EST Technology and Society

EST 500: Foundations of Educational Technology for Administrators
This course is designed to teach administrators basic principles surrounding educational technology throughout the school and/or district. Students will explore and discuss critical issues surrounding technology in education. Students will understand administrative technology applications, web 2.0 presentation tools, Internet protocol, cyber safety and cyber bullying, Google Apps, social networking, collaboration tools, portable devices and aptivities. The semester project for this course is the development of a needs assessment and research of an educational technology for your school/district.

3 credits, Letter graded (A, A-, B+, etc.)

EST 501: Educational Technology Integration for Administrators
This course is designed to teach administrators how to integrate educational technology within their school/district. Students will understand ISTE Technology Standards for Administrators, the National Technology Plan and the Common Core Standards in relation to educational technology. Students will explore distance education, media streaming and communication tools such as Twitter and Facebook. They will review management systems, data collection/analysis tools and technology funding resources. Students will also learn how to evaluate technology integration throughout their school and/or district. The semester project for this course is the development of an implementation plan and the evaluation of an educational technology that may be used in your school or district.

3 credits, Letter graded (A, A-, B+, etc.)

EST 510: Fundamentals of Technology in Higher Education
Higher education is impacted by technology on an ever changing scale. Students are bringing in new technology every day. This course will show higher education instructors what technology is available, how higher education students are using technology and offer innovative ways to use that technology to motivate students to learn. Throughout the course students learn about best practices in higher education, a number of web based productivity and course management tools, cyber-ethics and digital footprint, organization of your digital world, collaborating with technology, social media, virtual worlds as well as presentation strategies and tools. The culminating project for this course is the research, assessment, analysis and presentation of a college student profile. Semesters offered Fall, Spring, 3 credits, Letter graded (A, A-, B+, etc.)

EST 511: Infusing Technology into Higher Education Curriculum
The power of technology allows higher education instructors to teach and motivate students to learn in ways never thought possible. This course will show students how to fully integrate technology into the curriculum. For the semester project, students will review and modernize an existing course to make learning more effective and exciting for the higher education student. Students will learn the best way to update courses by understanding different instructional design models, content management systems and the Google Apps for Education suite. Students will enhance his/her web presence and digital profile by harnessing the power of social media and personal learning networks. Students will also explore potential technology grant opportunities for his/her curriculum, department or instructional area. Semesters offered, Fall, Spring, 3 credits, Letter graded (A, A-, B+, etc.)

EST 520: Computer Applications and Problem Solving
A problem-solving course for professionals who use applications software to address administrative and managerial problems. Students develop skills in planning, forecasting, and MIS requirements. The major applications software packages used are Excel and Access. Students learn to create advanced-level spreadsheets and data files, and use them to find optimal solutions to problems in all professions.

Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 521: The Social and Global Impact of Technology in Education
This course will explore educational systems and practices globally and how the use or lack of use of technology within education impacts society. Inversely students will research how society dictates the use or lack of use of technology in education within the specified educational system. Throughout the course, students will focus on one region of the world and research the current educational system and specifically how they use technology within education. In their research they will find out what technology is available within the educational system, how that technology is used, explore the effectiveness of the technology and research the social impact of that technology use. Students will connect with a global participant via distance communication or video conferencing to gain real world knowledge of the educational system and the use of technology for the specified region. The culminating project is a research based project that assesses the use of technology within the selected global region, offers solutions on how to improve the use of technology and compares that system and the use of technology with our own use of technology locally in our current educational system.

Fall, Spring, and Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 522: Integrating Educational Technology into Social Studies and Language Arts
Students will learn how to integrate technology into Social Studies and Language Arts curriculum using the ISTE/NETS standards and National Technology Plan to aid in the delivery of instruction. Students will develop a push-in training model focused on the Social Studies and Language Arts Core Curriculum and subject related needs. Students will meet with a Social Studies and Language Arts educator, assess their needs, design an educational technology push-in around those needs and push-in the training with the educator to their class. The culminating activity for this course is to conduct the push-in training with a Social Studies and Language Arts educator and their class. After the push-in training students will work with the instructor to evaluate the delivery and content of the lesson as well as assess the outcome and results of educator learning.

Fall, Spring, and Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 523: Integrating Educational Technology into Mathematics and Science
Students will learn how to integrate technology into Math and Science curriculum using ISTE/NETS standards and the National Technology Plan to aid in the delivery of instruction. Students will develop an educational technology workshop focused on the Math and Science Core Curriculum and subject related needs. Students will meet with a group of Math and Science educators, assess their needs, design an educational technology workshop around those needs and deliver the workshop to the educators. The culminating activity
for this course is to conduct the developed workshop to a group of Math and Science educators. After the delivery of the workshop, students will work with the instructor and classmates to evaluate the delivery and content of the lesson as well as assess the outcome and results of educator learning.

Fall, Spring, and Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 524: The Role of Educational Technology Specialist

In this course students will learn the role and responsibilities of an Educational Technology Specialist. Students will connect with an administrator and work with the course instructor to develop a year-long technology integration plan. The development of the plan will include: a data driven needs assessment based on current goals and technology available, use of that data to address specific technology/curriculum needs, the integration plan proposal, creation of a professional development plan using workshops, push-ins or one-on-one sessions to deliver instruction and a peer evaluation of the effectiveness of the proposed technology integration plan. In addition, students will learn how to infuse the ISTE Standards and the National Technology Plan into the curriculum, research new technologies and educational resources, and understand the social, political, ethical and legal issues surrounding educational technology.

Fall, Spring, and Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 525: Google Apps for Education Certified Trainer: Foundations

Google Apps for Education is a powerful suite that now seamlessly integrates into curricula and district technology goals. In this course, students will learn the tools necessary to become a Google Certified Trainer. Students will create and learn how to set up a Google Apps account and domain. They will also develop a comprehensive knowledge of a number of different products within Google Apps including - Drive, Calendar, Gmail, Sites and more. Students will focus on what it takes to become a Google Certified Trainer through hands-on coursework, review and preparation for the six Google Apps for Education Certification exams. The culminating activity for this course is a presentation on how to integrate one of the Google Apps products into an educational environment.

3 credits, Letter graded (A, A-, B+, etc.)

EST 527: The Impact of Mobile Devices and Cloud Based Systems in Education

We are living in a hyperconnected world which allows us instant access to information from anywhere using mobile devices and cloud based technologies. In this course students will learn about what these technologies are, the power they have and what it takes to integrate them into the curriculum. Students will explore a multitude of educational apps, design an app with a corresponding appivity and design a cloud based lesson. Students will also learn how to integrate, sync and deploy a number of mobile technologies within the educational environment including, iPads, Android tablets, Windows Surface tablets, Ultrabooks and Chrome Books. The culminating project for this course is to assess needs, research and develop a plan to integrate one of the mobile technologies within an educational environment.

3 credits, Letter graded (A, A-, B+, etc.)

EST 528: Teaching with Interactive Whiteboards and Immersive Technologies

Interactive whiteboards and other immersive technologies have changed the way educators deliver instruction. They are a technology that has enormous potential to impact student learning in a hands-on, kinesthetic way. Throughout this course students will explore best practices using immersive technologies within education. Students will learn how to effectively integrate interactive whiteboards, interactive projectors and cameras, learner responses systems, document cameras as well as other technologies. The culminating project for this course a comprehensive lesson plan utilizing immersive technology hardware and the associated software within the curriculum.

3 credits, Letter graded (A, A-, B+, etc.)

EST 530: Internet Electronic Commerce

Topics addressed in this course include: technology infrastructure, business models and concepts, technological skills needed to build an E-Commerce web site, marketing, communications, security and encryption, payment systems in E-Commerce/M-commerce. Financial transactions, advertising models, content ownership and the prospects for E-Commerce are also covered.

Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 531: Virtual Distance Management Course

In today's global corporations, the challenges associated with leadership and management has grown increasingly difficult and complex. More and more, companies are using networked organizational models to deliver work and interact with customers. As globalization and diffused networks of people and companies combine, issues related to virtual/distributed employees, partners and customers have moved front and center. Implications for leadership has grown beyond current skill sets drawn from traditional academic fields and training programs. The Virtual Distance Management course offers business students a powerful model and a set of proven practices to address these challenges in a unique way. Students will learn to: Understand and diagnose barriers to effective communication Develop ways to work with others using virtual technologies and social media Contribute to high performance, cross-discipline and cross-cultural teams Management strategies for the globally distributed workforce Virtual Distance, pioneered by Karen Sobel Lojeski, is a conceptual as well as quantitative approach that helps to explain organizational behavior changes when much of our communications are electronically mediated. Understanding these changes and how they impact organizational outcomes is critical to leaders and managers around the world. During this course, students will be exposed to both theoretical models and real-life case studies to more fully develop knowledge and skills for working in the digital age. Students will gain an in-depth understanding of Virtual Distance and how this growing phenomenon impacts critical success factors such as productivity, innovation, and employee engagement and satisfaction. Students will also get hands-on experience with Virtual Distance Index data. Drawing from over 700 project teams from around the world, students will learn how to interpret Virtual Distance data

3 credits, Letter graded (A, A-, B+, etc.)

EST 534: The Lean Launch Pad: Turning a great idea into a great company

This course provides real world, hands-on learning of what it’s like to actually start a high-tech company. This class is not about how to write a business plan, and the end result is not a PowerPoint presentation to venture capitalists. Instead, students will get their hands dirty talking to customers, partners and competitors as they encounter the chaos and uncertainty of how a startup actually works. Students work in teams learning how to turn a great idea into a great company. They will learn how to use a business model to brainstorm each part of a company and
customer development to get out of the classroom to see whether anyone other than themselves would want/use their product. Finally, they will see how agile development can help them rapidly iterate their product to build something customers will use and buy. Offered in Fall and Spring.

EST 540: Environmental Management
This is 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, 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. Offered as MAR 514, EST 540 and CEY 501. Prerequisite: Permission of instructor.

Offered in Spring, 3 credits, Letter graded (A, A-, B+, etc.)

EST 541: Long Island’s Groundwater
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.

Prerequisite: Permission of instructor. Offered as MAR 521 or HPH 673.

Fall, 3 credits, Letter graded (A, A-, B+, etc.)

EST 542: Water and Wastewater Engineering Practices
This course will provide basic engineering concepts and practices associated with water supply and wastewater management, with an emphasis on New York metropolitan area technologies. Topics covered will include water supply and distribution, wells, water quality testing and regulation, onsite, package and standard wastewater treatment, and stormwater collection. Policy issues considered will include source water protection and wastewater impact mitigation programs.

Offered in

Fall, 3 credits, Letter graded (A, A-, B+, etc.)

EST 546: Financing A Low Carbon Society
The sums involved in a shift to a low-carbon society are daunting but not impossible to achieve. The world is planning to invest over $15 trillion in fixed-asset investments in the next 10 years. Rather a problem of capital generation, the key challenge of financing the transition towards a low carbon society is to redirect existing and planned capital flows from traditional high-carbon to low-carbon investments. This course is designed to allow students to: (1) Review a number of public policies, public finance mechanisms and market-based instruments designed to shift investments from fossil fuels to more climate friendly alternatives over the past few years; (2) Gain knowledge of the global commercial, political, innovation and technological challenges and opportunities in the transition to a low-carbon society; (3) Develop and practice professional skills in raising and spending public finance to catalyze capital towards low carbon and climate resilient development; and (4) Develop and practice professional skills in accessing carbon finance and designing innovative financing instruments.

This course is aimed at engineering students who are interested in the energy challenges in a carbon-constrained world and their implications to technology innovation; at business-and public-administration students and at mid-career professionals who want to develop innovative financing solutions to real-world energy and environmental problems.

Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 547: Advanced Problems in Integrated Planning: Theory, Practice, and Analytical Tools
This course explores in depth new theories and practical applications of integrated planning through the lens and land use, transportation and urban infrastructure systems. A series of problem sets is undertaken in close coordination with the instructor to produce a portfolio of networked research which, with further research, can be publishable quality.

Offered

Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 550: Introduction to Homeland Security
The course is a combination of lectures and laboratory experience to introduce students to critical issues and assess needs for homeland security. The course includes invited lectures by experts on special topics such as fundamentals of nuclear, chemical, and biological weapons and the associated threat to the transportation of goods and the public. The students will learn about cyber security, devices to safeguard materials from terrorist threats, safety of nuclear power plants and water supply, forensics and emergency preparedness. The students will submit a term paper on a selected topic in lieu of the final exam.

Prerequisites: Undergraduate level biology, chemistry and physics.

Spring, 3 credits, Letter graded (A, A-, B+, etc.)

EST 553: Nuclear Security
The course will familiarize students with the fundamentals of nuclear physics, radiation, mining, weapons and fuel cycle, other than producing electricity, as it pertains to nuclear power plants. Topics include nuclear detection, devices to safeguard nuclear materials from terrorist threats, needed physical protection for safe handling and its relevance to Homeland Security. The course combines lectures with hands-on experience at the newly installed nuclear detection facility located at the nearby United States Department of Energy’s Brookhaven National Laboratory. Prerequisite: Undergraduate equivalent physics and chemistry.

Fall, 3 credits, Letter graded (A, A-, B+, etc.)

EST 554: Chemical & Biological Weapons: Safeguards and Security
This course deals with the fundamentals of chemistry and biochemistry related to chemical weapons (CW) and biological weapons (BW) that could be used by terrorists. Topics include CW and BW history, production, control, detection, identification, and emergency response measures to deal with intended or unintended release and escape, and security measures to protect and control stockpiles. Prerequisite: Undergraduate equivalent chemistry, biochemistry, and microbiology.

Fall, 3 credits, Letter graded (A, A-, B+, etc.)

EST 560: Risk Assessment, Regulation, and Homeland Security
The course focus is on risk assessment associated with nuclear, chemical and biological weapons as it relates to Homeland Security. Topics include air dispersion, uncertainty analysis, exposure measurements, epidemiology, toxicology, regulatory issues, risk management, risk communication, risk perception, and risk preparedness. The course will also cover laws and regulation, discouraging terrorism, and disaster preparedness, various acts passed by the U.S.
EST 562: Decision Support Systems

A decision support system (DSS) is a computer system that combines, data, analytical tools, and models to support decision making. A DSS may be model-driven or data-driven. A model-driven DSS is a stand-alone system that uses some type of model to perform what-if# and other kinds of analysis. A data-driven DSS is a system that supports decision making by allowing users to extract and analyze useful information that was previously buried in large databases. In this course, both model-driven and data-driven decision support services will be considered. Students will identify an appropriate engineering or management application. By collecting relevant data, building suitable mathematical models, designing an accessible user interface, and connecting these components via computer code, students will develop a deliverable DSS. Through a series of presentations, they will demonstrate how their DSS addresses the stated engineering or management problem. In doing so, students will gain insight into the interrelationships among information systems, statistics, and management science.

Prerequisite: EMP 504 or permission of instructor

Spring, 3 credits, Letter graded (A, A-, B+, etc.)

EST 563: Computer Literacy for Educators

This course is an introduction to computer and software basics and was formally listed as EST 583. Students will develop an understanding of the underlying concepts and principles behind computers. Students will gain sufficient knowledge to successfully navigate the digital world. Emphasis will focus on computer literacy areas used in education and other professional environments. Students will leave this course with the ability to grasp the risks and benefits surrounding new and current computer technologies. The following skills will be addressed: electronic communication, application-based projects, information management, assessment, and the societal impacts of computer-based technologies. Students having completed EST 565 in a prior semester can not receive credit for EST 563. EST 563 and EST 565 may be taken in the same semester.

Fall, 3 credits, Letter graded (A, A-, B+, etc.)

EST 565: Foundations of Technology in Education

Throughout this course students will explore the basic pedagogical issues and social impact of using technology in education. This course examines the basic principles of integrating technology and computer applications into the curriculum. Students will learn how to use and integrate word processing, spreadsheet, and presentation applications for educator planning and student project work. Students will also learn how to use a number of online-based Web 2.0 applications within school curriculum. The culminating activity for this course is the design and a presentation of a micro-lesson using one these applications as they would in the classroom.

Fall, Spring, Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 566: The Internet, Social Networking and Collaborative Environments

In this course students will learn the basic principles of using the Internet for instruction, the science and engineering concepts behind modern communication systems and their impact on education as well as the evolution of the Internet in education. Students will design and create a website and explore the use and social impact of collaborative learning environments and social networking. Students will learn how to evaluate and effectively integrate a variety of educational resources, such as web 2.0 tools and modern communication devices for active learning. Students will also develop a clear understanding of the issues surrounding cyber safety, cyber bullying, and the ethical issues raised by the use of technology in education. The culminating activity for this course is the development and publishing of a collaborative website that showcases the material and skills mastered throughout this course.

Fall, Spring, Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 567: Networked Communication Technologies

EST 568 Network Communication Wired and Wireless

This course examines the range of technologies used in teaching, learning, and communication. Instructional technologies both stand-alone and networked are surveyed with a focus on how they can be used effectively to enhance learning. Students will learn fundamental hardware and software principles underlying the development of the Internet and other networked communications tools. Emphasis will be placed on assessment of these technologies in terms of societal impacts and learning outcomes. This course combines topics from EST 565 and EST 567.

Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 569: Technology in the City

Will technology transform our cities, making them more livable, efficient, and desirable? Will technology erode our cities, making them more dangerous, chaotic, and insufferable? This course is at the intersection of two trends. First, the world is undergoing a wave of urban growth. Second, the pace of technological change is quickening and, with it, the pace of social change and even social transformation. Course modules will cover technology and society in urban contexts with particular attention to: 1) energy, 2) environments, 3) transportation, and 4) health and human safety (including security). This class will involve trips to sites in New York City, and will involve the use of IT technologies in creative ways to advance our learning.

Offered Fall, Spring and Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 570: Educational Technology Lesson Development

In this course students will learn principles of instructional design and how to fully integrate technology into daily curriculum. Throughout the course students will plan, develop and evaluate a lesson plan that demonstrates an expertise in the integration of educational technology. Students will apply the skills, techniques, resources and research necessary to effectively create an educational technology inspired lesson plan. The lesson plan may include the use of emerging technologies, distance learning, multimedia projects, collaborative environments, computer applications and Internet resources. The culminating project for this course is the completion of a lesson plan in a specific content area that incorporates multiple modalities of technology into pedagogical practices.

Fall, 3 credits, Letter graded (A, A-, B+, etc.)

EST 571: Educational Technology Research Methodologies

This course evaluates the impact and value of educational technology uses through detailed research based on a number of current topics. Course goals include understanding research methodology and literature and exploring assessment design and implementation.
The course includes class discussions and project work based on student learning with technology, access and the digital divide, the National Education Technology Plan, Internet literacy, emerging technologies, virtual schools, and data driven research.

Fall, Spring, and Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 573: Interactive Multimedia Curriculum Design and Development

This course allows students to learn how to use a variety of multimedia tools for the classroom. Principles of user interface and interaction design will be covered. Throughout the course students design an interactive unit plan using multimedia authoring software. Students will work with audio/video editing software, collaborative learning software, and learn how to embed online games, activities and video within their unit plan. Development of the interactive multimedia unit requires students to: submit a proposal, use graphic organizers to plan and design, create a draft version, create assessment tools, test market with a specific target audience, then evaluate the unit before the final version is completed. The culminating activity is the presentation and delivery of the finished interactive multimedia unit.

Fall, Spring, and Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 574: Distance Learning and Virtual Environments

Web-based distance learning applications are quickly growing within higher education institutions, K-12 schools, and corporate environments. The focus of this course is on the underlying theories, design, and implementation of effective modes of e-learning. Students will explore virtual schools, virtual learning, virtual environments and other forms of distance education. The social differences between face-to-face and virtual learning will also be examined and discussed throughout the course. Students will explore virtual learning resources and design their own virtual learning lesson. The culminating project for this course will be the demonstration and write up of the experience.

Fall, Spring, and Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 575: Developing Grants and Managing Projects

This course will develop the skills necessary to take a program proposal from idea through reality with an emphasis on new technological resources available to help with this process. Topics include: techniques for successful fundraising, grant writing, program design, staffing, publicity and outreach, and reporting and evaluation. It is designed for current educators and administrators as well as students about to enter the education, social service and health fields.

3 credits, Letter graded (A, A-, B+, etc.)

EST 576: Geographic Information Systems in Education and Research

Students use Geographic Information Systems (GIS) software to create, manipulate and interpret layers of interactive maps and databases. Students collect and modify geographical materials from the Internet, satellite and aerial imagery, and field data. They design and test scientific inquiry-driven educational modules and/or visualizations for research and analysis on global and local geography, for use in economics, earth science, politics and civic action, history and sociology, global studies, and environmental planning and assessment. Prerequisite: EST 565 or EST 595 or permission of instructor.

Spring, 3 credits, Letter graded (A, A-, B+, etc.)

EST 577: Environmental Information Systems (EIS)

Due to the complex nature of environmental and spatial data, these systems require state-of-the-art computer technology to achieve environmental science and information technology. This course will address the technical and conceptual bases of data capture, data storage, data analysis and decision support, and metadata management.

This course will address the technical and conceptual bases of data capture, data storage, data analysis and decision support, and metadata management. Environmental Information Systems are concerned with the management of data about the rock of soil, the water, the air, and the species around us.

Spring, 3 credits, Letter graded (A, A-, B+, etc.)

May be repeated for credit.

EST 578: Human-Computer Interaction Design for Construction

Principles of human-computer interaction applied to the design of educational courseware. Usability engineering, with a focus on the audience and learning objectives. Interface design principles. Human computer dialogs. Multimedia as a communication tool, using images, audio and video. Multimodal input devices and strategies. Students will use a multimedia authoring tool to create a prototype of an educational application or learning tool.

3 credits, Letter graded (A, A-, B+, etc.)

EST 579: Educational Games

Simulations and computer games as a learning tool. Traditional game and simulation genres, and their appropriate uses in education. Gameplay design. Game development process, from storyboarding to delivery. Assessing games as learning tools. Students will use a multimedia tool to prototype an educational game or simulation of their own design.

3 credits, Letter graded (A, A-, B+, etc.)

EST 580: Advanced Technology Assessment: Business, Government and Strategy

This course has a two-fold objective: (1) to help students develop strong conceptual foundations for understanding and addressing issues at the intersection of science, technology, public policy, and business strategy; and (2) to provide students with knowledge of analytical frameworks and tools that are essential to technology assessment in business, government, and government, and other organizations with understanding of their strengths, limitations, and underlying assumptions. Topics covered include utility/profit maximization theory, its limitations and alternative theories, business and government interactions, technology innovation and management, technology forecasting, impact assessment, technology valuation, and basic tools for technology assessment (monitoring, simulation, expert opinion, scenario analysis, cost-benefit analysis, AHP method, etc.).

Summer, 3 credits, Letter graded (A, A-, B+, etc.)

EST 581: Methods of Socio-Technological Decision Making

Focus is on the application of decision-making techniques to analyze problems involving technology, particularly its social impacts. Areas of study include decision making under uncertainty, decision making in a passive vs. active environment, sequential decisions, estimating payoffs, forecasting, and technology assessment. These systems-analysis techniques are used to formulate and solve a variety of socio-technological problems, especially those that arise in educational, industrial, and environmental professions.

Prerequisite: Graduate standing in department or permission of instructor

Fall, 3 credits, Letter graded (A, A-, B+, etc.)

EST 582: Systems Approach to Human-Machine Systems
General systems theory concepts such as feedback, stability, tipping point, resilience, recursion, hierarchy, and complexity will be discussed, and used to analyze examples of complex systems drawn from nature, business, technology, and education. The course will address the use of feedback, information and communication, structure, and cybernetics to manage complex systems. Students will prepare a study of a complex system and its management incorporating these general concepts. Offered as EST 582 and HPH 662. Prerequisite: EST 581 or permission of instructor, Graduate standing in the department. Spring

3 credits, Letter graded (A, A-, B+, etc.)

**EST 584: Air Pollution and Air Quality Management**

The effects of air pollution on the environment and public health are explored. Primary pollutants, such as particulates, oxides of sulfur, nitrogen and carbon, hydrocarbons, lead and CFCs are considered, as are secondary pollutants, such as sulfuric acid, PAN, and surface ozone. The effect of atmospheric conditions on the dilution and dispersion of pollutants and the impact of pollution on the global atmosphere are explained. Air pollution disasters and the impacts and ramifications of the Clean Air Act of 1970, its 1990 amendments, and recent international accords are discussed. Case studies of air pollution reduction, management, and regulation in local industry are included. Other contemporary topics include the loss of stratospheric ozone and global warming due to human activities. Cross-listed as EST 584 or HPH 683. Spring, 3 credits, Letter graded (A, A-, B+, etc.)

**EST 585: Assessment of Technology in Learning Environments**

This course is designed to provide educators with an overview of the uses of technology to improve instruction. Students will understand the design and function of learning environments, individual applications related to the student's area of professional practice, and assessment of educational uses of technology today and tomorrow. Students will choose a current technology used in a specific learning environment and analyze and evaluate its effectiveness within instruction including practical classroom use and staff development for the particular technology. Students will then research and make recommendations on how the particular technology could be integrated most effectively to increase teacher understanding and enhance student learning. Students then present their findings about the current use of the chosen technology, possible improvements on its use as well as future technology recommendations. Fall, Summer, 3 credits, Letter graded (A, A-, B+, etc.)

**EST 586: Environmental and Waste Management in Business and Industry**

Environmental and waste management practices in industrial and other institutional settings. Technologies of hazardous waste prevention, treatment, storage, transportation, and disposal are considered. Topics include information systems and software tools for environmental audits, regulatory monitoring and compliance, cost estimation, recycling programs, air, land and water emissions controls and permits. Employee health, safety, and education and quality management and examined. Field trips to several Long Island institutions. 3 credits, Letter graded (A, A-, B+, etc.)

**EST 587: Today’s Technology: Impact on Education and Economics**

This course involves the student in studies of the science, technology, and economics of four selected areas: electronics, transportation, energy, and health sciences. Classroom time is supplemented by visits to appropriate facilities in each area; individuals and groups also plan for the use of the information in their specific areas of responsibility. For example, teachers are responsible for developing teaching strategies for use of the information in their classes and for student career advice and preparation. Those from commerce and industry learn of the powerful influence of technological development on regional economics. This knowledge is helpful in carrying out strategic planning and forecasting within the student's organization. 3 credits, Letter graded (A, A-, B+, etc.)

**EST 588: Technical Communication for Management and Engineering**

The ability to communicate technical ideas clearly and effectively is critical to success in management and engineering. Hours and money are wasted when confused, distorted writing and speaking obscure the information they are intended to convey. This course will provide managers, engineers, and other technical professionals with practical methods for making their memos, reports, and correspondence clear, comprehensible, and persuasive. Students learn strategies for communicating with both nontechnical and technical audiences, stating their purpose clearly, organizing points most effectively, and expressing ideas concisely and precisely. Special attention is given to technical presentations and to communicating in meetings. 3 credits, Letter graded (A, A-, B+, etc.)

**EST 589: Technology-Enhanced Decision Making**

This course examines the use of technological devices, especially computers, as aids in decision making. A treatment is given of the cognitive science and artificial intelligence methods used in the structure and operation of some systems that support human decision making. Medical diagnosis systems, business and industrial planning systems, and computer-aided dispatch systems are discussed. In addition, the application of high technology in air traffic control systems is examined. 3 credits, Letter graded (A, A-, B+, etc.)

**EST 590: Seminar for MS, TSM**

A forum for the discussion of research methods, project ideas, and proposal preparation. A final product of this seminar is an approved master's project proposal. Each student also leads a discussion of an important technology-society problem, such as censorship of the Internet, scientific decision making, or environmental regulations. Each student works with a faculty advisor on background research and preparation of the master's project proposal. Fall, 3 credits, Letter graded (A, A-, B+, etc.)

**EST 591: Independent Study in Technology and Society**

The primary objective of independent study is to provide a student with opportunities to interact with faculty members who can be of assistance in his or her master's project. Students should consult individually with faculty members on workload and credit(s). 1-3 credits, Letter graded (A, A-, B+, etc.) May be repeated for credit.


The ample supply and appropriate use of energy is critical to the well being of human society. Energy plays an enormous role in environmental degradation, national insecurity, international conflict, and in solutions to these problems. This course aims to introduce the major energy issues to students in engineering, business, and public policy areas. It discusses the energy choices to meet regional and global energy needs. Major renewable and conventional energy sources, energy supply technologies, and end-use efficiency options...
will be assessed in the context of political, social, economic, and environmental goals. 3 credits, Letter graded (A, A-, B+, etc.)

**EST 593: Risk Assessment and Hazard Management**
A case-study approach to the assessment of risk and the management of natural and technological hazards, with emphasis on those that can harm the environment. The course focuses on technological hazards involving energy, transportation, agriculture, natural resources, chemical technology, nuclear technology, and biotechnology, and on natural hazards such as climatic changes, droughts, floods, and earthquakes. The first part of the course consists of readings on risk assessment and hazard management and discussions of published case studies. During the second part of the course, students conduct projects. Offered as EST 593 or HPH 689.

3 credits, Letter graded (A, A-, B+, etc.)

**EST 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 lifecycle 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.

3 credits, Letter graded (A, A-, B+, etc.)

**EST 595: Principles of Environmental Systems Analysis**
This course is intended for students interested in learning systems engineering principles relevant to solving environmental and waste management problems. Concepts include compartmental models, state variables, optimization, and numerical and analytical solutions to differential equations. Prerequisites: MAT 132 and one year of quantitative science such as physics, chemistry, or geology; or permission of instructor. Offered as EST 595 or HPH 688. Fall, 3 credits, Letter graded (A, A-, B+, etc.)

**EST 596: Simulation Models for Environmental and Waste Management**
This course is intended for students interested in developing computer models for technology assessment and for environmental and waste management. Concepts developed in EST 595 Environmental Systems Engineering and Analysis are applied to real-world problems. Techniques in model development are presented in the context of applications in surface and groundwater management, acid rain, and health risks from environmental contamination. Offered as EST 596 or HPH 689. Prerequisite: EST 595 or permission of instructor

Spring, 3 credits, Letter graded (A, A-, B+, etc.)

**EST 597: Waste Management: Systems and Principles**
Students will learn about the technologies and policy options in waste management, emphasizing recycling, incineration, landfilling, and source reduction options for municipal solid waste on Long Island. Problems concerning paper, glass, plastic, organic materials, and other waste steam components will be explored. Environmental impacts and economics of landfills, materials recovery facilities, and waste-to-energy systems are examined. The institutional and regulatory climate, current and planned practices in the region, and hazardous waste will be discussed. Cross-listed as CEY 597 or HPH 663 or EST 597.

3 credits, Letter graded (A, A-, B+, etc.)

**EST 598: Teaching Practicum**
Designed to give graduate students teaching experience.
3 credits, S/U grading

**EST 599: Special Projects and Topics**
A technology assessment laboratory for emerging problems and focused research. May be run as a hands-on, group research study of an important educational, environmental or waste problem (perhaps to provide an assessment to a regulatory agency or administrative system). 1-12 credits, Letter graded (A, A-, B+, etc.) May be repeated for credit.

**EST 600: Technology, Policy, and Innovation: Theory and Practice**
This course provides students with frameworks and models for analysis of issues at the intersection of science, technology and public policy, and business strategy; and helps students develop skills to work on policy issues that require deep understanding of the technical details. Topics include utility/profit maximization theory, its limitations and alternative theories, business and government interactions, technology innovation and management, policy process (agenda setting, problem definition, framing the terms of debate, formulation and analysis of options, evaluation of policy outcomes). Cases drawn from energy and environmental policy, educational technology, STEM education will be used to illustrate stakeholders and their value structures, high levels of uncertainty, multiple levels of complexity, and their influence on policy intervention. This course emphasizes quantitative policy analysis methods, and critical thinking.

Fall, 4 credits, Letter graded (A, A-, B+, etc.)

**EST 610: Data Analysis for Technology, Policy and Innovation**
Common empirical tools used for research in Technology, Policy, and Innovation. Topics include: data collection and sampling techniques, descriptive statistics, probability concepts, estimation, formulating and testing hypotheses, and simple and multiple regression analysis. Discussion of assumptions, strengths and weaknesses of various statistical tools and methodologies. Emphasizes the analysis and presentation of information through visual and numerical means. Use of modern statistical software to analyze real data sets involving socio-technological applications.

Prerequisites: Admission to PhD program or permission of instructor

Fall, 3 credits, Letter graded (A, A-, B+, etc.)

**EST 620: Decision Making in Socio-Technological and Global Contexts**
Methodologies and applications to enhance students' abilities to use qualitative and quantitative approaches to examine decision problems within socio-technological and global contexts. Psychological, social and cultural influences on decision making in organizations. Power and limitations of the theories, models and tools of decision analysis. Applications to decision problems in a variety of domains, including energy and environmental systems, educational technology and education in science and engineering, technology management, and science and technology policy.

3 credits, Letter graded (A, A-, B+, etc.)

**EST 650: Directed Study**
Individual studies under the guidance of a faculty member. Subject matter varies according to the needs of the student. May be repeated for credit.
1-9 credits, Letter graded (A, A-, B+, etc.) May be repeated for credit.

**EST 660: Teaching, Learning, and Technology**
A professional development seminar that is designed to help Ph.D. students develop the competencies needed to become effective teachers in colleges and universities. Students will learn relevant teaching and learning theories and their applications to teaching courses and laboratory sessions. Students will learn methods for the design and assessment of courses, including courses that integrate appropriate technologies to enhance learning and teaching. Students will learn how to create learning environments that build on the strengths and address the varied needs of a diversity of learners.

Restricted to Ph.D. students registered in the Certificate Program on College Teaching. Spring, 0-3 credits, Letter graded (A, A-, B+, etc.)

EST 688: Internship in Research
Participation in private corporations, public agencies, or non-profit institutions. Students will be required to have a faculty coordinator as well as a contact in the outside organization to participate with them in regular consultations on the project, and to submit a final report to both. At most one credit can be accepted toward the degree.

1-3 credits, S/U grading
May be repeated for credit.

EST 690: Seminar in Theory Building
Science is about discovering facts as well as explaining what the facts mean. Theories provide explanations and interpretations of empirical phenomena and building and modifying theories are at the heart of core scientific activities. Good theory is essential to many new fields for several reasons. First, good theory provides guidance for practical action and therefore should be at the foundation of curricula. Second, without good theory in any particular field, researchers must borrow theories from other academic disciplines. While this can be useful, sometimes these theories might not fit our subject matter well. For example social theories based on behavioral assumptions stemming from non-digital communications do not fully address substantive features of social behavior in a digital age. Research courses commonly emphasize empirical research methods and formal modeling approaches to theory development. There is much less guidance for those who want to build a theory for managerial and behavioral studies. Yet every researcher must do so to develop a good research proposal. This seminar aims to fill that gap by focusing on theory types and evaluation criteria, theory development processes, and theoretical writing. Offered in Spring, 3 credits, Letter graded (A, A-, B+, etc.)

EST 691: Seminar on Innovation, Invention, and Diffusion
Innovation is viewed as central to progress for any individual, organization, nation or global effort. In this seminar we will discuss invention, the two main phases of innovation, exploration and exploitation, the notion of diffusion of innovation and finally innovation policy as well as policy innovation. We will explore a number of types of innovation including radical versus incremental, technological versus administrative, product versus process and more. Using relevant case studies and selected readings from the most influential voices on innovation, including those in academia, corporate America as well as policy-making organizations, we will explore the many different sides of innovation, why it is one of the most critical issues of our time and how seminar participants can contribute to overall innovative efforts.

Offered
Fall, 3 credits, Letter graded (A, A-, B+, etc.)

EST 697: Directed Study
Individual studies under the guidance of a faculty member. Subject matter varies according to the needs of the student.

1-9 credits, Letter graded (A, A-, B+, etc.)
May be repeated for credit.

EST 698: Practicum in Teaching
This course enables graduate students to gain experience in teaching and interacting with students enrolled in Technology, Policy, and Innovation courses. Students enrolled in EST 698 are expected to perform various teaching duties required by the course instructor, such as attending lectures, providing office hours, holding review/recitation session, proctoring exams, grading, etc...

Fall, Spring, and Summer, 1-3 credits, S/U grading
May be repeated for credit.

EST 699: Dissertation Research on Campus
Dissertation research under direction of advisor.

1-9 credits, S/U grading
May be repeated for credit.

EST 700: Dissertation Research Off Campus - Domestic
Prerequisite: Must be advanced to candidacy (G%). Major portion of research will take place off-campus, but in the United States and/or U.S. provinces. Please note, Brookhaven National Labs and Cold Spring Harbor Lab are considered on-campus. All international students must enroll in one of the graduate student insurance plans and should be advised by an International Advisor.

1-9 credits, S/U grading
May be repeated 1 times FOR credit.