Spring 2015 Course Descriptions

This document contains information for SPD courses offered for Spring 2015 only. Visit SOLAR to find courses offered by other schools or departments, instructor information and class meeting times.

This information was correct as of October 27, 2014.

CEA 545 The Art of Comics (AHLS)
Comic strips and books have been central to popular culture world wide for many decades. In this course students will explore examples to understand what makes comics unique as expressive visual art. They will also experience what is involved in combining words and pictures for this unique art form by using group workshops and individual projects in order to create their own comics.
Section S01: W, 6:00 PM-9:00 PM, Ruth Kisch

CEA 560 Dalcroze:Music Pedagogy/Child (AHLS)
A focus on the unique approach of Emile Jacques-Dalcroze, which takes into consideration his approach in light of recent developments in early childhood music education. The idea that students experience music physically before they wrestle with symbols and theoretical abstraction is at the heart of Dalcroze work. The Dalcroze music pedagogy includes: Eurhythmics-developing a sense of rhythm and musical expression through whole-body movement; Solfège-developing a sense of harmony and rhythm through singing games; and Improvisation. This class is designed primarily for music teachers, elementary school classroom teachers and professional musicians. Participants are expected to be able to read and notate simple rhythms and melodies. (formerly: Musical Learning, the Body, and Eurhythmics)
Note: This Saturday class will meet from 11:30am-3:15pm on the following dates:
Jan 31, Feb 7, 14, 28, March 7, 14, 21, 28, April 11, 18 - Spring 2015.
Section 01: SAT, 11:30 AM-3:15 PM, Dorothea Cook

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.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Steven Gehring

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

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

**CEB 546 Topics Biotechnology (NSLS)**

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, TBA

**CEB 553 Biology & Human Behavior (NSLS or SBLS)**

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: Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/31/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online, Joanne Souza

Section S31: Online, TBA

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

Evolution is the unifying principle in Biology. From ice fish to human adaptations, this course will cover prevailing ideas that exemplify modern evolutionary theory. Additionally, it will address a range of contemporary issues in science education and the nature of science.

Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online, Stephen Wefer

**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. Effective Fall 2014, this course will be GRADED (A, B, C, F). Grade of B or better required for degree clearance. No transfer credit or substitutions. May not be used to meet 12 credit content requirement for professional teaching license (MA/LS).

Prerequisite: Matriculation in MA/LS, MPS, or MS in HRM degree program; prior completion of 24 graduate level credits in the degree program.

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

*Online Sections:*
Section S30: Online, Sharon Brown  
Section S31: Online, Jennifer Young  
Section S32: Online, Chris Semansky; Sharon Brown  
Section S33: Online, Laura Koplewitz  
Section S34: Online, Laura Koplewitz  
Section S35: Online, TBA

CEE 504 Youth in Crisis (SBLS)  
Explores the problems of youth in crisis and its effect on teachers, schools, legislation, and the community. Special emphasis will be given to the problems of anxiety, stress, alienation, alcoholism, and drugs.  
Section S01: TU, 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.  
MAT and MALS programs  
Section 01: M, 2:30 PM-5:30 PM, Lauren Kaushansky  
Section 02: TH, 5:30 PM-8:30 PM, Lauren Kaushansky

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 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.  
Section S30: Online, Allen Smith

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 549.01
Section 01: TU, 5:30 PM-8:30 PM, Charles Backfish

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
Section S01: W, 4:30 PM-7:30 PM, Charles Backfish

CEE 581 Diverse ClassRm/Culture Change
The diverse classroom presents both challenges and opportunities; educators must face dealing with language diversity and the impact of the immigrant population on our schools and classrooms. Current educational law mandates equal outcomes for all students as well as a culturally responsive curriculum. Concepts of diversity can go beyond ethnic and religious differences to include physical and intellectual limitations or issues related to socioeconomic status, gender and education level. Through research, readings and discussion, students will examine how America’s classrooms are changing to accommodate diversity. Lesson planning and curriculum development strategies will be presented. Teachers must be prepared to meet the needs of diverse learners and understand the impact student diversity has on classroom and pedagogical techniques (formerly Diverse Classrooms: 21st Century).
Section S01: M, 5:30 PM-8:30 PM, Judith Weissman

CEE 584 Preventing Bullying & Bias (SBLS)
Exploration of the overt and subtle messages of bias in an educational setting that result in lower academic performance and poorer grades, serious emotional problems, unsafe environment, legal challenges, absenteeism and inhibit positive performance at all levels of the educational experience. Analysis of recent incidents of bullying and bias. Specific methods will be offered to promulgate a safe, accepting environment that integrates equality, fairness, justice and respect, resulting in higher achievement and a positive learning experience.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Kathleen Cassidy; Edgar Daniels

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).
Section 01: W, 4:00 PM-6:50 PM, Patricia Dunn
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
Section S01: W, 4:00 PM-6:50 PM, Karen Lund
Section S02: TH, 4:00 PM-7:00 PM, Nicole Galante
Section S60: TU, 4:00 PM-6:50 PM, Natalie Lukas; Meets in Manhattan.

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
Corequisite: CEF 552
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 the children they will teach in grades 5-8.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course
requirements.
Section S30: Online, 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 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Joanne Kroon

**CEF 347 Intro to Special Education**
An overview that will provide core knowledge of special education practices and legislation. Students will refine their knowledge of the values, issues, practices, and policies that guide the field of special education. Students will develop and improve skills in topics of special education, education efficacy, instructional issues, early intervention, transitions, family, and community concerns. As of Fall 2011, this course meets the NYS special education requirement for all pre-service candidates for teacher certification.
Note: Offered as CEF 347.01 and CEF 547.01
Section S01: TH, 5:30 PM-8:30 PM, Elizabeth Stein
Section S02: W, 5:30 PM-8:30 PM, Patricia Hantzidiamantis

**CEF 515 Family & TV:Impact on Children (SBLS)**
This course will examine the cognitive, affective and behavioral effects of television on family life. Specifically, this course will provide a survey and analysis of family issues which have been shaped by today's media environment for children, including televised violence, how children use television, impacts on cognitive development and the very current issue of the TV industry's obligation to serve child audiences.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, 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 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online, Gary Lamm

**CEF 547 Prin/Prac Special Education**

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

Note: Offered as CEF 547.01 and CEF 347.01

Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements

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

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

Section S30: Online, Norma Egic; Laurie Graziano; this 10-week online course begins 1/26/2015; ends 4/5/2015

**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

Corequisite: CEE 578

Section V01: HTBA, 1:00 AM-1:00 AM, Charles Backfish

**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, Patricia Dunn
**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.
Prerequisite: MAT in English, grade of ‘S” in CEF 551"
Note: Offered as EGL 450 and CEF 552
Section V01: HTBA, 1:00 AM-1:00 AM, Nicole Galante

**CEG 522 US History Since the Civil War (SBLS)**
Field seminar in U.S. history from the Civil War to the Cold War. Surveys the major interpretations.
Note: Offered CEG 522 and HIS 522. Class reserved for MAT students. All others require permission of instructor.
Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements
Section S01: W, 5:30 PM-8:30 PM, Jared Farmer
Section S30: Online, Clarence Hall

**CEG 523 Historiography (SBLS)**
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: TU, 1:00 PM-4:00 PM, Shirley Lim

**CEG 531 The Immigrant in America (SBLS)**
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 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Eva Bovi

**CEH 522 Literature of Travel (AHLS)**
Remote lands, exotic peoples, dangerous adventures, and personal discoveries are the topics of the literature we read in this course. Authors to be read include: the ancient-world traveler, Herodotus; the Spanish conquistador, Cabeza de Vaca; the American humorist, Mark Twain; the spiritual explorer, Peter Matthiessen; the daring Englishwoman, Freya Stark; and other exciting authors. Students will be transported throughout the world and back in time to examine the themes, purposes, and conventions of this popular genre. For more information, visit http://ms.cc.sunysb.edu/~shbrown/
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to
add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Sharon Brown

CEI 505 Research Methods in Social Sci (MPSA)
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).
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Edward Mone

CEI 506 Cultural Anthropology (SBLS)
Cultural Anthropology is a subfield of anthropology which looks at the variation of human social patterns throughout the world. This course will focus on understanding cultures, both past and present in order to draw relevant comparisons between ourselves and others. Course topics include ethnography, language and communication, subsistence, economic systems, kinship and family, identity, law and politics, worldview, globalization, culture change, and applied anthropology.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Katherine Mitra

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)
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Albert Pisano

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

Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online, Aldustus Jordan

**CEJ 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).

Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online, Nicholas Scalzo

Section S31: Online, Nicholas Scalzo

**CEJ 502 East Asian History Seminar (SBLS)**

This course will introduce students to modern Chinese culture and society. The approach will be interdisciplinary and focus on themes that dominate the 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. This is offered as both CEJ 502 and HIS 564.

Note: Offered as CEJ 502 and HIS 564

Section 01: W, 5:30 PM-8:30 PM, Iona Man-Cheong

**CEJ 536 Life/Mortality: Literary Study (AHLS)**

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 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online, Lee grace Cannella
**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 access to items through subject headings lists and classification systems. The class will include study and practical exercises.
Section 01: TH, 5:30 PM-8:30 PM, Roslyn Mylroie

**CEL 595 Information Sources & Services**
This course is a study and application of general reference, bibliographic, and other information sources (print and online); techniques and procedures for serving the needs of various clientele; criteria for evaluating these sources and services and for developing appropriate collections.
Section 01: M, 5:30 PM-8:30 PM, Susan Gottesman

**CEM 582 Problems of Adolescence (SBLS)**
This course is designed to look at problems experienced in adolescence. The scope of the course will include an overview of the contemporary societal problems experienced by adolescents today. Intervention strategies through the use of education, counseling and peer support will be explored as a means of increasing effectiveness when working with adolescents. The course is a combination of didactic lectures, experiential practica, film and literature reviews.
Section S01: TU, 5:30 PM-8:30 PM, Kenneth Edwards

**CEP 500 Sport and Society (SBLS)**
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 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Theresa Tiso

**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 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Julia Muller
Section S31: Online, Michael Sheridan
**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 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Patricia Patane
Section S31: Online, Patricia Patane

**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, Attention Control, Mental Training for Individuals and Teams, Building Team Cohesion, Psychological Aspects of Injury, and Career Termination Issues.
Section S01: W, 7:00 PM-10:00 PM, John Bowman

**CEP 518 Exercise and Nutrition (NSLS)**
This course integrates the concepts of nutrition, bioenergetics, and energy expenditure into a wellness paradigm for optimal health. Emphasis will be placed on the topics of macro and micro nutrients and their effects during exercise and training; nutrient bioenergetics; thermoregulation; ergogenic aids; body composition; energy balance and weight control; and optimal nutrition for exercise, training and health. Recommended: A course in anatomy and physiology or CEP 513.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Lauren Brand

**CEP 520 Theory/Techniques of Coaching**
This practicum is designed for those students who would like to coach a particular sport at the high school level, but who have had limited coaching experience. This course requires 72 hours of practical experience in the coaching field to be completed concurrently with the seminar. All students are required to make arrangements for his/her own coaching practicum with approval of instructor.
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.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Paula Nickerson

**CEQ 501 Educational Leadership Thry I**
This course presents a study of the concepts, theories, methods, and findings dealing with how to remain abreast of research in education and acquire the extensive knowledge of learning theories, leadership theories, creative thinking, teaching, assessment, and the principles of effective schools. Materials will be drawn largely from the behavioral sciences. These will be applied to the practice of educational administration at all levels and in all settings, taking into account cultural diversity and locale.
Prerequisite: Matriculation in one of the Educational Leadership Post Master’s Certificate programs.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Joseph Centamore
Section S31: Online, Stephen Schneider

**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 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Joseph Centamore
Section S31: Online, Joseph Centamore
Section S32: Online, Stephen Schneider

**CEQ 503 Education Leadership Practice**
This course helps to articulate the interrelationship between leadership theory and practice and promotes the philosophy that future school leaders should be pro-active. The course deals with administrative decision-making behavior in the
context of a community. Students will use simulated materials that reflect the problems and issues of a school district. Political, social, and economic pressures, the educational needs and the establishment of high expectations for staff and students performance are considered, as well as the establishment of systems of rewards and recognition. The use of group dynamics in the decision-making process is emphasized.

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

**Note:** This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

**Section S30:** Online, Antoinette MacLeod  
**Section S31:** Online, Thomas McDonald

**CEQ 515 School District Leadership**
This course is an examination of theories and practices related to school district leadership, administration, supervision, and evaluation. Topics included are organizational structure, engaging teachers, staff, and parents in the decision-making process, curriculum, leadership, supervision, staff development, monitoring and evaluating the school’s or program’s performance and involving staff in making changes, mechanisms for effecting change, establishing and maintaining ongoing cooperation and collaboration between the home and the school, personnel administration, business management, and school law.

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

**Note:** This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

**Section S30:** Online, Robert Feirsen  
**Section S31:** Online, 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 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

**Section S30:** Online, David Scott  
**Section S31:** Online, Susan Alevas

**CEQ 541 School Building Leadership**
This course focuses on the leadership and administrative roles of elementary and
secondary school building leaders. Topics include: tasks of a building administrator; building organizations and staff utilization; curriculum development; evaluating the school or program performance and involving the staff in making changes; leadership; engaging teachers, staff, and parents in the decision-making process; facilities management; employee relations, student affairs; public relations; maintaining collaboration between the home and the school and school law.
Prerequisite: Matriculation in one of the Educational Leadership Post Master’s Certificate programs.

Online Courses:
Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements
Section S30: Online, Teresa Nigro Lawrence
Section S31: Online, Donald Sternberg
Section S32: Online, Jeffrey Soloff

On-Campus Course:
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-9:15 PM, Robert Moraghan

**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 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Cheryl Scheidet
Section S31: Online, Kristen Turnow

**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
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 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Stanley Packman
Section S31: Online, Gary Schomburg

CEQ 572 School Personnel Management
This course examines the nature, scope, and organization of the personnel function and will look at the planning process, collective bargaining (negotiations and contract administration), personnel recruitment (selection, induction, and development), effective work performance appraisal, compensation, and job security issues. An examination of the Federal and State laws and regulations that govern district personnel operations will be included.
Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Sherry Alessandro
Section S31: Online, TBA
CEQ 581 Sprv Std Teach 10-12 Soc Std
Prospective secondary school social studies teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 10-12. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.
Note: Cannot apply toward MA/LS; S/U Graded.
Prerequisites: Department permission, matriculation in MAT Social Studies, 15 credits grad History, CEE 505/565/577/8, CEF 548/9, LIN 544; restricted to those not yet certified to teach; overall GPA B average
Corequisites: CEE 580 and CEQ 582
Section V01: HTBA, 1:00 AM-1:00 AM, Charles Backfish

CEQ 582 Sprv Std Teach 7-9 Soc Std
Prospective secondary school social studies teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 7-9. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.
Note: Cannot apply toward MA/LS; S/U Graded.
Prerequisites: Department permission, matriculation MAT Social Studies, 15 credits grad History, CEE 505/565/577/8, LIN 544; restricted to those not yet certified to teach; overall GPA B average
Corequisites: CEE 580 and CEQ 581
Section V01: HTBA, 1:00 AM-1:00 AM, Charles Backfish

CEQ 585 Internship: Educational Leader
This course is a cooperatively guided leadership experience at the school district central office level and school building level, strategically designed to immerse candidates in educational experiences that support and rely upon the information and skills attained from courses taken in the combined certification program. A plan of leadership, administration and supervisory tasks must be submitted to the internship coordinator. The internship is conducted in schools and school districts over an extended period of time. Achievement will be determined against a stated list of competencies as assessed by the school district personnel and the SBU supervisor. Field experiences are structured so that candidates gain proficiency in all twelve NY State Leadership competencies. S/U Graded.
Prerequisites: Departmental consent, matriculation in the Educational Leadership program, and completion of all courses except CEQ 595 before enrolling in internship and seminar; corequisite CEQ 586
Note: This course is extended over 2 semesters (Spring & Summer 2015). See syllabus for dates/posting requirements as determined by instructor as they may differ from term dates on SOLAR.
Section V01: HTBA, 1:00 AM-1:00 AM, Robert Scheidet
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 2015). 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, Leslie Edelman
Section S31: Online, John Reid
Section S32: Online, Cheryl Scheidet

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
Corequisites: CEE 590 and CEQ 592
Section V01: HTBA, 1:00 AM-1:00 AM, Karen Lund
Section V02: HTBA, 1:00 AM-1:00 AM, Nicole Galante
Section V60: HTBA, 1:00 AM-1:00 AM, Natalie Lukas. Meets in Manhattan.

CEQ 592 Suprvs Std Teach 7-9 EGL
Prospective secondary school English teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 7-9. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching. See English Department’s student teaching supervisor for further details.
Note: Cannot apply toward MA/LS; S/U grading
Prerequisites: Permission of department, matriculation MAT in English, completion
15 credits grad English course work, CEE 588/593, CEF 551/2, CEE 505/565, LIN
544; restricted to those not yet certified to teach
Corequisites: CEE 590 and CEQ 591
Section V01: HTBA, 1:00 AM-1:00 AM, Karen Lund
Section V02: HTBA, 1:00 AM-1:00 AM, Nicole Galante
Section V60: HTBA, 1:00 AM-1:00 AM, Natalie Lukas. Meets in Manhattan

CEQ 595 Educational Leader Project Sem
The goal of the SPD Project Seminar is to teach students to understand and conduct
graduate level research. The research paper may or may not result in a project, e.g.,
a model curriculum for a school-based substance abuse program. Students will be
guided in selecting a topic for their research paper. Methodology and resources will
be reviewed as the student’s work is developed.
Prerequisite: 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).
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to
add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course
requirements.
Section S30: Online, Todd Pittinsky
Section S31: Online, William Clark

CES 511 Human Relations in Workplace
This course focuses on improving the quality of work life for employees, as a value
in itself and as an incentive to greater productivity and reduced turnover. Students
will explore: the importance of communication-orientation of new employees,
formal and informal consultation, quality circles, billboards, news bulletins, etc., and
exit interviews; providing opportunities for job enrichment and career
development-career planning assistance, practitioner training, cross training, job
rotation, job sharing and flextime, enriching each job as the employee progresses;
employee assistance programs-financial planning, drug and alcohol rehabilitation,
retirement planning, educational assistance, summer jobs for kids, etc.; recreational
programs-athletic teams, holiday and seasonal celebrations, community service
participation and contests. All of these activities contribute to developing the joint
participation of employees and management which is the hallmark of the well
managed corporation. This course is offered as both CES 511 and MBA 513.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to
add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course
requirements.
Section 30: FLEX, 1:00 AM-1:00 AM, 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. This course is offered as both CES 515 and MBA 532. Note: Offered as CES 515.S01 and MBA 532.S01

Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements

Section S01: TU, 7:00 PM-10:00 PM, John Coverdale
Section S30: Online, Robert Micera
Section S31: Online, Dianne Weinstein
Section S32: Online, 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. This course is offered as both CES 516 and MBA 533. Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements

Section 01: TH, 5:30 PM-8:30 PM, Steven Riccobono
Section 30: FLEX, 1:00 AM-1:00 AM, Edward Sherbert.
Section 31: FLEX, 1:00 AM-1:00 AM, Douglas Silverman
Section 32: FLEX, 1:00 AM-1:00 AM, Robert Micera

**CES 517 Women in the Workplace (SBLS)**
This course addresses the economic and social struggle of women to achieve workplace equality. It includes an examination of their labor force participation; the remuneration of women; segregated employment patterns; special problems of women in professional, managerial, and scientific disciplines; analysis of the corporate environment and the role of affirmative action in removing formal and informal barriers to progress. It investigates the campaign for comparable worth; alternative definitions of success; women's contribution to the world of work; the glass ceiling and the mommy track; work-family issues; child care; sexual harassment; and women as managers. The course will feature case analysis and guest speakers from different organizations. This course is offered as both CES 517 and MBA 527. Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements

Section S30: Online, Kelliann Flores
Section S31: Online, Kelliann Flores
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.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Susan Alevas

CES 526 Job Evaluation & Compensation
An advanced course providing students with both theory and specific knowledge of job evaluation and compensation systems, including union issues, comparable worth and legal requirements: preparation of job analysis, descriptions, specifications and evaluations; theory of compensation systems as they relate to job satisfaction and employee morale; development of wage and salary surveys, internal and external equity pay scales, performance-based pay systems, and salary administration procedures. An analysis of incentives-bonuses, stock options, salary deferrals and special benefits-will complete the course.
This course is offered as both CES 526 and MBA 526.
Prerequisite: CES 515/MBA 532 or CES 523/MBA 523
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Barbarann Ott

CEV 506 Mythical Themes/Archetypes Lit (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.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Margery Brown

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.

Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online, Chris Semansky

**CEV 545 NY Stories: Lower East Side Lit (AHLS)**

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

Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online, Eva Bovi

**CEV 546 Disney and the American Dream (SBLS)**

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

Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online, Veronica Jo

**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.
Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements
Section S30: Online, Wendy Turgeon
Section S31: Online, Wendy Turgeon

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
MBA, MBX, ACC, ACX, FIN, FNX, MKX students only
Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements
Section S30: Online, Edward Delgaizo
Section S31: Online, Edward Delgaizo

CEY 507 Long Island's Groundwater (NSLS)
This course will cover basic groundwater concepts in unconsolidated sediments, and examine contamination issues in light of Long Island's particular hydrogeology, land use, and waste management history. Mathematical principles will be discussed but not stressed; scientific and technical papers discussing particular concepts or problems, including important local examples, will be closely read. Crosslisted with MAR 521.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Kenneth Wenz

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
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/Treatment Devel Disab**
This course provides students with the foundation and practical experience in applying empirically-based treatments when working with individuals diagnosed with developmental disabilities. The focus will be on the current behavior-analytic research in the area of developmental disabilities and ways in which these tools can be used at the student’s current practicum site, and eventually, in their 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

**HEA 501 Foundations of Higher Ed Admin**
This course will introduce students to the primary areas of responsibility for higher education administration. 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.
Formerly CEK 501.
Prerequisite: matriculation in Higher Education Administration programs
Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements
Section S01: W, 5:30 PM-8:30 PM, Christopher Conzen
Section S30: Online, Rebecca Natow.
Section S31: Online, Tara McNealy

**HEA 502 College Stdnt 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
HEA 502 College Stdnt 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. Formerly CEK 502.
Prerequisite: matriculation in Higher Education Administration programs
Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Stephanie Foote
Section S31: Online, Meaghan Arena

HEA 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. Formerly CEK 503.
Prerequisite: matriculation in Higher Education Administration programs
Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Roger Ward
Section S31: Online, Marilyn London
Section S60: SAT, 9:00 AM-5:00 PM, James Keane. For HEA Manhattan students only. Meets Saturdays from 9:00am-5:00pm, from January 3 - February 7, 2015.

HEA 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
HEA 504. Prerequisite: matriculation in Higher Education Administration programs
Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/start for online course requirements.

Section S01: M, 5:30 PM-8:30 PM, Jeffrey Barnett
Section S30: Online, Charles Harris
Section S31: Online, Robert Izzo
Section S60: SAT, 9:00 AM-5:00 PM, Elsa-Sofia Morote. For HEA Manhattan students only. Meets Saturdays 9:00am-5:00pm, from April 11 - May 16, 2015.

HEA 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. Formerly CEK 520
Prerequisite: matriculation in Higher Education Administration programs
Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/start for online course requirements.

Section S30: Online, Elizabeth Squire
Section S60: SAT, 9:00 AM-5:00 PM, Christopher Cuccia. For HEA Manhattan students only. Course meets Saturdays from 9:00am - 5:00pm, from January 3 - February 7, 2015.

HEA 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. Formerly CEK 521.
Prerequisite: matriculation in Higher Education Administration programs
Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/start for online course requirements.

Section S01: TH, 5:30 PM-8:30 PM, Christina Law
Section S30: Online, Frank Shih
Section S02: SAT, 9:00 AM-5:00 PM, Frank Shih. For HEA Manhattan students only. Meets Saturdays 9:00am - 5:00pm, from February 21 - March 28, 2015.

HEA 522 Crisis Mgt/Prevention High Ed
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.

Prerequisite: HEA 502 and matriculation in the Higher Education Administration Master’s degree program or advanced graduate certificate. Formerly CEK 522.

Section S01: W, 5:30 PM-8:30 PM, Lawrence Zacarese
Section S60: SAT, 9:00 AM-5:00 PM, Thomas McDonald. For HEA Manhattan students only. Meets Saturdays 9:00am - 5:00pm, from February 21 - March 28, 2015.

**HEA 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 i.e., housing/residence life, student activities, career services, counseling, Student health centers and judicial affairs. Formerly CEK 523.

Prerequisite: matriculation in Higher Education Administration programs

Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.

Section S30: Online, Ellen Hopkins

**HEA 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. 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. Formerly CEK 524.

Prerequisite: matriculation in Higher Education Administration programs

Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course
requirements.
Section S30: Online, Shawn O'Riley

**HEA 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. Formerly CEK 525.
Prerequisite: matriculation in Higher Education Administration programs
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Samantha Segal

**HEA 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 student's career choices and decisions. A practice of integrative career counseling approaches via case study analysis will be emphasized.
Prerequisite: HEA 502 and matriculation in the Higher Education Administration Master’s degree program or advanced graduate certificate.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Elena Polenova

**HEA 531 Finance Issues in Higher Educ**
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. Formerly CEK 531.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course
requirements.
Section S30: Online, Joseph Loughren

**HEA 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. Formerly CEK 532.
Prerequisite: matriculation in Higher Education Administration programs
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Joyce Wellinger

**HEA 533 Intercollegiate Athletics/HiEA**
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. Formerly CEK 533.
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Julia Muller

**HEA 535 International Higher Education**
This course examines international higher education and the historical, political, cultural and socio-economic evolution differentiating national tertiary systems, regional frameworks, and international cooperation among industrialized, developing, and transitioning countries. Comparative higher education theory, empirical examples, and international organization and government reports are investigated to benchmark system performance, international and global models, and assess quality, standards, accreditation, accountability, and governance shaping sector policy, planning, and reform. Contemporary public-private higher education dichotomy, administration, funding mechanisms, curriculum and organization of degrees, academic profession, and the social stratification impacting higher education access and student mobility in the knowledge economy is explored. (Advisory Prerequisite for Study Abroad HEA programs). Formerly CEK 535.
Prerequisite: matriculation in Higher Education Administration programs
Note: This 10-week online course begins 1/26/2015; ends 4/5/2015; last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course
requirements.
Section S30: Online, Karen Smith

HEA 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. Formerly CEK 586
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

HEA 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.
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

HEA 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. Formerly CEK 595.
Prerequisite: Matriculation in MA Higher Education Administration degree program; completion of 24 graduate level credits in the degree program.
Note: Online courses meet for 10-weeks (1/26/2015 - 4/5/2015); last day to add 1/30/2015; visit www.stonybrook.edu/spd/online/started for online course requirements.
Section S30: Online, Richard Gatteau
Section S31: Online, Marilyn London