

## Spring 2010 Course Descriptions

*This document contains only the course descriptions for the courses offered during the Spring 2010 term. For date, time and instructor information, visit [SOLAR](#) or the [SPD website](#).*

*Many of these courses have sections that meet online. If a course has an online section, **the course title will appear in red**. Visit [the SPD Online website](#) for online course requirements.*

*Several courses meet off campus and have different start and end dates. Please refer to the course's class note (either in SOLAR or in [published course listings](#)) for this information. Location information posted in SOLAR.*

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### **CEA 509 Mainstreams of Modern Art (AH/LS)**

An exploration of the main movements in painting and sculpture from the later 19th century to recent times. The concentration will be on the period between 1886 and 1940. Readings and one or more museum trips will be required.

Note: Not open to ARH/ARS graduate or undergraduate students.

### **CEA 510 Printmaking Workshop**

Graduate studio in the theory and practice of printmaking. An advanced course stressing individual development as an artist.

Prerequisite: Permission of department 631.632.7250

Note: Offered as CEA 510 and ARS 491

### **CEA 529 Music and the Brain (NS/LS)**

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

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

This course will focus on women both as the subjects and the creators of art with an attempt to comprehend how social, political and economic factors are reflected in women 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 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 512 and MUS 263 - Audition required

### **CEA 560 Musical Learning, Body, Eurhythm (AH/LS)**

Introduction to the principles/practices of kinesthetic learning in music. Focus is on the unique approach of Emile Jacques-Dalcroze, but considers it in light of recent developments, including

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research into multiple intelligences. 3 areas of Dalcroze principles: Eurhythmics-combining physical response to music with techniques of analysis; Ear-training-engaging the ear, eye and voice in hearing, identifying and producing the tonal elements of music; and Improvisation-offering the opportunity to experiment at the piano with rhythm, melody and form. Designed primarily for music teachers and professional musicians. Must be able to read and notate simple rhythms and melodies. Note: This class meets for 10 meetings; 3.75 hours per class.

### **CEA 586 Teaching Lang Arts/Acting Tech**

This course will examine how Stanislavski's codified system of acting allows the student reader/writer, and the actor to approach the text in a systematic and consistent fashion. Acting techniques, both amenable and motivational to the student reader/writer, will parallel many objectives found in reading and writing. The course will promote education in concentration, the senses, imagination, physical self, emotion, and the intellect to introduce the student reader/writer to better communication skills. A process that improves the actor's instrument will be explored to heighten the communication skills of the reader/writer. Formerly entitled Teaching Whole Language through Acting Techniques.

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

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

### **CEB 546 Current Topics Biotechnology (NS/LS)**

Update your understanding of the rapidly changing fields of biotechnology, recombinant DNA technology, and molecular genetics, particularly in medicine, agriculture, and the environment. With an emphasis on laboratories in basic DNA technology, students will develop high tech laboratories for use in the middle school and high school biology curriculum.

Note: Restricted to students - MAT in Science.

### **CEB 549 Lab Science Curriculum Develop**

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 553 Biology & Human Behavior (NS/LS or SB/LS)**

A biological theory of human uniqueness is presented and explored through the examination of empirical evidence from a multidisciplinary prospective including insights from ethnology, human social and sexual behavior, evolutionary biology, history, economics, the humanities and political science.

### **CEB 554 Curnt Topic Immunology (NS/LS)**

This is a comprehensive course in Immunology designed to be taught to secondary school teachers and it will address the new living environment curriculum standards for Immunology. The proposed course will combine lectures in Immunology with practical laboratory exercises. Laboratory activities will be provided that can be modified for secondary school education. Emphasis will be made on recent developments in Immunology and the essential role of the immune system in protection from infections and cancer. Concepts to be covered include how the immune system distinguishes self from non-self, how it handles various pathogens and why it sometimes fails.

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

Note: Should have background in basic biology and chemistry. Also offered as BIO 316.

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### **CEB 559 Modern Topics in Evolution (NS/LS)**

Evolution is a unifying principle in Biology. This course is designed to bring educators/prospective educators at the forefront of modern evolution topics. Moreover, strategies for teaching evolution will be constructed, aimed at addressing common student misconceptions. The class concludes with a societal perspective on the challenges associated with teaching evolution in the United States.

### **CEB 563 Darwin in the 21st Century (NS/LS or SB/LS)**

This course is an introduction to historical and theoretical aspects of evolutionary biology. The implications of evolution for current social and public issues are also considered. It is intended to show how scientists practice science and to provide an understanding of evolutionary theory. Discussion will center on the relationships between the historical development of the Theory of Natural Selection, and its relationship to Social Darwinism, Creationism, and Contemporary Evolutionary Theory

### **CEB 586 Differentiated Instr Sci Math**

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

### **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.

Note: This class meets for 10 meetings. 3.75 hrs per class.

### **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 (SB/LS)**

Explores the problems of youth in crisis and its effect on teachers, schools, legislation, and the community. Special emphasis will be given to the problems of anxiety, stress, alienation, alcoholism, and drugs.

Note: This class meets for 10 meetings; 3.75 hours per class.

### **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 Ed**

This course explores the relationship between the home and school and its effect on the development of children. The need for the home-school connection, the historical overview of the family, the

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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 512 Historical Issues in Amer Ed (SB/LS)**

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

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

### **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.

Note: This class meets for 10 meetings; 3.75 hours per class.

### **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 Curric: Tool for Creatv Class**

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 (AH/LS)**

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.

Note: Class meets for 10 meetings; 3.75 hours per class.

### **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 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?

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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).  
Note: Sec 21 meets at Howitt Middle School, Room TBA; 50 Van Cott Ave., Farmingdale, NY.

### **CEE 540 Schl-Based Substnce Abuse Prev**

Examines model curricula, classroom strategies, staff/parent education programs, student projects, community resources, research, and program development will include a look at: policy/procedures, legal issues, intervention, prevention, treatment models, substance abusing families, staff training, parent involvement, and community/school partnerships.

Note: This class meets for 10 meetings; 3.75 hours per class.

### **CEE 547 Public Edu - Current Concens**

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

Note: This class meets for 10 meetings; 3.75 hours per class.

### **CEE 556 Integr Approach to Lang K-6**

This course provides an integrated (multi-modality) and interdisciplinary approach to teaching the language arts in the elementary grades K-6.

Note: This class meets for 10 meetings; 3.75 hours per class.

### **CEE 559 Coop Learning Classroom Struct**

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.

Note: This class meets for 10 meetings; 3.75 hours per class.

### **CEE 577 Teaching Social Studies**

This up-to-date examination of social studies as a subject taught in the secondary schools will look at the nature of social studies, curricula models, scope and sequence of topics, new methods of instruction, and more.

Prerequisite: Matriculation in Master of Arts in Teaching Social Studies; min GPA: 3.00. Students must register for the same sections of CEE 577 and CEF 548 (Corequisites).

Note: Corequisite: CEF 548.01

### **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

Corequisite: CEF 549

Note: Corequisite: CEF 549.01

### **CEE 580 Stu Teaching Sem: Social Studi**

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

Corequisites: CEQ 581 and CEQ 582; permission of department

Note: One class for NYSED requirement for Child Abuse Ed; \$20 fee for official statement verifying satisfactory completion of requirement.

### **CEE 588 Methods of Instr in Lit & Comp**

Students will take an active part in this class, which will focus on the effective teaching of English. Each student will share his/her own writing, observe secondary school English classes, participate in peer group editing sessions, and teach a lesson. The final project, a portfolio, will be a reflection of the student's growth and understanding of what teaching English is all about.

Prerequisite: Matriculation in MAT in English. Restricted to those not yet certified to teach. Students must register for the same sections of CEE 588 and CEF 551 (Corequisites).

Note: Offered as EGL 441 and CEE 588

### **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

Co-requisites: CEQ 591/2

Note: Offered as CEE 590 and EGL 454.

### **CEE 593 Perf & Tech Teaching Lit & Com**

This course will explore the teaching of literature and composition through the use of performance and technology. The use of performance has proven to be an effective classroom tool for several reasons. We will initially focus much on the performance component on the teaching of Shakespeare, looking particularly at the standard plays taught in high school. Then, we will apply performance techniques to other plays, poetry, short stories, novels, and several non-fiction pieces. The course will also explore effective use of film, video, and other media as well as computers and the Internet. In addition, throughout the course, we will integrate the four NYS Regents tasks with the literature we are studying and compose original assignments for each task.

Prerequisites: Matriculation in MAT in English, CEE 588, CEF 551; restricted to those not yet certified to teach

Co-requisite: CEF 552

Note: Offered as EGL 440 and CEE 593

### **CEE 601 Early Adolescent Development**

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

### **CEE 602 Middle Child Educ:Instruction**

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Based on a four corner framework for quality teaching, this course examines how to set the climate, teach the content, facilitate the interactions and foster reflection in the middle school classroom. The course focuses on using brain based instruction as the basis for learning and processes for making data-driven instructional decisions and for designing curriculum to address the standards. In addition, emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and a higher order thinking skills. Woven throughout the course content is the concept of differentiating instruction and assessment of individual learners.

### **CEF 509 Dysfunct Fam: Effects on Acad (SB/LS)**

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

Note: This class meets for 10 meetings; 3.75 hours per class.

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

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

### **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 548 Field Experience I - SS 7-9**

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

Prerequisite: Admittance to Master of Arts in Teaching- Social Studies; minimum GPA of 3.00

Corequisite: CEE 577 Note: you must register for the same sections of CEE 577 and CEF 548

Note: Corequisite: CEE 577.01

### **CEF 549 Field Experience II - SS 10-12**

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

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

Corequisite: CEE 578

Note: Corequisite: CEE 578.01

### **CEF 550 Special Education: IEP & Beyond**

The purpose of this course is to provide the professional with the necessary skills for identifying exceptional students and developing individual curricula for those students on the basis of their disabilities. Developing and implementing IEP's, collaborating with CSE's, integrating the New York State Standards and Performance Indicators in a differentiated classroom, providing an integrated service delivery model, creating rubrics for assessment, and incorporating behavior management techniques will also be covered in this course.

### **CEF 551 Field Experience I English 7-9**

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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 (Corequisites).

Note: Offered as EGL 449 and CEF 551

### **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.

Pre-requisite: MAT in English, grade of "S" in CEF 551"

Note: Offered as EGL 450 and CEF 552

### **CEF 557 Class Mgt. - Secnd Edu**

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 561 Infusing Technology into Educ**

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 (SB/LS)**

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 517 Modern Lat Amer Hist Seminar (SB/LS)**

Field seminar in modern Latin American history. Surveys major historical problems and debates from the post-independence period to the present. This course is offered as both CEG 517 and HIS 542.

Note: Basic background in Latin American history and culture recommended.

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

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

Note: Offered CEG 522 and HIS 522.

### **CEG 523 Historiography (SB/LS)**

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

Note: Also offered as CEG 523 and HIS 500.

MAT and MALS must register under CEG 523.

### **CEG 524 Late Modern Europe Seminar (SB/LS)**

Field seminar in late modern European history, 1789-1945. Surveys the major historical problems and interpretations from the French Revolution through the Second World War. This is offered as both CEG 524 and HIS 502.

Note: Offered as CEG 524 and HIS 502

### **CEG 525 Gothic Literature (AH/LS)**

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

### **CEG 526 Literature and Society (AH/LS)**

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

### **CEG 529 Anthropology & Museums:Exibits (SB/LS)**

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 (SB/LS)**

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 534 Mod African/Asian His Seminar - #SEM ASIAN/AFRICN HIS (SB/LS)**

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

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

Note: Also offered as CEG 534 and HIS 562

### **CEG 537 Immigration Experience in Lit (AH/LS)**

This course will examine the immigration experience as reflected in literary works of various genres. The focus of the course will be to identify the unifying characteristics of the works of immigrant writers: What experiences are universal to immigrants from a wide variety of sending countries and cultures? What is lost and what gained in the assimilation and integration processes? How did

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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 566 Comparative Cultures/ Slavery (SB/LS)**

A course on the history and culture of slavery from a comparative perspective. Delving into the vast history on this subject, we will investigate how scholars have investigated and interpreted the role of slavery in different regions and cultural contexts in North America and the Caribbean from the colonial era to the early 19th century.

Note: Offered as CEG 566 and HIS 380

### **CEH 522 Literature of Travel (AH/LS)**

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/>

### **CEH 569 Stony Brook Chorale**

Students will study and perform a repertory from the Middle Ages to the present.

Prerequisite: Audition call 631.632.7330; some previous choral experience preferred; must be able to read music although expert sight-singing is not a prerequisite

Note: Credits are repeatable up to a maximum of six credits; the Chorale performs once each year with the graduate Stony Brook orchestra at the Staller Fine Arts Center and performs in public concert each semester; coscheduled with MUS 261

Prerequisite: Audition required

Note: Students should be able to read music although expert sight-singing not prerequisite; Meets with MUS 261

### **CEH 595 Contemporary Italy (SB/LS)**

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 504 Human Behav as Rational Action (SB/LS 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. Even if individuals do act rationally, can we assume that the large scale social patterns that result are necessarily effective? Readings will consider the topic abstractly, but also in the concrete settings of small intimate groups, formal organizations, and primitive and modern economic, social and political systems in both stable and revolutionary situations.

### **CEI 505 SOC SCI METHODOLOGY (SB/LS 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

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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 (SB/LS)**

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 Commun: Tech Systems (NS/LS)**

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

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

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

### **CEI 544 Matter: From Quarks to Cosmos (NS/LS)**

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

Note: Suitable for students without science background; some chemistry & physics helpful but not required;

### **CEI 558 Youth and Gang Violence (SB/LS)**

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

### **CEI 560 Amer Democracy:Critic/Defender (SB/LS or MPS Core B)**

This course will examine the central components of American democratic government. Critics and defenders of the over 200 year-old Constitution (Congress, President, Supreme Court) will be

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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 565 Music in Society - #LATIN AMERICAN MUSICS (AH/LS)**

Topics in the study of music in relation to its cultural context. This interdisciplinary course studies music as a manifestation of a particular geographical region (e.g., Music in Turn-of-the Century Vienna), of a particular historical era (e.g., Music of the 1960s), and of a particular genre in relation to society.

### **CEI 572 Phil of Tech: Uses & Abuses (NS/LS)**

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 (SB/LS)**

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

### **CEI 589 Technology and the Classroom (SB/LS)**

This course will focus on issues and controversies surrounding such learning technologies as the textbook, blackboard, film, radio, television, and computer. These technologies when introduced into the classroom were expected to change pedagogical practices in order to improve student performance. By examining these tools historically, politically, economically and socially, students will assess the influences outside forces, such as business and government, exerted on the selection process in order to address non-pedagogical issues such as class size, teacher shortages, and inadequate funding.

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### **CEI 596 Sem Leadership in Organizatns (SB/LS 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

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

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

### **CEL 593 Intro to Technical Services**

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

### **CEL 595 Information Sources & Services**

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

### **CEM 570 Manipulatives and Mathematics (NS/LS)**

The focus of this course will be the use of manipulatives as applied to the standards set forth by New York State and the National Council of Teachers of Mathematics. Participants will be using manipulatives during each class period to solve problems and increase mathematical knowledge.

Emphasis will be on content and concepts for grades 4-8.

Note: Emphasis placed on grades 4-8 but suitable K-8.

NOTE: This class meets for 10 meetings; 3.75 hrs. per class.

### **CEM 570 Manipulatives and Mathematics (NS/LS)**

The focus of this course will be the use of manipulatives as applied to the standards set forth by New York State and the National Council of Teachers of Mathematics. Participants will be using manipulatives during each class period to solve problems and increase mathematical knowledge.

Emphasis will be on content and concepts for grades 4-8.

Note: Emphasis placed on grades 4-8 but suitable K-8.

NOTE: This class meets for 10 meetings; 3.75 hrs. per class.

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

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

Note: OASAS-approved for credentialing and recredentialing.

Note: OASAS approved for credentialing and recredentialing

### **CEM 581 Adolescent Substance Abuse (SB/LS)**

This course is an in depth review of adolescent substance abuse. The scope of the course includes an overview of chemical dependency; contemporary issues of adolescent substance abuse; identification, referral and assessment; family interventions, and treatment of adolescent substance abusers. There will be discussion of varied treatment modalities available to the adolescent substance abuser (with an in-depth look at long term residential treatment) and an understanding of issues for COA and COSA. The course is a combination of lectures, practica, film and literature reviews.

Note: OASAS Approved for credentialing and recredentialing

Note: OASAS approved for credentialing and recredentialing

### **CEM 582 Problems of Adolescence (SB/LS)**

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

Note: Sec 21 meets at Howitt Middle School, Room tbd; 50 Van Cott Ave. Farmingdale, NY.

### **CEN 557 Statistics and Society (NS/LS)**

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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 (NS/LS 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 (NS/LS)**

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 500 Sport and Society (SB/LS)**

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

### **CEP 502 Principles of Coaching**

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

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

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

### **CEP 507 Phil,Prin,Org of Athletics Ed**

This overview takes a look at the administrative responsibilities in education, with particular reference to the role of the administrator in athletics. Topics include: personnel responsibilities, governance, finance, supervision, evaluation, and scheduling. Former course title: Administrative Responsibilities in Athletics - may not be repeated for credit.

Note: This course is approved to meet NYS Coaching Certification requirements.

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

This course examines some of the most important ways in which Americans have spent their leisure time over the past 100 years. Leisure and recreation are considered within the context of the changing American workplace, but most attention is given to leisure forms themselves. Among the topics covered are the saloon, city parks, the rise of sports, amusement parks, the movies, television, and the different leisure activities of men and women. The course deals with the more local and community-based leisure forms of the late 19th century, while the 20th-century section is mostly concerned with the rise of mass recreation. Throughout, the course will be attentive to the changing relationship between spheres of work and leisure, as well as to the different, and at times conflicting, approaches to leisure and recreation among classes, races, and ethnic groups.

### **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

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being placed on the importance of this developing area of sports medicine. Formerly: Care and Prevention of Athletic Injuries. May not be repeated for credit.

Note: This course is one of two approved courses to meet the NYS Coaching Certification Health Sciences Related to Coaching requirement. Students must also take CEP 514-Study of Human Movement.

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

Applied anatomy and kinesiology will be discussed in reference to three major topics: anatomic and physiologic fundamentals of human motion, fundamentals of biomechanics, and principles and applications of motor skills. The major topics to be covered in reference to exercise physiology are the following: physiology of energy sources, neuro-muscular concepts, cardiorespiratory considerations, physical training applications, environmental aspects, and nutrition and body composition. Formerly: The Study of Human Movement. May not be repeated for credit.

Note: This course is one of two approved courses to meet the NYS Coaching Certification Health Sciences Related to Coaching requirement. Students must also take CEP 513, Care and Prevention of Athletic Injuries.

### **CEP 517 Psychology of Sport (SB/LS)**

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

### **CEP 518 Exercise and Nutrition (NS/LS)**

This course integrates the concepts of nutrition, bioenergetics, and energy expenditure into a wellness paradigm for optimal health. Emphasis will be placed on the topics of macro and micro nutrients and their effects during exercise and training; nutrient bioenergetics; thermoregulation; ergogenic aids; body composition; energy balance and weight control; and optimal nutrition for exercise, training and health. Recommended: A course in anatomy and physiology or CEP 513.

### **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. A 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 specific coaching program. Formerly: Athletic Coaching Accreditation Practicum/Field Study. May not be repeated for credit. Note: This course is approved to meet NYS Coaching Certification requirements with specific sport(s) designation. Prerequisites: CEP 507. Must be matriculated in the AGC in Coaching.

### **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 class meets for 10 meetings; 3.75 hours per class.

### **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.

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Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.  
Note: This class meets for 10 meetings; 3.75 hours per class.

### **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.

Note: This class meets for 10 meetings; 3.75 hours per class.

### **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.

### **CEQ 520 School Finance**

Students will study the economic, political, and legal aspects of financing public education, from a general point of view and with specific attention to New York State. Areas considered include basic economic principles; local, state, and federal financial support; systems analysis; taxing systems; fiscal impacts of equal educational opportunities; budgeting, purchasing, accounting, reports; and communication of fiscal information.

Prerequisite: Matriculation in one of the Educational Leadership Post Master's Certificate programs.  
Note: This class meets for 10 meetings; 3.75 hrs per class.

### **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.  
Note: This class meets for 10 meetings; 3.75 hours per class.

### **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.

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### **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.

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 extends over 2 semesters (Spring & Summer I 2010).

### **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 extends over 2 semesters (Spring & Summer I 2010).

### **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.

Note: This class meets for 10 meetings; 3.75 hours per class.

### **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

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

Corequisites: CEE 580 and CEQ 582

Note: Meets with SSE 451

Cannot apply toward MA/LS; S/U grading.

### **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

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helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

Note: Cannot apply toward MA/LS

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

Corequisites: CEE 580 and CEQ 581

Note: Meets with SSE 452. V01

### **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.

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 extends over 2 semesters (Spring 10 to Summer I 2010).

### **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 extends over 2 semesters (Spring 10 to Summer I 2010).

### **CEQ 591 Sprv Std Teach 10-12 EGL**

Prospective secondary school English teachers will participate in a supervised student teaching experience in selected Long Island schools, grades 10-12. The student teacher reports to the school to which he/she is assigned each full school day. Frequent consultation with the supervising teacher helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching. See English Department's student teaching supervisor for further details.

Note: Cannot apply toward MA/LS; S/U grading

Prerequisites: Permission of department, matriculation MAT in English, completion 15 credits grad English course work, CEE 588/593, CEF 551/2, CEE 505/565, LIN 544; restricted to those not yet certified to teach

Co-requisites: CEE 590 and CEQ 592

Note: CEQ 591 meets with EGL 452.

### **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

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Prerequisites: Permission of department, matriculation MAT in English, completion 15 credits grad English course work, CEE 588/593, CEF 551/2, CEE 505/565, LIN 544; restricted to those not yet certified to teach

Co-requisites: CEE 590 and CEQ 591

Note: Offered as CEQ 592 and EGL 451.

### **CEQ 595 Educational Leader Project Sem**

The goal of the SPD Project Seminar is to teach students to understand and conduct graduate level research. The research paper may or may not result in a project, e.g., a model curriculum for a school-based substance abuse program. Students will be guided in selecting a topic for their research paper. Methodology and resources will be reviewed as the student's work is developed. S/U grading applies. No incompletes will be given. If an unsatisfactory grade is earned, the course may be repeated.

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

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

Note: This class meets for 10 meetings; 3.75 hours per class.

### **CEQ 628 Seminar in Leadership**

This course will explore leadership from a variety of perspectives: the theories traditionally included in programs of educational administration and leadership and recent critiques of these theories. Different perspectives will also be included. Attention will be given to the influence of globalization and technology on leadership. This doctoral level course is part of Fordham's Ed.D. program in Educational Administration and is not valid nor may it be used to fulfill requirements for SBU's ACG in Educational Leadership.

Note: Class meets on Saturdays for 6 meetings in 2010: 3/27; 4/10; 4/17; 4/24; 5/1; 5/8. Crosslisted with Fordham Univ ASGE 7428.

### **CEQ 632 Semnr in Organizational Theory**

This course focuses on the application of organizational theory to school administration and provides the means for students to understand the complexity of digital organizations and empower them to be creative and effective leaders. Various organizations, management practices, environmental cultures, human resources and support structures will be analyzed and coupled with organizational theory to promote an understanding school organizations and the role of the chief educational officer in the 21st century. The theories of Weber, Argyris, McGregor, Etzioni and others will be examined.

Note: Class meets on Saturdays for 6 meetings in 2010: 1/30; 2/6; 2/27; 3/6; 3/13; 3/20..

Crosslisted with Fordham Univ ASGE 7432.

### **CER 538 Social Issues State Local Govt (SB/LS)**

What is 'urban crisis' and 'urban sprawl' and how did they emerge? American cities and communities since World War II have experienced an extraordinary range of transformations, troubles, and achievements. This course will explore the economic, political, demographic and spatial changes that have so dramatically altered the life and landscapes of American cities and metropolitan regions. It will also focus on the profound social problems these changes have created or exacerbated. The course will also explore grand achievements like higher standards of living and record-breaking home ownership rates.

### **CER 540 Public Relations Principles**

An examination of theories and practices used by public relations practitioners and others to assess problems, develop strategies, and design plans to achieve their goals. Learn how these practices were used to influence public opinion and to achieve public relations objectives, such as in the rise and fall and subsequent rise of Martha Stewart. Through discussions, readings, and research, students will learn the elements of public relations and develop the skills to analyze their use and effectively employ them.

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### **CES 510 In Addition to Wages: Empl Ben**

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 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.

### **CES 514 Collective Bargaining & Arbitr**

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

Prerequisites: MBA 533 or CES 516

### **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/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.

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

This course addresses the economic and social struggle of women to achieve workplace equality. It includes an examination of their labor force participation; the remuneration of women; segregated employment patterns; special problems of women in professional, managerial, and scientific disciplines; analysis of the corporate environment and the role of affirmative action in removing formal and informal barriers to progress. It investigates the campaign for comparable worth; alternative definitions of success; women's contribution to the world of work; the glass ceiling and the mommy track; work-family issues; child care; sexual harassment; and women as managers. The course will feature case analysis and guest speakers from different organizations. This course is offered as both CES 517 and MBA 527.

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### **CES 518 Contemp Issues Employee Relatn**

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

Prerequisite: CES 516 or MBA 533

### **CES 519 Grievance Handling and Arbitra**

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

Prerequisite: CES 516 or MBA 533

Note: Meets with MBA 519

### **CES 521 History of Labor Relations (SB/LS)**

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

### **CES 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.

### **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

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

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

### **CEV 501 Who Knows Where the Time Goes? (AH/LS)**

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.

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

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

### **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 (AH/LS)**

We will chart the history of space from early mapmaking to modern GPS. How have people navigated the globe? How do we measure distances? What is the meaning of personal space on our crowded planet? We will read about the history of longitude and latitude; the space of galaxies and microchips; proxemics of human territoriality; space in art and architecture; space in the teaching classroom; Readings in philosophy, physics, psychology, poetics of space. Authors: Edward T.Hall, Martin Heidegger; James Gleick; Piaget; et. al. Formerly: Edge of World: Concept of Space.

### **CEV 509 Examining Contemp Education**

This course will introduce a number of contemporary educational commentators and will offer participants the opportunity to explore such issues as the goal and purpose of education today, the relative importance of curriculum and methodology of presentation, a review of diverse educational methodologies and their justifications. Main readings will be from E. D. Hirsch, Kieran Egan, and Neil Postman.

### **CEV 516 Themes in Science Fiction (AH/LS)**

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

### **CEV 520 Lit/Culture of Poker in Amer (AH/LS or SB/LS)**

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:Visions & Realities (SB/LS)**

Planning for the future requires vision, as well as tools and strategies. What is the future we endeavor to create for our children and our children's children? We will read visions of scientists, educators, artists, sociologists, economists, climatologists, as they define and describe the future according to their fields of expertise. Our interdisciplinary quest to view into the future will range

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from global warming; to cloning; to cyberspace and virtual reality; to visionary art as we engage in a think tank approach to imagining the future. Formerly: Toward the Year 3000.

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

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

Note: Previous course in Philosophy or World History recommended.

### **CEV 539 Wrk: Soc Class & Cult Amer Lit (AH/LS)**

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

### **CEV 541 The Italian American Experienc (AH/LS)**

This course draws on a wealth of authentic experiences of Italian ethnic realities in the United States to explore varieties of the Italian American experience from immigration to ethnicity and beyond. The course will provide students with historical and theoretical backgrounds to become aware of the experience of Italians in America and their contribution to American culture.

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

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

### **CEV 546 Disney and the American Dream (AH/LS or SB/LS)**

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

### **CEX 520 Ethics in Management (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 Employ Training and Career Dev**

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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 Deve (SB/LS)**

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

Prerequisite: MBA 532/CES 515

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

### **CEY 501 Environmental Management (NS/LS)**

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

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

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

This course will cover basic groundwater concepts in unconsolidated sediments, and examine contamination issues in light of Long Island's particular hydrogeology, land use, and waste management history. Mathematical principles will be discussed but not stressed; scientific and technical papers discussing particular concepts or problems, including important local examples, will be closely read. Crosslisted with MAR 521.

### **CEY 508 Living with Radiation (NS/LS)**

Life on earth has developed with an ever present background of radiation. The objectives of the course are to indicate the nature of ionizing radiation, address myths about radiation, summarize the role played by radiation since primordial times, discuss the hazards of radiation and the understanding or the lack of understanding of radiation and finally the role of the governments and society in protecting life processes from the effects of radiation.

### **CEY 509 Environment and Public Health (NS/LS or SB/LS)**

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

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Note: Also offered as CEY 509 and MAR 525

### **CEY 594 Diagnosis of Environmental Disputes**

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.

Cross-listed as EST 594 or CEY 594 or HPH 687.

### **CEZ 541 Measure Behavior Assessment**

This course will provide the student with the skills needed to observe, measure, and analyze behavior. Students will learn the methods for obtaining descriptive data and the procedures for conducting functional assessments. 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 from the instructor.

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

### **CEZ 544 Eval Current Rsrch Behvo Analy**

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

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

### **CEZ 585 Analysis Develop Disabilities**

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