere and the methodology used to explore these areas. The course is organized around two resources available online: Unseen Life on Earth: An Introduction to Microbiology, which was produced by The American Society for Microbiology (http://www.learner.org/resources/series121.html) and the New York State core curriculum for The Living Environment (http://www.p12.nysed.gov/ciai/mst/sci/ls.html). Intended for the students in the MAT Science and MALS programs.
Offered Fall, 3 Credits, ABCF Grading
Note: Offered as CEB 548 and BIO 515

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.

CEB 556 Ecology (NSLS)
An examination of the interactions of living organisms with their physical and biological environments. Special attention is given to population dynamics and the interactions among organisms that determine the structure, function, and evolutionary development of biological communities. In addition, teacher candidates will conduct an independent project consisting of either a research paper or development of an ecology laboratory for a secondary school science class.
Prerequisite: Matriculation in MAT in Biology
Note: Offered as CEB 556 and BIO 351

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.

CED 595 MA/LS,MPS,MSHRM Proj 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. Effective Fall 2014, this course will be GRADED (A, B, C, F). No transfer credit or substitutions. May not be used to meet 12 credit content requirement for professional teaching license (MA/LS). 
Pre-Requisite: Matriculation in MA/LS, MPS, or MS in HRM degree program; prior completion of 24 graduate level credits in the degree program.

CED 595 MA/LS,MPS,MSHRM Proj 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. Effective Fall 2014, this course will be GRADED (A, B, C, F). No transfer credit or substitutions. May not be used to meet 12 credit content requirement for professional teaching license (MA/LS).
Pre-Requisite: Matriculation in MA/LS, MPS, or MS in HRM degree program; prior completion of 24 graduate level credits in the degree program.
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.

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.

CEE 519 Building Effective Schools
This overview of the characteristics of effective schools will guide a discussion of school classroom practices which promote learning. Classroom practices will focus on planning, organizing and delivering effective instruction while school practices will examine the roles, responsibilities and significance of stakeholders with respect to the school improvement process.

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)

CEE 571 Character Educ: Ethics & Values (SBLS)
Employing the goals of intellectual and moral development, character education is an integral part of the school curriculum. We will examine the academic relevance of the universal pillars of character: respect, responsibility, trustworthiness, fairness, caring and citizenship and will focus on cultivating ethics and character in the school setting. Plagiarism and other moral dilemmas seen in education will be explored within the context of building ethical learning communities. Analysis of successful character education programs will provide ideas for classroom implementation and promoting core ethical values.

CEE 577 Teaching Social Studies
This up-to-date examination of social studies as a subject taught in the secondary schools will look at the nature of social studies, curricula models, scope and sequence of topics, new methods of instruction, and more.
Prerequisite: Matriculation in Master of Arts in Teaching Social Studies; min GPA: 3.00. Students must register for the same sections of CEE 577 and CEF 548 (Corequisites).

CEE 580 Stu Teaching Sem: Social Studi
This seminar will focus on the problems and issues involved in teaching social studies at the secondary school level. Focus will be on analyzing real-life situations encountered by the student in his/her student teaching experience.
Corequisites: CEQ 581 and CEQ 582; permission of department
Note: Offered as CEE 580 and SSE 454

CEE 588 Methods of Instr in Lit & Comp
Students will take an active part in this class, which will focus on the effective teaching of English. Each student will share his/her own writing, observe secondary school English classes, participate in peer group editing sessions, and teach a lesson. The final project, a portfolio, will be a reflection of the student’s growth and understanding of what teaching English is all about.
Prerequisite: Matriculation in MAT in English. Restricted to those not yet certified to teach. Students must register for the same sections of CEE 588 and CEF 551 (Corequisites).
Note: Offered as CEE 588 and EGL 441.01

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

CEE 590 Student Teaching Sem: English
This seminar will focus on issues, policies, programs, and problems in teaching English, grades 7-12. Real-life problems encountered by the student in his/her student teaching experience will be discussed. Guidance will be provided in preparing a teaching module designed for the student teaching experience, which will also serve to satisfy the MAT in English project requirement
Corequisites CEQ 591 and CEQ 592; one session is devoted to the State Education Department's requirement for Child Abuse Education; a $20 processing fee will be assessed for issuance of an official statement which verifies satisfactory completion of this requirement.
Prerequisites: Permission of department, matriculation in MAT in English (completion 15 credits graduate English course work, CEE 588, CEF 551, CEF 552, CEE 505, CEE 565, LIN 544); restricted to those not yet certified to teach
Offered as CEE 590 and EGL 454

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

CEE 601 Early Adolescent Development
This course will address the unique social, emotional, physical and intellectual challenges faced by 10-14 year old children, known as the period of early adolescence. Critical understanding of these characteristics and transformations will be an essential part of the course, along with a review of the important work of Piaget, Erickson and others who have made significant contributions toward our understanding and ability to effectively teach this age group. The vital elements of parental involvement and responsiveness to diversity will also be emphasized. Teachers will be prepared to transition to the middle school classroom through deep appreciation for and understanding of the children they will teach in grades 5-8.

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.

**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.

**CEF 515 Family & TV:Impact on Children (SBLS)**
This course will examine the cognitive, affective and behavioral effects of television on family life. Specifically, this course will provide a survey and analysis of family issues which have been shaped by today's media environment for children, including televised violence, how children use television, impacts on cognitive development and the very current issue of the TV industry's obligation to serve child audiences.

**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.

**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.

**CEF 548 Field Experience I - SS 7-9**
Observation, inquiry, and practice in Social Studies Education at the secondary level in grades 7 - 9. Field experience will include 50 hours of documented visitation and observation at appropriate sites. Field observation logs will be the basis for group discussions. S/U Graded. Prerequisite: Admittance to Master of Arts in Teaching- Social Studies; minimum GPA of 3.00 Corequisite: CEE 577 Note: you must register for the same sections of CEE 577 and CEF 548

**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).
CEF 552 Field Experience II Engl 10-12
Observation, inquiry, and practice in English education at the secondary level in grades 10-12. Field experience will include 50 hours of documented visitations and observation at appropriate sites. Field observation logs will be the basis for group discussions. S/U Graded.
Pre-requisite: MAT in English, grade of "S" in CEF 551
Note: Meets with EGL 450.

CEG 511 Cultural Communications (SBLS)
An introduction to intercultural communication, which will focus on the interaction that occurs when individuals from different cultures, backgrounds, and ways of life come into contact with one another. Within these interactions, barriers to communication in various settings, and ways to overcome them will be discussed.

CEG 517 Modern Lat Amer Hist Seminar (SBLS)
Field seminar in modern Latin American history. Surveys major historical problems and debates from the post-independence period to the present. This course is offered as both CEG 517 and HIS 542.
Note: Basic background in Latin American history and culture recommended.

CEG 524 Late Modern Europe Seminar (SBLS)
Field seminar in late modern European history, 1789-1945. Surveys the major historical problems and interpretations from the French Revolution through the Second World War. This is offered as both CEG 524 and HIS 502.
Prerequisite: matriculation in graduate History program or MAT Social Studies
Note: Offered as CEG 524 and HIS 502

CEG 525 Gothic Literature (AHLS)
Students will read and discuss works of Gothic Literature from Horace Walpole's Castle of Otranto (1764) to Anne Rice's Vampire Lestat (1985). Topics of discussion will include the genre's literary origins, stylistic elements and sociological aspects along with author background and sources for each assigned reading. Modern critical appraisals and modern applications of the genre including popular fiction and film will also be considered.

CEG 526 Literature and Society (AHLS)
Students will examine the ideal of self-realization in the modern novel in order to develop an appreciation of the choices of an individual in the context of historical or political change. Students will read a series of modern novels and companion readings in psychology, history, criticism, and philosophy. Students will also be expected to research and interpret the career and work of a modern literary figure of their choice.

CEG 532 US History to the Civil War (SBLS)
This field seminar in United States history will survey the major topics and interpretations, beginning with the founding of the British colonies to the start of the Civil War. Note: For MAT and MA/LS students only.
Prerequisite: matriculation in graduate History program or MAT Social Studies
Note: Offered as CEG 532 and HIS 521

CEG 567 Native American History (SBLS)
An examination of the social, environmental, political, and cultural histories of indigenous peoples in North America from the pre-contact period to the late twentieth century. We will review current research and scholarship on Native American history, as well as primary documents from each era. Throughout the course, we will pay close attention to the complex sets of exchange and sometimes-violent periods of conflict (both among Native groups and between Indians and Euro-American settlers) that have shaped and reshaped life on this continent.

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

CEI 505 Research Methods Social Science
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. (as of Summer 2014, meets Area A requirement only).

CEI 511 Communication Technology (NSLS)
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)

CEI 544 Mystery of Matter (NSLS)
Exploration of our understanding of the basic constituents of matter, and of how that understanding and the tools developed to study them affect aspects of contemporary society. Historical discoveries and their place in social and political institutions of the time are considered, along with issues of government funding and the cost to society. Includes a discussion of developments at Brookhaven National Lab and their scientific and social impact. Note: Suitable for students without science background; some chemistry and physics background helpful but not required; coscheduled with PHY 313. Formerly: From Quarks to Cosmos
Note: Suitable for students without Science background; Offered as CEI 544 and PHY 313. More info: http://skipper.physics.sunysb.edu/phy313_Spring2013/

CEI 558 Youth and Gang Violence (SBLS)
Designed for educators, social workers, youth workers, administrators, and others who work with youth, this course will examine youth and gang violence in contemporary America from a public health model. The public health model is a multidisciplinary approach to problem solving that emphasizes involvement in a variety of perspectives including sociological, economic, psychological, and cultural competence. Through discussions, readings, and research, students will learn the factors that contribute to youth violence and develop the strategies and skills for effective prevention and intervention.

CEI 596 Leadership in Organizations
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 and will also conduct and report on their own independent research projects. Note: Some course work in sociology, psychology, or administration (as of Summer 2014, meets area B requirement only).

CEJ 552 Adolescent Literature ((AH/LS OR SB/LS))
This course focuses on the reading of novels, short stories and poetry written for and about adolescents from diverse backgrounds. This course will provide a fuller definition of the developmental stage known as adolescence; offer a range of critical and interpretive approaches to adolescent literature; and explore more deeply the challenges and concerns of adolescents as depicted in the course readings, discussions, oral presentations, and written work.

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

**CEK 502 College Stdtnt Development Thry**
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

**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

**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

**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

**CEK 520 Advising/Counseling Higher Ed**
This course is an introduction to advising and counseling in higher education. Course topics include advising and student development theory; advising structures for effective learning, teaching, and mentoring; legal issues in advising; advising methods and best practices; key stakeholders in advising; and articulating a personal advising philosophy.

Prerequisite: matriculation in Higher Education Administration programs

**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: Meets in Manhattan. For manhattan HEA students only.
CEK 522 Crisis Mgt /Prevention HighEd
This course will explore the critical role that student safety and effective institutional management of student crises play in the academic and social success of students. Risk factors such as mental health issues, alcohol and other drug use, and violence will be examined, as well as protective factors such as sense of belonging/community, health and wellness, and self-efficacy. Course participants will become familiar with latest best practices in institutional strategies to creating a safe environment for learning. Pre-requisite: CEK 502 Student Development Theory
Prerequisite: matriculation in Higher Education Administration programs

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

CEK 524 Enrollment Management
This course covers marketing the university, programs to attract applicants, the application process, generating and applying models for predicting enrollment, and assessing outcomes, including ratios such as applicant-to-accept, accept-to-enrollment, and enrollment-to-retention, and graduation rates. Issues of selectivity, financial aid leveraging (merit and need-based scholarships and aid programs), and linkages between academic and student affairs are covered. The prime focus is undergraduate enrollment, but the course also examines graduate and professional school enrollment. Students learn roles of admissions officers and counselors, information technology and data processing professionals, and institutional research analysts. Ways to attract and retain students, increase selectivity and enrollment, and improve students’ academic and social integration and success are highlighted throughout the course.
Prerequisite: matriculation in Higher Education Administration programs

CEK 525 The Contemporary Undergraduate
An in-depth examination of lifestyle, attitudes, characteristics and demographics of the contemporary undergraduate college student in the United States. This course offers an overview of the theoretical and research literature on college students in the U.S. from a variety of perspectives, and considers the educational, social, and environmental needs of different student subgroups. Students will explore traditional and non-traditional college populations at two-and four-year institutions.
Prerequisite: matriculation in Higher Education Administration programs

CEK 530 Legal Issues in Higher Education
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

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.
CEK 534 Philanthropy in Higher Educ
An exploration of the evolution of philanthropic support in American higher education and an introduction to theoretical foundations and current best practices in educational philanthropy. Students will consider the current state of philanthropy, trends and forecasting challenges, mission-centered institutional advancement, key philanthropic stakeholders and influencers, donor motivation and behavior, and ethical issues in philanthropy.
Prerequisite: Matriculation in one of the Master in Higher Education Administration degree programs.

CEK 560 Comparative University Systems
An examination of higher education institutions, referencing leading universities in major cities of a particular geographical region (e.g., Asia, Europe, South America), and comparing them with those in the US. By combining university information sessions and lectures on the region’s history and educational philosophy, students will acquire knowledge and an appreciation for the historical and traditional significance of higher education in a given region while enriching their knowledge of that area’s contemporary student. This course may include a study tour or online component for greater understanding of higher education administration in practice outside of the US.
Prerequisite: matriculation in Higher Education Administration programs

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). Also offered as CEK 587.

CEK 587 Adv Practicum Higher Education
This advanced practicum course will provide students with additional opportunities to integrate theory and practice 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. Pre-requisite: CEK 586
Prerequisite: matriculation in Higher Education Administration programs
Note: The HEA Advanced Practicum course meets online for the full term (14 weeks).

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. Effective Fall 2014, this course will be GRADED (A, B, C, F). No transfer credit or substitutions.
Prerequisite: Matriculation in MA Higher Education Administration degree program; completion of 24 graduate level credits in the degree program.

CEL 561 Picture Books/Collab Class
An introduction on the use of picture books in all units of study through curricular projects which can be collaboratively developed and implemented by the school librarian/media specialist and the classroom teacher. Emphasis will be placed on co-teaching and project development, a skill that is better learned through modeling and example than as a purely theoretical paradigm. This course will cover NYS curriculum for grades K-12 (e.g. Common Core and SLO’s).
Note: Please note that use of a personal laptop is highly encouraged for this class.

CEL 593 Intro to Technical Services
The focus of this course will be on the principles of providing access to items using the current cataloging code and the provision of subject access to items through subject headings lists and classification systems. The class will include study and practical exercises.
**CEL 595 Information Sources & Services**
This course is a study and application of general reference, bibliographic, and other information sources (print and online); techniques and procedures for serving the needs of various clientele; criteria for evaluating these sources and services and for developing appropriate collections.

**CEM 570 Manipulatives and Mathematics (NSLS)**
The focus of this course will be the use of manipulatives as applied to the standards set forth by New York State and the National Council of Teachers of Mathematics. Participants will be using manipulatives during each class period to solve problems and increase mathematical knowledge. Emphasis will be on content and concepts for grades 4-8.

**CEM 573 L.I. Ocean Beaches (NSLS)**
This course is a practical guide to beaches and coastal processes on Long Island's ocean shoreline. Topics include beach features, waves and storms, erosion and erosion control. Recipes for describing and forecasting beach conditions. Suitable for coastal residents, community planners, real estate agents, environmental lawyers, teachers, etc.

**CEM 582 Problems of Adolescence (SBLS)**
This course is designed to look at problems experienced in adolescence. The scope of the course will include an overview of the contemporary societal problems experienced by adolescents today. Intervention strategies through the use of education, counseling and peer support will be explored as a means of increasing effectiveness when working with adolescents. The course is a combination of didactic lectures, experiential practica, film and literature reviews.

**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.

**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.

**CEP 514 Health Sci Applied to Coach II (NSLS)**
Applied anatomy and kinesiology will be discussed in reference to three major topics: anatomic and physiologic fundamentals of human motion, fundamentals of biomechanics, and principles and applications of motor skills. The major topics to be covered in reference to exercise physiology are the following: physiology of energy sources, neuro-muscular concepts, cardiorespiratory considerations, physical training applications, environmental aspects, and nutrition and body composition. Formerly: The Study of Human Movement. May not be repeated for credit.
Note: This course is one of two approved courses to meet the NYS Coaching Certification Health Sciences Related to Coaching requirement. Students must also take CEP 513, Care and Prevention of Athletic Injuries.

**CEP 517 Psychology of Sport & Perform (SBLS)**
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,
Certificate programs.

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

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

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.

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.

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.

This course helps to articulate the interrelationship between leadership theory and practice and promotes the philosophy that future school leaders should be pro-active. The course deals with administrative decision-making behavior in the context of a community. Students will use simulated materials that reflect the problems and issues of a school district. Political, social, and economic pressures, the educational needs and the establishment of high expectations for staff and students performance are considered, as well as the establishment of systems of rewards and recognition. The use of group dynamics in the decision-making process is emphasized. Prerequisites: CEQ 501, CEQ 502 and matriculation in one of the Educational Leadership Post Master’s Certificate programs.
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.

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.

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.

NCEQ 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.

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 (Summer and Fall). See syllabus for dates/posting requirements as determined by instructor as they may DIFFER from term dates on SOLAR.

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 (Summer and Fall). See syllabus for dates/posting requirements as determined by instructor as they may DIFFER from term dates on SOLAR.

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.

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.

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

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

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 (Summer and Fall). See syllabus for dates/posting requirements as determined by instructor as they may DIFFER from term dates on SOLAR.

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 (Summer and Fall). See syllabus for dates/posting requirements as determined by instructor as they may DIFFER from term dates on SOLAR.

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: Offered as CEQ 591 and EGL 452

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

CEQ 595 Educational Leader Project Sem
The goal of the SPD Project Seminar is to teach students to understand and conduct graduate level research. The research paper may or may not result in a project, e.g., a model curriculum for a school-based substance abuse program. Students will be guided in selecting a topic for their research paper. Methodology and resources will be reviewed as the student’s work is developed. Pre-requisite: Matriculation in one of the Educational Leadership programs: prior completion of all foundation and required courses. Effective Fall 2014, this course will be GRADED (A, B, C, F).
Pre-requisite: Matriculation in one of the Educational Leadership programs: prior completion of all foundation and required courses.

CER 506 Leadership/Team Effectiveness (SBLS)
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: It is recommended that students have prior work experience in Business or Human Resources. This course is crosslisted with MBA 506.

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,
This course is designed to give business and HR professionals insight into and practical knowledge of the gradual weakening of organized labor. A discussion of the subsequent decline after Taft-Hartley 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 CES 519 and MBA 527.

CES 521 History of Labor Relations (SBLS)
The course proceeds from the beginnings of labor organization in the guilds and crafts of the early 19th century, to the accelerating pace of change today. The peaking of union strength during World War II and its subsequent decline after Taft-Hartley are discussed, as well as the economic and social reasons for the gradual weakening of organized labor. A discussion of the future of organized labor concludes the course.

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

Prerequisite: MBA 533 or CES 516. 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.

**CES 526 Job Evaluation and Compensation**

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

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

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

**CEV 506 Mythical Themes and Archetypes (AHLS)**

This course will focus on recognizing mythical themes and archetypes using the myths of classical Greece and Rome. Students will discuss the presence of mythical themes and archetypes in literature from their areas of speciality and in myths from other cultures. Students will also be encouraged to view films to enhance their understanding of how mythical themes and archetypes contribute to the plot. Emphasis will be placed on writing critical essays using the insights gained from recognizing mythical themes and archetypes.

**CEV 507 Analysis of Short Fiction (AHLS)**

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/](http://ms.cc.sunysb.edu/~shbrown/)

**CEV 508 Writing & Understndg Poetry I (AHLS)**

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

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

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

**CEV 542 Surviving the Holocaust:Lit (AHLS)**

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. (formerly: Primo Levi and the Holocaust)

CEV 545 New York Stories: Literature (AHLS)
In this course, we will examine the works of authors from the Lower East Side of Manhattan. This neighborhood, home to many Eastern European immigrants, has produced a significant number of literary works, all of which help us gain insight into the life and realities of those who settled there. We will see the way the Lower East Side becomes a sort of iconographic point of origin for many artists and writers, even those whose connection to the area was distant, either by choice or circumstances, as well as analyze the reason for such great literary production in an area marked by poverty and hardship.

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.

CEX 520 Ethics in Management
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.

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

Human Resource Management Programs Reserve

CEX 538 Organizational Change Mgt
The aim of this course is to acquaint students with types of organizational change and the roles of human resources managers as change agents. Cases, group exercises, and class discussions are used to examine change methods, employees' reactions to change, facilitation techniques, and evaluation methods. Roles of leaders, managers, employees, and human resources professionals are considered. Targets of change include job designs, interpersonal relationships, and organizational structures. Quality improvement, employee involvement, and professional development are studied as examples of change strategies. Students learn how to help themselves and their co-workers cope. This course is offered as both CEX 538 and MBA 538.
Prerequisite: MBA 532/CES 515

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

Prerequisite: MBA 532/CES 515

CEY 503 Environmental Law and Regulations
This course covers environmental law and regulations from inception in common law through statutory law and regulations. The initial approach entails the review of important case law giving rise to today's body of environmental regulations. Emphasis is on environmental statutes and regulations dealing with waterfront and coastal development and solid waste as well as New York State's Environmental Quality Review Act (SEQRA) and the National Environmental Policy Act (NEPA). This course is cross-listed with CEY 503.

Note: Offered as CEY 503 and MAR 536

CEY 508 Living with Radiation (NSLS)
Life on earth has developed with an ever present background of radiation. The objectives of the course are to indicate the nature of ionizing radiation, address myths about radiation, summarize the role played by radiation since primordial times, discuss the hazards of radiation and the understanding or the lack of understanding of radiation. The role of the governments and society in protecting life processes from the effects of radiation will also be discussed.

CEY 512 Marine Pollution
Review of the physical and chemical characteristics and speciation in the marine environment of organic pollutants, metals and radionuclides including bioavailability, assimilation by marine organisms, toxicity, and policy issues.

Prerequisites: MAR 502, MAR 503. Cross-listed with CEY 512.

Note: Offered as CEY 512 and MAR 512

CEY 594 Diagnosis of Envir Disputes (NSLS)
Diagnosis of disagreements about environmental and waste problems. Tools for evaluating disputes about (a) scientific theories and environmental models, (b) definitions and analytical methodologies for estimating risk, 'real' cost, net energy use, and life-cycle environmental impact, (c) regulatory and legal policy, (d) siting of controversial environmental facilities, and (e) fairness and other ethical issues. These diagnostic tools are brought to bear upon case studies of pollution prevention, recycling, nuclear waste disposal, and climate change.

Offered as EST 594 or CEY 594 or HPH 687.

CEZ 570 Concept Appl Behavior Analysis
This course will provide the student with the vocabulary and framework that will form the foundation for later study in Applied Behavior Analysis. Students will learn the basic vocabulary and thinking process integral to ABA and understanding its basic procedures.

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

CEZ 572 Applied Behavior Analysis 2
This course will provide the student with a deeper understanding/practice regarding how to carry out teaching and behavior management tools in Applied Behavior Analysis. It will follow up the previous vocabulary and concept building course and the introduction to ABA technique 1 course by exploring how the techniques and concepts previously studied will be applied.

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