Technology and Society

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Advanced Graduate Certificate Awarded
Advanced Graduate Certificate in Educational Technology

Degrees Awarded
M.S. in Technological Systems Management (concentrations: Educational Technology, Energy and Environmental Systems, Global Operations Management); Ph.D. in Technology, Policy, and Innovation

Technology and Society
Technology shapes every facet of modern life. Familiarity with the characteristics, capabilities, and limitations of current and emerging technologies is indispensable to wise and effective decisions and practices in government, business and personal life. At all levels and in all disciplines, careers in industry, government and education ever more turn on the ability to see and seize the opportunities, and address the problems, that technology often presents. Technological developments are indeed re-defining these very careers, and changing the workplace itself.

Managing modern technologies calls upon a synthesis of tools drawn from many areas: science and engineering, computers and information, economics and regulation, psychology and community values, design and assessment. The Master’s Degree in Technological Systems Management provides professionals in all fields, and persons planning such careers, with state-of-the-art concepts, analytical tools and practical skills for managing specific technological systems and improving their performance. Students may pursue one of these areas of concentrations: Educational Technology.

Energy and Environmental Systems, or Global Operations Management. Students take a common core of 6 credits, a block of 15 credits specific to their concentration, and 9 credits of electives. A master’s project also must be completed by students in the Energy and Environmental Systems and Educational Technology concentrations.

A deep understanding of the technology and a broad knowledge of the social implications of technology are essential to identifying, understanding, and addressing a growing number of complex issues facing our society. The Ph.D. program in Technology, Policy, and Innovation (TPI) is at the forefront of current and emerging efforts in science and engineering education that aim to address these challenges. The Ph.D. degree in TPI is for students who wish to be engines of national leadership in gauging the prospects and charting the future course of technologies. Students in this program will carry out policy and design/planning research in three interacting socio-technological areas: energy and environmental systems; education (including educational technologies, and education in engineering and applied sciences); technology management, engineering entrepreneurship, and science and technology policy. TPI equips its doctoral graduates with skills that may be applied to careers in both the public and private sectors. The graduates will find strong needs for their skills—and job opportunities—in government agencies, think-tanks and research organizations, industries and consulting firms, and academia, both in the United States and overseas.

Advanced Graduate Certificate in Educational Technology
The Certificate prepares current and prospective teachers to use advanced technologies in learning and teaching, and helps business and industrial trainers and educators develop and teach computer applications, multimedia technologies and computer-based documentation. Students elect either the school track or the business/industry track.

Admission requirements of Technology and Society Department

Admission to the M.S. and Ph.D. programs is handled separately by the Departmental admissions committee. The requirements for admission to graduate study in this department include:

A. A bachelors degree in engineering, natural sciences, social sciences, mathematics, or a closely related area from an accredited college or university. For admission to the Energy and Environmental Systems concentration of the M.S., one year of calculus (MAT 131, 132 or equivalent) is required. For admission to the Global Operations Management concentration of the M.S., an introductory calculus course (MAT 123 or equivalent) is required.

B. A minimum undergraduate grade point average of 3.00.

C. Three letters of recommendation.
D. Graduate Record Examination (GRE) General Test scores.

E. Acceptance by the Department of Technology and Society and the Graduate School.

In special cases, applicants who do not satisfy requirement A or B may be admitted on a conditional basis, and may be subject to additional course requirements.

F. A Statement of Purpose describing the applicant’s relevant past experience and immediate and long-term goals. Applicants for admission to the Ph.D. program should describe how the type of research that they expect to conduct while in the program relates to one of the department’s research areas, (energy and environmental systems; education (including educational technologies, and education in engineering and applied sciences); technology management, engineering entrepreneurship, and science and technology policy.

In special cases, applicants who do not satisfy requirement A or B may be admitted on a conditional basis and may be subject to additional course requirements. Appropriate courses taken in non-matriculated status may be applied towards the M.S. degree in Technological Systems Management and the Ph.D. degree in Technology, Policy, and Innovation; however, no more than 12 credits taken in non-matriculated status can be applied to the credit requirements for the M.S. and Ph.D. degrees.

For admission to the Advanced Graduate Certificate program, students must have a bachelor’s degree and an undergraduate GPA of at least 3.0. Students with lower averages may be admitted in non-matriculated status that may be changed upon earning six or more graduate credits applicable to the Certificate with a GPA of 3.0 or higher.

Credits for Certificate program courses may be applied to requirements for the M.S. degree in Technological Systems Management, subject to Graduate School rules and limitations; however, no more than 12 credits may be transferred.

Facilities of Technology and Society Department

Graduate students enrolled in the Department of Technology and Society have access to several computing facilities. The University maintains a wide range of mainframe facilities and personal computing laboratories. However, the department uses its two in-house, state-of-the-art computer laboratories as hands-on enhancements of the graduate student’s experience. The first lab has 20 Pentium Desktop computers that operate as stand-alones or within a basic network environment. The lab is integrated into the campus WAN, with full Internet access and a wide array of educational, academic, and professional software. Video cameras, scanners, printers, laptops, and a projection system are available for student use within the lab. The second computer laboratory is used for research and teaching related to computer-supported collaboration, E-learning technologies, and emerging educational technologies. The lab, available for faculty and students, consists of 20 laptop computers on a cart. Both labs are designed for student work and as open laboratories to give students the broadest, in-depth exposure to information technologies. The Department of Technology and Society is also a major contributor to three research centers at Stony Brook (the Advanced Energy Research and Technology Center (AERTC), the Center for Excellence in Wireless and Information Technology (CEWIT), and the Center for Interdisciplinary Environment Research) and collaborates with scientists at Brookhaven National Laboratory (BNL). Students working on research projects will have access to the facilities as appropriate for their project.

Requirements for the M.S. Degree in Technological Systems Management

Students in the master's program choose one of three concentrations. In general, students are expected to complete two core courses for six credits, five required courses specific to the concentration for 15 credits, and three eligible electives for nine credits. Electives for consideration are listed for each concentration, but a student’s selection of electives must be approved by his or her advisor.

(See course titles and descriptions below.)

Core Courses (6 credits): EST 581, EST 582

Note: Entering students are presumed to have essential communications, computer, and mathematical skills. Otherwise, prerequisite study in these areas will be required.

Global Operations Management Concentration

Required Courses (15 credits): EMP 502, EMP 504, EMP 506, EMP 509, EMP 518, Suggested Electives (9 credits): EMP 503, EMP 507, EMP 511, EMP 517, EMP 521, EMP 522, EMP 523, EST 530, EST 599.

Educational Technology Concentration

Required Courses (15 credits): EST 568, EST 570, EST 571, EST 578, EST 590, Master’s Project

Suggested Electives (9 credits): EST 573, EST 574, EST 575, EST 576, EST 579, EST 585, EST 589, EST 591, EST 599

Energy and Environmental Systems Concentration

Required Courses (15 credits): EST 592, EST 593, EST 594, EST 595, EST 590, Master’s Project

Suggested Electives in TSM (9 credits): EST 502, EST 540, EST 541, EST 553, EST 576, EST 584, EST 586, EST 588, EST 591, EST 597, EST 599

Electives from other departments: AMS 520, AMS 571, BEE 550, CEY 501, CEY 509, GEO 564, ESM 513, MAR 512, MBA 570, MEC 502, POL 531, POL 543, SOC 511.
Requirements for the Advanced Graduate Certificate in Educational Technology

(See course titles and descriptions below.)

A total of 18 credits (four core courses and two electives) are required.

Core Courses: EST 565, EST 567 (formerly EST 572), EST 570, EST 571

School Track
Choose one of three: EST 563 (formerly EST 583), EST 573, EST 585
Choose one of three: EST 591, CEI 511, CEN 580

Business Track
Choose one of three: EST 509, EST 520, EST 530
Choose one of three: EST 573, EST 591, EST 596

Requirements for the Ph.D. Program in Technology, Policy, and Innovation

Application deadline is February 1. Applications are only accepted for the Fall semester.

A. Residence
The student must complete two consecutive semesters of full-time graduate study. Full-time study is 12 credits per semester until 24 graduate credits have been earned. Students who have earned 24 graduate credits at another school may be assigned advanced status and are required to take only nine credits per semester for full-time status.

B. Qualifying Examination
The qualifying examination must be taken by all students, regardless of whether they enter the program holding a master’s degree or a bachelor’s degree only. Students are expected to take the qualifying examination in the fourth semester, preferably after having completed 34 credits in the program. The qualifying exam has three parts to it.

Part A: The student conducts an original research project, starting in the first semester in the program, and presents the results to the department during the fourth semester. The purpose of this is to ascertain the student’s preparation to conduct independent original research in a TPI area.

Part B: The student solves a take-home problem designed by departmental faculty. The student is required to finish the analysis in a week and to prepare a report. The purpose of this is to evaluate the student’s ability to apply his or her knowledge of theory and analytical methods to a real-world TPI issue that is not necessarily in his/her own research area.

Part C: A proctored comprehensive examination, with a time limit, will be offered every spring semester. The purpose of this is to evaluate the student’s understanding of theory and analytical methods. This exam will be based on material covered in the three core courses described below. Part C of the examination will be waived if a student’s GPA on core courses is 3.5 or higher.

A student who fails one or more parts of the qualifying examination will be given one additional attempt on each failed part. If the student does not pass a failed part of the examination on the second attempt, he/she will be dismissed from the program.

Having passed the qualifying examination, the student is advanced to candidacy. This status, called G5, is conferred by the Dean of the Graduate School upon recommendation of the Department. Note that unlike the change from G3 to G4, the change from G4 to G5 is not automatic—the student must request to be advanced to candidacy by notifying the Technology and Society Graduate Program Coordinator. Students must advance to candidacy at least one year before defending their dissertations. The Graduate School requires G5 students to register for nine credits, which can be research or other graduate courses relevant to their dissertation. Courses outside of the major require the approval of the dissertation advisor and Graduate Program Director. Failure to complete the qualifying examination within the specified timeframe and obtain the G5 status is considered evidence of unsatisfactory progress.

C. Course Requirements
Our course requirement is designed to ensure TPI graduates have competency in two areas: (1) a specific technological area, and (2) policy research and analysis. Students are required to take 34 credits of course work beyond the B.S. degree level. These credits are comprised of the following:

10 credits of core courses to provide students with a common core of knowledge and techniques essential to research and practice in TPI. Core courses consist of Technology, Policy, and Innovation in Theory and Practice (4 credits); Data Analysis and Experimental Methods (3 credits); and Methods of Socio-Technological Decision Making (3 credits).

15 credits of courses in a specific technological area (engineering, science, mathematics, statistics) that are relevant to his or her individual research.

9 credits in related social sciences (economics, political science, law, history, business management, psychology, sociology, education) to become proficient with social science methods of analysis.

In addition, University policy requires that all doctoral students participate in an appropriately structured teaching practicum. This can be accomplished with a Practicum in Teaching course, in conjunction with T.A. responsibilities in the first year.
E. Thesis Proposal and Preliminary Examination

Students who pass all three parts of the qualifying examination are expected to develop a thesis proposal within one semester for full-time students, and two semesters for part-time students. This thesis proposal must then be presented and defended in an oral preliminary examination. Failure to fulfill this requirement within 18 months of passing the qualifying examination, and without a formal extension, may be considered evidence of unsatisfactory progress toward the Ph.D. degree.

The major requirements of the thesis proposal are as follows: (1) the student must be thoroughly familiar with the background and current status of the intended research area; (2) the student must have clear and well-defined plans for pursuing the research objectives; and (3) the student must offer evidence of progress in achieving these objectives.

The student will present the thesis proposal to the thesis committee in a seminar presentation. It is limited to members of the committee, invited Technology and Society faculty, and invited graduate students. The committee for the student’s preliminary examination, dissertation and defense will include at least one faculty member who does not have a primary or joint appointment in DTS. Students will be strongly encouraged to have at least one faculty member from another university on their committee. As part of the preliminary examination, faculty members are free to question the student on any topics they feel are in any way relevant to the student’s objectives and career preparation. Most questions, however, will be directed toward verifying the student’s grasp of the intended specialty in depth. The student will be expected to show complete familiarity with the current and past literature of this area.

The findings of the committee will be communicated to the student as soon as possible and to the Graduate School within one week of the presentation of the proposal. A student who does not pass the preliminary examination on the first attempt will be given a second chance. If the preliminary is failed on the second attempt, the student will be dismissed from the program.

F. Dissertation

An important requirement of the Ph.D. program is the completion of a dissertation which must be an original scholarly investigation. The dissertation shall represent a significant contribution to the scientific literature, and its quality shall be compatible with the publication standards of appropriate reputable scholarly journals.

G. Approval and Defense of Dissertation

The dissertation must be orally defended before a dissertation examination committee, and the candidate must obtain approval of the dissertation from this committee. The oral defense of the dissertation is open to all interested faculty members and graduate students. The final draft of the dissertation must be submitted to the committee no later than three weeks prior to the date of the defense.

H. Satisfactory Progress and Time Limit

Students are expected to finish all the requirements, including thesis research and defense, in four to five full-time-equivalent years. A student who does not meet the target dates for the Qualifying Examination, Thesis Proposal, and Preliminary Examination, or who does not make satisfactory progress toward completing thesis research, may lose financial support. The candidate must satisfy all requirements for the Ph.D. degree within seven years after completing 24 credit hours of graduate courses in the Department of Technology and Society at Stony Brook. In rare instances, the Dean of the Graduate School will entertain a petition to extend this time limit, provided it bears the endorsement of the Department’s Graduate Program Director. A petition for extension must be submitted before the time limit has been exceeded. The Dean or the Department may require evidence that the student is still properly prepared for the completion of work.

I. Part-Time Students

Students admitted into the Ph.D. program for part-time study are bound by all the rules set out henceforth. In particular, part-time students should adhere to the schedule for the Qualifying Examination, Thesis Proposal, and Preliminary Examination unless a different schedule has been approved in writing by the Graduate Program Director.

J. Switching Between the M.S. and Ph.D. Programs

A Ph.D. student who has passed the Qualifying Examination can complete the requirements for an M.S. degree by satisfying the proficiency requirements and completing 30 credits of coursework. Passing the Qualifying Examination is considered to have satisfied the proficiency requirements. (Another way to satisfy these requirements is, of course, to take the required courses and do the masters project.)

Faculty of Technology and Society Department

Distinguished Service Professors
Ferguson, David L., Chairperson. 1 Ph.D., 1980, University of California, Berkeley: Quantitative methods; computer applications (especially intelligent tutoring systems and decision support systems); mathematics, science, and engineering education.

Paldy, Lester G., M.S., 1966, Hofstra University: Nuclear arms control; science policy.

Distinguished Teaching Professor

Professors
Hogan, Joseph S., Emeritus, Ph.D., 1968, New York University: Planetary atmospheres; environmental satellites; climate change.

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Teng, Tian-Lih, Ph. D., 1969, University Of Pittsburgh, Pittsburgh: Electrical engineering, computer science, management of information systems, and electronics commerce.


Associate Professors
Kaplan, Edward, Visiting Associate Professor, Ph.D., 1973, University of Pennsylvania: Environmental systems engineering.

Morris, Samuel C., Visiting Associate Professor, Sc.D., 1973 University of Pittsburgh: Environmental science; risk analysis.

Reaven, Sheldon J., Graduate Program Director. Ph.D., 1975, University of California, Berkeley: Science and technology policy; energy and environmental problems and issues; environmental and waste management, recycling and pollution prevention; risk analysis and life-cycle analysis; nuclear, chemical, and biological threats; technology assessment; homeland security and the war on terrorism.

Scarlatos, Lori L., Ph.D. 1993, Stony Brook University: Educational technology; tangible, physical, multi-modal, and collaborative human-computer interfaces; serious games; computer graphics; multimedia.

Assistant Professors

Karen Sobel-Lojeski, Ph.D., Stevens Institute of Technology: Societal impact of technology on human cognition, emotion, and overall well-being; Effects of networked technologies on education and business performance drivers such as leadership, innovation, and student achievement.

Sun, Guodong, Ph.D., 2001, Carnegie Mellon University: Energy and environmental policy; technology assessment; technology innovation management.

Tonjes, David J., Ph.D., 1998, Stony Brook University: Environmental management (salt marshes, mosquito control, alternative energy sources), contamination (groundwater, pesticides), and monitoring (groundwater, surface water, estuaries) public policy and communication (risk assessment, environmental impact analyses, environmental justice).

Research Professors
Braun, Ludwig, Research Professor, DEE, Polytechnic Institute of Brooklyn (now Polytechnic University of New York); Biomedical engineering, computers in education, science education.

Glynn, Graham, Adjunct Research Professor, Ph.D., Kent State University: Integrating technology into teaching, developing course web sites and information management.

Htun, Nay, Research Professor, Ph.D., Imperial College London; Environmental governance; sustainable development; pathways to low-carbon society.

Lecturer
Lewis, Herbert, Lecturer, Ph.D., Stony Brook University: Applied mathematics and statistics; operations research; management science; information systems; productivity and efficiency analysis.

Adjunct Lecturers

Levanti, Gary, MBA, 1992, Binghamton University.


Lebel, Roy, B.S 1979, Dowling College: Aeronautics, Aeronautical Management.


MacLeod, Charles, MA, 2004, Stony Brook University: Liberal Studies.

Moriarty, Kevin, MBA Dowling College.
Petralia, Thomas, MS, 1992, Stony Brook University, Technological Systems Management.
Stenton, Kenneth, MBA, 1992, Wharton School of Business, University of Pennsylvania.
Taveras, Marypat, MS, 2002, Stony Brook University, Technological Systems Management.
Tong, Alvin, Ph.D., 1968, University of Minnesota, Electrical Engineering.
Zakrezewski, Michael, MBA, 1995, J.L. Kellogg Graduate School of Management- Northwestern University.

Number of teaching, graduate, and research assistants, Fall 2009: 8

*NOTE: The course descriptions for this program can be found in the corresponding program PDF or at COURSE SEARCH.*