

Fall 2009 Course Descriptions

This document contains only the course descriptions for SPD courses offered during the Fall 2009 term. For date, time and instructor information, visit [SOLAR](#) or the [SPD website](#).

Many of these courses meet online. Visit [the SPD Online website](#) for online course requirements before you enroll.

*Several courses meet off campus and have different start and end dates. Please refer to each course's **class note** in SOLAR **before you enroll**.*

This document was last updated on 5/13/09.

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 artist's creations or lack of them. The readings and discussions will focus on issues of gender as they relate to subjects, materials and styles chosen by men and women. The obstacles women artists face and the triumphs they achieve will also be part of the analysis..

CEA 540 Learning in a Visual Culture (AHLS)

Contemporary life is inundated with visual images. How can teachers address these socially shared concepts of who and what we are? How can they develop more critical sensibilities in students to a broader range of visual experiences? This course explores the way our visual culture influences what students learn in classrooms and how teachers can capitalize on these influences in working with students.

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 578 Theatre in Education/Curriculum

Explore the relationship of drama and theatre to education through the use of improvisation, pantomime, theatre games, characterization, and story dramatization. Focusing on creative imagination, the theories of the dramatic art form will be viewed in relation to general educational principles. Techniques long used by the actor to develop imagination and concentration will also be examined.

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

CEB 545 The Nature of Science (NSLS)

The nature of science refers to the values and assumptions inherent in the development, understanding and interpretation of scientific knowledge. Scientific knowledge is empirically based, culturally embedded, tentative, and incorporates subjectivity and creativity. This course will address the following: What is science? What distinguishes science from other ways of knowing or as being basic science, applied science or technology? What philosophical, social, ethical and historical perspectives are important in understanding the nature of science?

CEB 547 Topics in Genetics & Molec Bio (NSLS)

Created specifically for secondary school teachers, this course will combine laboratory activities and lectures to examine recent developments in the field as well as practical approaches to teaching genetics and molecular biology. Emphasis will be on teaching strategies and laboratory activities that can be modified for students.

Prerequisite: Science teaching or undergraduate science major.

Matriculation in either MAT biology (TBIMT) or MALS graduate programs (SPDMA).

CEB 548 Topics in Microbiology (NSLS)

Although small, microbes have a profound effect on our health, our lives and our environment; without them life on earth might be impossible. We often associate microbes with germs and disease, this course will move beyond that to look at

School of Professional Development – Fall 2009 Course Descriptions

beneficial microbe/human interactions as well as pathogenic interactions. This course was designed specifically for teachers and will include learning activities that can be used in the secondary school classroom.

Prerequisite: Matriculation in either MAT biology (TBIMT) or MALS graduate programs (SPDMA).

CEB 549 Lab Science Curriculum Development

Teachers and pre-service teachers enrolled in this course will design, develop, test, troubleshoot and document hands-on laboratories for middle school and high school students in the biological sciences. Materials developed will be appropriated for the age group which the teacher serves and incorporated into the appropriate place in biology curricula. The teacher or pre-service teacher will gain confidence in the laboratory by executing all aspects of the project. Participants will share and disseminate new materials through workshops and publications.

Prerequisite: Permission of instructor 631.632.9809

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: Also offered as CEB 556 and BIO 351.

CEB 558 Hands-On Science: Cosmic Rays (NSLS)

Cosmic rays are a ubiquitous source of background radiation here on Earth, constantly replenishing short-lived radioactive materials (like Carbon 14) and perhaps providing the engine that has driven evolution over the ages. This seminar will provide an inquiry-based interactive opportunity to study the properties of cosmic rays using modern particle detectors and computers as an introduction to the scientific method, experimental techniques, and data analysis. Classes will integrate group discussions with hands-on investigation in small teams, and then joint brainstorming sessions to analyze and understand the data to suggest ways to improve the experimental measurements. Students will use computers to take and analyze data, to post their results, and to interact with each other and the course staff.

Note: Also offered as CEB 558 and PHY 315

CEC 542 Education of Exceptional Children

This course is an overview of the field of special education: analysis of school, family, and community responses to exceptionality; introduction to educational needs of the school-aged child and adolescent whose psychoeducational development requires specialized, remedial, or adapted teaching approaches; discussion of traditional and innovative intervention approaches and materials in the various areas of special education.

CED 595 MA/LS and MPS Project Seminar

The goal of the SPD Project Seminar is to teach students to understand and conduct graduate level research. The research paper may or may not result in a project, e.g., a model curriculum for a school-based substance abuse program. Students will be guided in selecting a topic for their research paper. Methodology and resources will be reviewed as the student's work is developed. S/U grading applies. No 'I'/Incompletes will be given. May repeat if a 'U'/Unsatisfactory grade is earned. No transfer credit or substitutions permitted.

Prerequisite: Matriculation in MA/LS or MPS degree program; prior completion of 12 graduate level credits in the degree program.

CEE 504 Youth in Crisis (SBL)

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.

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 511 Home-School Relationship in Education

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

CEE 513 Teaching the At Risk Student

An introduction to the at risk student. This student is defined as one in danger of not graduating from high school or a high school graduate who is functionally illiterate. The course will include identification of the at risk student; the influence of contemporary culture along with that of the home, classroom, and school system; successful local and national programs; current research on teaching and learning and how this research impacts on these students.

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 520 Curriculum: Tool for Creative Classroom Management

This course will view the current role of curriculum in the school. National reform initiatives and the adoption of standards will be assessed from interacting with locally constructed products. This course will explore the increasing role of teachers in designing this classroom management tool. Students will explore national and local teacher groups actively pursuing curriculum change, and will also focus on the role of curriculum in the management of authentic assessment and instructional resources.

CEE 522 Writing/Literature:Strategies (AHLS)

This course concerns itself with what to think about a work of literature, what to say about it to a class of students, and perhaps more interestingly, what composition assignments can be given based on its inherent critical problems. Course readings, fervent discussions, and short argumentative papers will involve students in widely differing works and the possible critical approaches to them.

CEE 527 Peer Leadership in Teaching

An analysis of teacher leadership roles and programs designed to promote effective instruction in new teachers and professional growth for experienced teachers. Topics will include: mentoring, peer coaching, curriculum specialist, action researcher, data coordinator, cooperating teacher, and national teacher certification (NBPTS). Effectiveness of these programs and their impact on student success will be stressed. Former course title: Mentoring and Induction into Education.

CEE 529 Teachers' Rights

This course will provide a broad overview of both the legal rights and responsibilities of individuals employed as teachers through the examination of historical tradition, past and existing legislation, and pertinent case study. Topics to be discussed will include: curriculum, freedom of speech, separation of church and state, equal opportunity employment rights and responsibilities, teacher organizations, contracts, student discipline, student rights, tenure, grievance, and seniority. Primary emphasis will be on developing an awareness of how and why these issues arose, how they currently impact the individual teacher on a practical day-to-day basis, and considering strategies for either dealing with or avoiding problems in these areas.

CEE 532 Teaching Reading:21st Century

How do we teach students skills of literacy while also instilling a love of reading in students? How do we teach students to be literate in new technologies that are emerging in our more global culture? This course will provide a foundation for the teaching of reading and for helping students to attain the literacy skills needed to succeed in the 21st century. In the course we will explore several important topics related to reading instruction: comprehension, diagnostic assessment, the roles of parents and teachers, teaching reading to students from culturally diverse populations, teaching early readers, teaching special needs students, reading in content fields, literacy and new technologies, and critical reading skills. (Former course title: Workshop in Teaching Reading).

CEE 559 Cooperative Learning Classroom Structures

Cooperative Learning explores ways teachers can use tools to get students to take greater responsibility for their own learning through cooperative groups. This course offers teachers and administrators predesigned, cooperative learning activities and structures appropriate for all levels and subject areas. Procedures for planning, implementing, monitoring, and evaluating cooperative groups are provided. This is an interactive class where students will participate in the cooperative activities they will be implementing in their own classrooms.

CEE 564 Collaboration in the Classroom

This course is designed for all educators who are interested in understanding why cooperative groups work and how to structure them in their classrooms. Emphasis is placed on cooperative learning theory as well as practice. Course participants will engage in collaborative activities in each class.

CEE 565 Human Development

An examination of the biological and psychological development of children and adolescents and its relationship to teaching and curriculum development for diverse learners. The course will focus on special education programs, childhood and adolescent psychiatric disorders, and societal issues.

Note: Preservice course for those not yet provisionally certified

CEE 566 Criminal Justice for Teachers

This is a survey course designed to familiarize educators with the structure of the American criminal justice system. It will explore the nature and structures of law enforcement, the American court and correctional systems, related social concerns, conflicts and resolution of conflicts, pertinent legal issues both constitutional and criminal, and civil rights. Particular attention will be given to the analysis of material suitable for use in teaching the recently mandated 'participation in government' component of the New York State Education Department's twelfth grade social

CEE 571 Ethics & Values: Character Education (SBL)

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

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 (co-requisites).

CEE 578 Teaching Social Studies Strategies

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

Co-requisite: CEF 549

CEE 580 Stu Teaching Sem: Social Studies

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

Co-requisites: CEQ 581 and CEQ 582; permission of department

CEE 580 Stu Teaching Sem: Social Studies

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

Co-requisites: CEQ 581 and CEQ 582; permission of department

CEE 580 Stu Teaching Sem: Social Studies

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

Co-requisites: CEQ 581 and CEQ 582; permission of department.

CEE 588 Methods of Instr in Literature & Composition

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 (Co-requisites).

Note: Meets with EGL 441.01

CEE 590 Student Teaching Seminar: English

This seminar will focus on issues, policies, programs, and problems in teaching English, grades 7-12. Real-life problems encountered by the student in his/her student teaching experience will be discussed. Guidance will be provided in preparing a teaching module designed for the student teaching experience, which will also serve to satisfy the MAT in English project requirement

Co-requisites 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: Meets with EGL 454

CEE 593 Performance & Technology in Teaching Literature & Composition

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: Permission of department; matriculation in MAT in English, CEE 588, CEF 551; restricted to those not yet certified to teach

Co-requisite: CEF 552

Note: Open to MA/LS students with permission. Meets with EGL 440.

CEF 515 Family & TV: Impact on Children (SBL)

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 524 Authentic Assessment & Portfolios

An introduction to the methodology of alternative forms of assessment, this course will illustrate the relationship between authentic assessment and integrated curricula. Emphasis will be on the development and philosophy of portfolios.

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.

CEF 534 Enriching Teaching Through Poetry

Created for educators, grades K-6, this course will help teachers improve learning standards in reading, writing, language, and spelling through poetry. Practical ideas and activities will be presented.

CEF 547 Prin/Prac Special Education

The purpose of this course is to provide the professional with a core knowledge of special education practices. Specifically participants 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.

Note: Access to Internet required

CEF 551 Field Experience I English 7-9

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

Prerequisite: Matriculation in MAT in English. Restricted to those not yet certified to teach. Students must register for the same sections of CEE 588 and CEF 551 (co-requisites). Note: Meets with EGL 449

CEF 552 Field Experience II Engl 10-12

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

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

Note: Meets with EGL 450.

CEF 557 Class Mgt. - Secondary Education

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

CEF 558 Cls Mgmt Strat & Reflect K-12

This education course will focus on the needs of the practicing teacher in managing an increasingly diverse population of learners. These management skills will focus on the individual learner and include self-motivation, discipline, conflict resolution, and verbal communication. Through the analysis of online case studies, students will develop individualized models for assessment-driven professional development. All case studies are available online through the Video-classroom.

CEF 559 Understanding by Design

This course is based on the Understanding by Design model created by Grant Wiggins and Jay McTighe. It is designed for teachers who would like to enhance student understanding, and design more effective curriculums and assessments. Teachers will be presented with the theory of the six facets of understanding, and learn a set of design standards that will enable them to create more thoughtful lessons, units and authentic performance tasks. Participants will delve into a

thorough discussion of what is meant by understanding, and review the backwards design process.

CEF 560 Differentiated Instruction

Differentiated Instruction is a philosophy that a teacher embraces to meet the unique needs of all learners. DI enables the teachers to meet students where they are, by offering varying learning activities and materials that may be varied by difficulty level. These activities are designed to challenge students at different readiness levels. In addition, topics may be differentiated in response to students' interests, and by students' preferred ways of learning or expressing themselves. Teachers in differentiated classes use a variety of instructional strategies to build upon the reality that students learn in different ways. Students taking this course will be equipped to integrate low/high prep techniques into their lesson plans. In addition, they will learn assessment strategies that offer students various ways of demonstrating their command of the subject material.

CEF 561 Infusing Technology into Education

This course will provide a broad overview and application of available software, web-based programs, together with emerging technology (eg. Virtual White Boards/ SmartBoard hardware) in order to enhance education through technology in grades K - 12. The goals of this course are to: create and improve the use of technological resources to support educational programs; expand connectivity; and increase the effective utilization of emerging technologies into effective lesson planning, standards-based learning objectives, and assessment. Students will work on a technology-infused instructional design, focusing on a different element of this process each week, as they work toward a completed unit of study by the end of the course.

CEG 511 Cross-Cultural Communications (SBL)

An introduction to varied cultural systems, this course will emphasize the varied concepts of time, space, perception, and reasoning. It is an examination of how inherent cultural concepts may be disruptive to mutual understanding when one attempts to successfully function in intercultural settings. We will examine aspects of culture and cultural communication in the US and in other countries. Select countries will be studied in more depth.

CEG 516 Early Modern Europe: 1450-1700 (SBL)

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

Note: Also offered as CEG 516 and HIS 501.

CEG 526 Literature and Society (AHL)

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 529 Anthropology & Museums:Exhibits (SBLs)

This course will examine the way that cultures have been represented to the Western public from the early cabinets of curiosity to the present day. It will look at how exhibit practices have changed based on current anthropological thinking. We will investigate the idea of material culture, and how an artifact is interpreted by the viewer depending on the context, or type of exhibit, in which it is placed. We will look at controversies involving cultural representation, and how museums have come to include the voice of the culture being represented.

CEG 531 Immigration: Today & Yesterday (SBLs)

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

CEG 537 Immigration Experience in Lit (AHLS)

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

CEG 555 Gender in Modern Global History (SBLs)

This course will integrate two of the most important new fields in the study of history, gender studies and global history. It will look at what it means to be male or female in the European world view during its age of ascendancy. It will then examine what happens when these concepts come into conflict with different cultural systems in the context of imperial conquest and economic expansion. The study of the contest over gender will continue into the postmodern age of international organizations, global consumer culture, and human rights.

CEH 531 Identity Within American Family (AHLS)

Using works from the late 19th century to the present, students will explore the role of the individual within the family as a theme of American poetry, fiction, and

drama. Topics include: love, marriage, and responsibility; relationships between parents and children; and loyalty in the extended family. For more information, visit <http://ms.cc.sunysb.edu/~shbrown/>

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

CEH 595 Contemporary Italy (SBLs)

Analysis of contemporary Italy and its civilization through the study of the development of its historical, cultural, political, and social characteristics. Designed for potential teachers of Italian at the college as well as secondary school levels, this course emphasizes and traces the evolution of the character and institutions of contemporary Italy.

CEI 501 Foundations of the Humanities (AHLs)

An introduction to concepts essential for further study in the humanities, this course will feature works in literature, art, music, philosophy, and history that deal with such topics as literary theory, perspectives on cultural history, literature, and psychology.

CEI 504 Human Behavior as Rational Action (SBLs or MPS Core A)

Rational behavior means choosing among possible actions those that are most efficient in meeting one's goals. Whether people do so is one of the oldest unresolved disputes in philosophy and the social sciences. We will trace the main positions in this dispute as they have evolved in philosophy, psychology, economics, anthropology and sociology, paying special attention to the argument between economics and other social sciences as to whether economic behavior exhibits strictly economic rationality or is heavily affected by noneconomic obligations and aims. Another important topic is the relation between individual nationality and social institutions. Even if individuals do act rationally, can we assume that the large scale social patterns that result are necessarily effective? Readings will consider the topic abstractly, but also in the concrete settings of small intimate groups, formal organizations, and primitive and modern economic systems and political systems in both stable and revolutionary situations.

Note: Knowledge of elementary economics is helpful but not required.

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

This course explores the relationship between facts and theories in the social

sciences, with an emphasis on economics. Various approaches to building models and the manner in which hypotheses are formed and then tested are examined. Given the difficulty of conducting laboratory experiments in the social sciences, the use of simple statistical techniques in testing hypotheses is examined. Emphasis is placed on logical reasoning rather than technical sophistication..

CEI 506 Understanding Other Cultures (SBLs)

This course will focus on the application of anthropological methods, theories, and perspectives to the understanding of other cultures, both present and past. Emphasis will be on examining meaning and behavior in order to draw relevant comparisons between ourselves and others.

CEI 511 Modern Communications: Technology Systems (NSLS)

The study of basic principles and concepts that underlie the design and usage of modern communications technology systems is the emphasis of this course. All effective communications systems (such as radio, TV, and radar) must be designed to match the capabilities of the human user. An example of good ergonomic design is how a hi-fi system is designed to match the hearing characteristics of humans. Students will explore the background principles that relate to communications systems, including the electromagnetic spectrum and analog and digital signals. The study of communications technology systems will also deal with the human and societal impacts.

CEI 514 Taking a Stand: Analysis of Literature (AHLs)

Students will read poems, short stories, and short plays, take positions on the material and provide reasoned defenses of those positions. They will discuss conceptions of argument, using examples taken from readings and American culture and consider questions designed to deepen their understanding of elements of argument and the strategies that writers use to persuade their audience.

CEI 519 Philosophy and Children (SBLs)

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

Note: Previous course in philosophy recommended.

CEI 531 Cultural Diversity: American Musicals (AHLs)

This course will use classic musicals to explore differences in ethnicity, gender and

economic class. Musicals to be discussed will include Show Boat, West Side Story, Fiddler on the Roof, My Fair Lady, South Pacific, King and I, Carousel and other musical examples. Students will be asked to explore and report on contemporary examples of musicals and popular music videos to expand the resources available in the teaching environment. Combined, these resources, in addition to assigned readings, will form a context for exploring current pedagogical techniques for teaching about cultural diversity (specifically ethnicity, racism, sexism, and economical stratification). Students will receive guidance in the use of music within the classroom to focus discussion on current social issues. The course will rely heavily on active learning. Ideas presented by students and musical examples recommended by both the instructor and the students will drive the content regarding specific topics covered. The instructor will provide the overall format and most listening and reading materials for the course and will maintain a focus so that students do not pull the subject matter away from the stated description.

CEI 544 Matter: From Quarks to Cosmos (NSLS)

An exploration of the history and current status of our understanding of the universe, this course will follow the submicroscopic world of the quarks and leptons, from which we are made, to the stars and galaxies. Topics include: techniques to investigate the very small to the incredibly large, forces holding the smallest particles together, and the early history of the universe-the Big Bang. Congress canceled a new facility called the Super Collider and is cutting the budgets for science and space. This course can provide the basis for weighing the pros and cons of investment in big science.

Note: Suitable for students without science background; some chemistry and physics background helpful but not required; coscheduled with PHY 313

CEI 550 Human Ecology (NSLS)

This opportunity to explore and analyze the diversity of ecological literature will look at the discipline both as a science of ecology and as a science that applies to the human condition.

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 560 American Democracy: Its Critics & Defenders (SBLs or MPS Core B)

This course will examine the central components of American democratic government. Critics and defenders of the over 200 year-old Constitution (Congress, President, Supreme Court) will be discussed, as will arguments surrounding the role of political parties, pressure groups, and the bureaucracy. Most readings will be

from contemporary authors and reference sources. This course is offered as both CEI 560 and POL 560.

CEI 564 African-Americans and Jews: Race Relations (SBLs)

This course will explore the complex cultural, social and political interaction between African-Americans and Jews in the United States with the goal of providing a better understanding of ethnic and racial identity in America. Through a variety of readings and other media, students will gain the ability to adequately explain how race, religion and ethnicity have shaped the social, political, cultural and economic landscape of American life.

CEI 567 Women & American Experience (SBLs)

This course introduces students to current scholarship and themes relating to women in US history from early Native American societies through the present. Students will examine various issues that have impacted women's lives, women's role in shaping America's past, and the practice of analyzing the past through the lens of gender. We will also focus on the rise of modern beauty culture as a case study.

CEI 572 Philosophy of Technology: Uses & Abuses (NSLS)

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

CEI 585 Principles of Adult Learning (SBLs)

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

CEI 588 Children's Development: Advanced Seminar (SBLs)

This course will examine the questions of what develops during socio-emotional development, what are the factors that influence development, how they interact, and how we can improve developmental outcomes. The topics cover individual differences; family and extrafamilial influences (e.g., peers, school, and media); the development of emotions, of gender, and of a sense of self; as well as motivational aspects like altruism and aggression.

CEI 589 Technology and the Classroom (SBLs)

This course will focus on issues and controversies surrounding such learning technologies as the textbook, blackboard, film, radio, television, and computer. These technologies when introduced into the classroom were expected to change pedagogical practices in order to improve student performance. By examining these

tools historically, politically, economically and socially, students will assess the influences outside forces, such as business and government, exerted on the selection process in order to address non-pedagogical issues such as class size, teacher shortages, and inadequate funding.

CEI 596 Seminar on Leadership in Organizations (SBLS or MPS Core B)

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

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

CEI 597 Biomedical Ethics (NSLS)

Explores philosophical questions concerning the scope and limits of healthcare and the theory and practice of medicine in contemporary society. Issues to be addressed will include the physician-patient relationship, death and end-of-life decisions, euthanasia and physician-assisted suicide, genetics and assisted reproductive technologies, human and animal research, and social justice and healthcare policy.

Note: Cannot be taken if PHI 538

CEJ 552 Adolescent Literature (AHLS or SBLS)

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.

Prerequisites: matriculation in the M.A.T. program in English; completion of CEE 588 and CEF 551.

CEJ 588 Comparative Study American Ethnic Groups- #ITALIAN AMERICANS (SBLS)

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

CEK 502 College Student Development Theory (SBLS)

This course examines the major theoretical constructs that inform practitioners who work with college students. Topics will include moral and ethical development,

emotional maturation and identity formation, as well as the link between student persistence and involvement. Students will gain an understanding of psychosocial/affective, cognitive, typological and person/ environment interaction theories.

CEK 521 Diversity in Higher Education (SBLs)

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.

CEL 591 Fundamentals Libr & Info Science

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

CEL 599 Technology of Information

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

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 580 Adolescence Life: Normal to Abnormal (SBLs)

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

Note: OASAS-approved for credentialing and recredentialing.

CEM 582 Problems of Adolescence (SBL)

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.

Note: OASAS approved for credentialing and recredentialing

CEN 514 Geology of Long Island (NSLS)

This introduction to the geologic process will explore timelines, continental drift, volcanism, beach processes, glaciation, running water, erosion and weathering, and more, all related to the geologic development of Long Island. There will be two mandatory full-day field trips to observe the region's geologic features.

Prerequisite: Introductory geology course

Note: Introductory Geology course

CEN 557 Statistics and Society (NSLS)

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

Prerequisite: Proficiency in elementary mathematics recommended.

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

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

CEN 582 Science in Science Fiction (NSLS)

The course will deal with an examination of various science fiction short stories and novels to evaluate the validity of the science content based upon the time of writing. Works before and after 1960 will be compared to assess how well the science fiction predicts future technologies. Video and film versions will be compared to the written stories to see how (and if) story and scientific emphasis is changed.

CEP 502 Principles of Coaching

This course will review selected principles of coaching and incorporate an appreciation of this knowledge into a framework of competitive athletics. Attention will be given to the potential of the coach to significantly influence the attitudes,

behavior, and physical well-being of players toward their own self-development.
Note: This course is part of the New York State Coaching Certification Program

CEP 507 Admin Responsibility in Athletics

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.

Note: This course is part of NYS Coaching Certification

CEP 513 Care & Prevention of Athletic Injuries

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.

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

CEP 514 Study of Human Movement (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.

CEP 517 Psychology of Sport (SBLs)

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

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.

CEP 520 Athletic Coaching Accreditation

This practicum is designed for those students (post baccalaureates) who would like to coach a particular sport at the high school level, but who have had limited coaching experience. A variable credit field study program will pair each student with an experienced coach for one season. At the end of the season, each student will be evaluated in the administration and presentation of a coaching program. Prerequisites: CEP 507. Must be matriculated in the AGC in Coaching.

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.

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.

CEQ 503 Education Leadership Practice

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

Prerequisites: CEQ 501 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.

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.

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.

CEQ 565 Intern School Dist Business Leadership

This course is a cooperatively guided leadership and administrative experience at the school district business office. Students will submit a plan of administrative, financial and budgetary tasks to the departmental internship coordinator and the school district supervisor on the district staff. Achievement will be determined against a stated list of competencies as assessed by the school district supervisor and the University supervisor.

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

Note: This course is extended over 2 semesters (Summer II and Fall 2009).

CEQ 566 Intern Seminar School District 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 II and Fall 2009).

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 Social Studies

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

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

Co-requisites: CEE 580 and CEQ 582

CEQ 582 Sprv Std Teach 7-9 Social Studies

Prospective secondary school social studies teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 7-9. The student teacher reports to the school to which he/she is assigned each full school day.

Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

Note: Cannot apply toward MA/LS

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

Co-requisites: CEE 580 and CEQ 581

CEQ 585 Internship: Educational Leadership

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

Prerequisites: Departmental consent, matriculation in the Educational Leadership program, and completion of all courses except CEQ 595 before enrolling in internship and seminar; corequisite CEQ 586

Note: This course is extended over 2 semesters (Summer II and Fall 2009).

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 II and Fall 2009).

CEQ 591 Sprv Std Teach 10-12 English

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

Co-requisites: CEE 590 and CEQ 592

Note: Meets with EGL 452; cannot apply toward MA/LS; S/U grading

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: Meets with 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. S/U grading applies. No incompletes will be given. If an unsatisfactory grade is earned, the course may be repeated.

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

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Note: This Thursday class meets for 10 meetings; 3.75 hours per class. Classes begin 9/4/08.

CEQ 595 Educational Leader Project Sem

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

CER 537 Public Policy & Labor Markets (SBL)

Public policy at all levels of government affects labor markets, wages, incomes, benefits and standards of living in a number of crucial ways. This course will consider the major debates over the American standard of living since World War II and explore changes in the economy, in communities and housing patterns, in the nature of work and leisure, in the distribution of wealth and income, and in people's expectations in the context of variations in government policy at the federal, state, and local levels. Important contemporary issues will be discussed.

CES 510 In Addition to Wages: Employee Benefits

This course addresses an area of major social change: new developments in fringe benefit programs available to American workers. Topics include pensions, social security, savings and profit sharing plans, and other benefits in the working and retirement years. It also compares fringe benefits available to the individuals in the private, public, and not-for-profit sectors. Future fringe benefit programs and policies will also be explored. This course is offered as both CES 510 and MBA 510. Prerequisite: CES 515/MBA 532.

CES 511 HR in the 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.

CES 513 New Developments in HR Resource Administration

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

Prerequisite: CES 515 or MGT 505

CES 515 Survey of Human Resource Admin

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.

CES 516 Survey of Labor/Employee 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.

CES 517 Women, Work and Dollars (SBL)

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.

CES 518 Contemp Issues Employee Relations

This course covers collective bargaining in America: areas of union growth, stability, and decline. Examination of current labor-management agreements in the key areas of wages, productivity, retirement and health plans, employee security, and career advancement will be explored. The chief problems emerging in current negotiations in both the private and public sectors will be examined. This course is offered as both CES 518 and MBA 5534.

Prerequisite: CES 516 or MBA 533

CES 519 Grievance Handling and Arbitration

Grievance and arbitration procedures in a variety of private- and public-sector labor agreements are examined in terms of contract clauses, practical procedures, and problems characteristic of different employment sectors. Dispute settlement between parties themselves is explored, and the final recourse to arbitration is examined in terms of arbitrator selection, case preparation, presentations at hearings, and analysis of awards. This course is offered as both CES 519 and MBA 519. Prerequisite: CES 516 or MBA 533.

CES 523 HR Management Workshop

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

CET 550 Racism: An Interdiscip Analys (SBLs)

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

CET 551 Introduction to Probability (NSLS)

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

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

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

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

CEV 502 Who, What, & Why of Education (SBLs)

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

CEV 503 Changing Classroom

This examination of the issue of change within the school classroom will look at: classroom discipline and the changing language of the K-12 classroom, multiple intelligence theory and teaching for understanding, brain-based instruction and the delivery of instruction, learning styles and redesigning the classroom to accommodate diversity, and evaluation and authentic student performance.

CEV 504 Space: Myths, Maps, Microchips (AHLS)

Space is a ubiquitous concept: We speak of personal space, architectural space, outer space, public space, inner space-our cultural denotations and connotations of space are varied. Space has become a prominent metaphor of our time. This course will explore the notion of space via four distinct fields of inquiry: physics, philosophy, psychology, and poetry. Readings will be drawn from texts by Joseph Campbell, C. G. Jung, Stephen Hawking, Fritjof Capra, James Gleick, Edward T. Hall, Stephen Kern, and others.

Note: Formerly *The Edge of the World: A Concept of Space*.

CEV 508 Writing & Understanding Poetry I (AHLS)

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

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 519 Literature of Healing (SBLs)

In this course we will study literary works that increase one's awareness of life passages. Using European and Eastern translated writings along with American authors, and film, we will examine topics such as human struggle, self-actualization growth and death. The works will be linked to non-fiction essays on philosophy and psychology.

CEV 520 Lit/Culture of Poker in America (AHLS or SBLs)

This course will explore how poker players and the culture of poker are represented in novels, film and essays. We will look at the ways in which the game illustrates a peculiarly American subculture as well as non-fictional accounts of poker's changing place in American culture and examine its relationship to popular culture. The game of poker will be examined as a metaphor for social interaction (e.g., risk taking, gender performance, attitudes towards chance and control, etc.) and the character of poker players as examples of classic American types (e.g., the frontiersman, the gambler, the lone wolf, etc.), attempting to account for the recent popularization of poker as spectator sport and national pastime.

CEV 536 The Future: Myths and Realities (SBLs)

This course addresses studies of the future from multi-cultural and interdisciplinary perspectives. We will look at the ways in which scientists, economists, sociologists, philosophers, psychologists, and experts in a variety of disciplines design and project their impressions about the future.

Note: Formerly "*Toward The Year 3000.*"

CEV 539 Working 9-5: Social Class & Culture in American Literature (AHLS)

In this class we will examine the relationship between social class and culture, as

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

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.

CEX 520 Ethics in Management (MPS Core A)

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

CEX 537 Employee Training and Career 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.

CEX 538 Organizational Change and Development (SBLS)

The aim of this course is to acquaint students with types of organizational change and the roles of human resources managers as change agents. Cases, group exercises, and class discussions are used to examine change methods, employees' reactions to change, facilitation techniques, and evaluation methods. Roles of leaders, managers, employees, and human resources professionals are considered. Targets of change include job designs, interpersonal relationships, and organizational structures. Quality improvement, employee involvement, and professional development are studied as examples of change strategies. Students

learn how to help themselves and their co-workers cope. This course is offered as both CEX 538 and MBA 538.

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

CEY 503 Environmental Law and Regulations (SBLs)

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

Note: Crosslisted with MAR 536

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: Offered as CEY 507/HPH 573/MAR 521

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 and finally the role of the governments and society in protecting life processes from the effects of radiation.

CEY 512 Marine Pollution (NSLS)

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

Prerequisite: College-level biology, chemistry and organic chemistry

Note: College-level biology, chemistry and organic chemistry; crosslisted with 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.

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

CEZ 540 Principles of Behavior Analysis

This course will cover principles of Behavior Analysis. Students will learn the definition and characteristics of applied behavior analysis as well as the fundamental principles, processes and concepts of behavior. This course is open to graduate students in a related field and non-matriculated students holding a graduate degree in a related field with approval of the course instructor.

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

CEZ 548 Social Development/Skills Intervention

An overview of social development and social skills deficits in children and adolescents (5-18 years) with Autism Spectrum Disorders (ASDs). Readings and lectures will address the particular social deficits (e.g., theory of mind, perspective taking, empathy, pragmatics) associated with ASDs. Students will be introduced to strategies and interventions (e.g., social narratives, cognitive-behavioral strategies) that have been implemented with this population, with particular emphasis on evidenced-based practices. Students will learn to develop interventions that can enhance the social skills of students with ASDs.

CEZ 542 Behavior Analytic Principles in Changing Behaviors

Presents the applications of behavior analytic principles in changing behavior. Students will learn to select targets for change, to establish and strengthen behavior and to weaken behavior. This course is open to graduate students in a related field and non-matriculated students holding graduate degrees in a related field.

Registration for the course is dependent upon prior approval of the instructor.

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