Spring 2021 Professional Development Courses

All courses are offered online ONLY

Deadline to apply for spring 2021 courses: January 14, 2021 (classes begin Jan. 25)

CEP 510: Psychometric Theory
Registration No.: 23440
An introduction to basic concepts and methods of measurement as applied to education and psychology. Students are expected to learn the history, theory, and practice of educational and psychological measurement. The focus is on the theory and technology of measurement rather than on the use of particular instruments. Practical and statistical aspects of measurement are discussed and illustrated. Topics covered include reliability, validity, fairness, item analysis, selection/decision analysis, scaling and equating, and computer-based testing.

CEP 523: Statistical Methods Inference II
Registration No.: 10170
Lab Registration No.: 22746
** Required pre-requisite- CEP 522: Statistical Methods Inference I
This course focuses on the applications of linear statistical models. Specifically, estimation and significance tests for a variety of linear models will be covered, including analysis of variance, multiple regression, and analysis of covariance. Students learn how to choose appropriate statistical models for a variety of research designs and how to implement the analyses using a computer package. Analysis and interpretation of simulated and actual data sets occurs both in lecture and in the one-hour-per-week computer laboratory.

CEP 524: Experimental Design
Registration No: 23439
The course introduces the principles and applications of experimental and quasiexperimental research designs in education, behavioral and social sciences. It covers various advanced statistical modeling and data analysis techniques for policy/program evaluation, including difference-in-differences, propensity scores, and instrumental variables. Statistical applications are emphasized through hands-on analyses of real datasets as well as reviews of research examples.
CEP 526: Structural Equation Modeling  
Registration No.: 22075  
This course is organized to provide conceptual understanding of and discuss issues related to structural equation modeling. This advanced methodology course aims to acquaint graduate students who are preparing for a major research project in social, psychological, and/or educational fields with practical knowledge and skills in the applications of structural equation modeling.

CEP 560: Psychology of Learning and Instruction  
Registration No.: 22076  
This course is designed to engage students in the field of Educational Psychology and its contributions to classroom teaching and learning. We will explore thinking, learning, relationships, culture, background and experiences and how these relate to teaching and learning. Through readings, discussions, and interactive exercises, we will explore the dynamic relationship between the student, the teacher, and the learning environment. Assignments will focus on both theoretical models and real-world applications, with emphasis on contemporary approaches to stimulating active and reflective learning and the improvement of the quality of education we provide to students.

CEP 564: Cognitive Psychology  
Registration No.: 23430  
Cognitive psychologists study thinking, learning, memory, perception and other mental activities. The most central assumption in cognitive psychology is that people have measurable, demonstrable constraints on their mental capabilities. Those constraints come in the form of mental limits on how much we can remember, attend to at one time, and so on. We will see that when something goes wrong, or when the mind is put under extraordinary strain, the constraints imposed by our cognitive system becomes increasingly relevant. After studying this course, you should have a working knowledge of each of the major areas of cognitive psychology. More importantly, you should be able to interpret and understand data in the ways that cognitive psychologists do.

CEP 588: College Counseling for High School Students  
Registration No.: 16975  
This online course explores the career & college research process and the college application process for the college bound high school student. The course includes
information to help the school counselor assist students in their career & college research and counseling for special student populations. Students will gain an understanding of the comprehensive process for high school students. The course will include printed material, software, web sites and resources.

CEP 616: Grief Counseling and Issues in Grief and Loss  
Registration No.: 16534
Grief is the most common and painful experience known to men and women. It affects everyone and at times it affects everyone profoundly. We are born with innate ways of healing from the pain of loss, but our society extinguishes many of these coping mechanisms by adolescence. Unresolved grief is the major reason people seek counseling and a significant cause of health problems, yet it is often unrecognized as source of the problem. The purpose of this course is to discuss how you can respond in helpful and comforting ways to people who are grieving by understanding your own grief, the nature of grief and healing, and the things that seem to help people who are hurting. This course is more personal than academic, more practical than theoretical, yet focuses on the underlying scientific grieving principles to explain why some things help and other things don't. To help grieving people we need to learn a set of behaviors based on these principles. We also have to unlearn typical ways of responding to people who are hurting. The class is intended to be relatively informal and our time will be spent talking about grief, listening to some tapes, in discussion with questions and answers, and in personal discussion of some of our own experiences. We will focus on counseling grieving people, the aftermath of murder and suicide, crisis interventions in schools, suicide prevention, and the spiritual aspects of death and loss.

CEP 661: Medical & Psychosocial Aspects of Disability  
Registration No.: 23537
This is an advanced required course for students pursuing graduate study in rehabilitation counseling. The course is intended to provide you with a broad overview of human body systems and psychosocial functioning across lifespan. The learning content includes medical terminology as well as the functional limitations, effective treatments, and psychosocial/vocational implications of the common diseases which cause chronic illness and disability. It also provides a broad overview of health care delivery systems and health promotion strategies. The discussion on current disabilityrelated health, psychological, and social issues will be facilitated. This course should be taken during your second semester of enrollment for rehabilitation counseling majors.
CEP 680: Career Development  
Registration No.: 24436  
This course seeks to integrate theory, research, and practice on career development. First, we will review of the major approaches to understanding career behavior and development and the empirical support for theoretical approaches. Then, we will explore the career development of specific populations, including under-represented minorities and people with disabilities. Considerable attention will also be devoted to applying work-related issues in clinical practice.

CEP 689: GSE Doctoral Core: Case Management in Rehabilitation Counseling  
Registration No.: 23951  
This course acquaints students with case management and rehabilitation services along with a range of community resources available to the counselor whose goal is the effective and comprehensive rehabilitation of individuals with disabilities. Topics include case finding and case planning, service coordination, and client advocacy activities. The primary focus is on the applied principles of case and caseload management; ethical delivery systems that encompass public, private for - profit, and private not-for-profit settings; laws and ethical practices affecting counseling practices with examples of their applications; and community resources, including educational and vocational programs, offered in diverse settings to a variety of populations with disabilities. The course conveys disability issues through an ethical, multicultural, and holistic lens, as well as explores the role and function of rehabilitation team members.

ELP 629: Human Resource Administration in Education  
Registration No.: 24005  
This course examines key conceptual and practical issues in the administration of Human Resources (HR) in education. Although the course will focus primarily on HR issues in elementary and secondary public school settings, the material presented will be pertinent to those intending to function in other educational and human service settings. Access to a school district HR administrator (or the person who administers HR for a school district or other organization) is required. If not employed by a school district, students, with permission of the instructor, may adjust/tailor assignments to reflect the career interests and work settings of those working in the public sector outside of public education.
ELP 640: Teacher Leadership for School Improvement  
Registration No.: 24334  
This course is intended to explore the history and definition of teacher leadership; the types of leadership roles teachers take on in their schools; the types of leadership needed to develop, support and sustain teacher leadership; and the ways in which teacher leadership fosters school improvement. We will explore the historical and changed roles of teachers and leaders, the literature and evidence supporting teacher leadership and its relationship to school improvement, the skills needed for teachers to develop into leaders, the ways in which school administrators can foster and support teacher leaders, and the development of professional learning communities in schools.

ELP 652: Leadership and Policy for Inclusion  
Registration No.: 16339  
Complex issues shape and are shaped by K-12 leadership practice such as student access to disability services, language and cultural barriers, and trauma-induced learning problems, among others. Such issues underscore the importance of increasing educational leader knowledge about inclusive practice. Students in this course will critically examine educational leadership strategies, programming, and relevant policies concerned with fostering inclusivity within school building and district environments. As such, this course operates from the premise that students and educational staff possess unique talents and struggles, as well as have a continuum of physical, social, emotional, and intellectual needs. This course also focuses on what it means to "lead beyond inclusion", by examining what educational researchers who work across the K-12 leadership policy spectrum have to say about working with students who occupy different developmental and identity statuses, as well as may have experienced trauma. In doing so, course discussions will push students to be cognizant of the kind of discourse used in research and practice to discuss these issues (e.g., special education vs. students with disabilities; at-risk vs. underserved). Course activities and written assignments are designed to provide students with opportunities to develop critical, meaningful, and relevant sense-making that helps leaders to improve learning for all learners. As reflexivity is integral to working with students from different backgrounds, coursework also will direct students to explore how their positionality matters to fostering equitable, inclusive, and safe school milieus.

LAI 512: Readings in Multicultural Literature (LEC LOA-Reg #24420)  
This is a literature reading course focusing on diverse voices often excluded in the literature curriculum in U.S. schools. The class will function as a reading group discussing short texts, some of which have become multicultural classics, including literature written by
African American, Asian Americans, Latino/a, Native Americans (e.g., by Cisneros, Kinkaid, Walker, Wilson, Momaday, Tan, Petry, Alexie, and others). As we respond aesthetically to literary works and share those responses in writing and discussion, we will also examine the ways that individuals and groups make sense of these texts. The course is grounded in cultural, constructivist approaches to literature and will focus, too, on how authors construct texts out of their own sets of experiences in cultural contexts. Students will have some choice in selection of texts which suit their interests and needs.

**LAI 514: Adolescent Writing Across the Curriculum (LEC A-Reg #13725)**

This course begins with an overview of theory and research in cognitive strategies and sociocognitive views of reading, writing, speaking and listening processes. It then describes an approach to the teaching of reading and writing called strategic literacy instruction. The focus throughout is on discovering ways to help struggling readers and writers: students usually referred to as "low performing," "general," or "developmental;" students perceived as learning-disabled, resistant, at-risk or lower-track; students in special education classes or in classes where special students are mainstreamed; or kids who are just plain unmotivated. Evaluation includes a midterm report and a final project concerned with designing strategy-based literacy instruction.

**LAI 538: Music Education Practices (LEC A-Reg #13864)**

The application of theories presented in preliminary graduate courses in music education. Practices in actual teaching experiences are examined in pre-K through 12th grade settings, usually in a workshop/practicum setting. Saturday Mornings TBA

**LAI 550: Literacy Acquisition & Instruction, PreK-2nd Grade (LEC LOA-Reg #14957)**

This course reviews typical developmental progressions in the acquisition of oral language and print literacy in early childhood (birth to grade 2), including the sociocultural, cognitive, and motivational influences on literacy acquisition. Additionally, this course focuses on developmentally appropriate instruction and assessment techniques, with an emphasis on observation of children engaged in authentic literacy activities.

**LAI 551: Childhood Literacy Methods (LEC LOA-Reg #14999, LEC LOB-Reg #21754)**

Instructional theory and practice focusing on teaching, reading and writing in Grades 1-6 emphasizing: teaching literacy with literature; teaching literacy from reader response, critical, and interactive perspectives; and integrating instruction across content areas. Topics dealing with techniques for improving comprehension and word identification,
creating a literate environment, creating interest and motivation, and creating authentic forms of assessment and evaluation as part of ongoing instruction are explored.

LAI 552: Middle Childhood / Adolescent Literacy Methods (LEC LOA-Reg #13592, LEC LOB-Reg #21756)
Instructional theory and practice focusing on literacy in Grades 5-12 emphasizing building literacy in the content areas. Topics dealing with techniques for creating interest and motivation for literacy, study strategies, strategies for building comprehension, constructing meaning, and assessing students' literacy performance are explored.

LAI 574: Teaching the Exceptional Learner (SEM A-Reg #13742, SEM LOB-Reg #15615)
The purpose of this course is to aid in understanding diversity by preparing teachers to offer direct and indirect services to students within the full range of disabilities and special health-care needs in inclusive environments. Students will be provided with techniques designed to enhance academic performance, classroom behavior, and social acceptance for students with disabilities and special needs. Students will learn skills enabling them to (1) differentiate and individualize instruction for students with disabilities and special needs, (2) become familiar with instructional and assistive technologies, (3) implement multiple research-validated instructional strategies, (4) formally and informally assess learning of diverse students, (5) manage classroom behavior of students with disabilities and special needs, and (6) collaborate with others and resolve conflicts to educate students with disabilities and special needs.

LAI 599: Technology & Curriculum Integration (LEC LOA-Reg #18740)
This class is designed to answer the following questions: * How can technology be used in the classroom environment? How does the incorporation of technology impact classroom management practices, instructional strategies, student motivation, and assessment strategies? * Will using technology enable students/teachers to do something that they could not do before? * Will the use of technology enable student/teachers to do something that they could do before but can do better (differently) now? * How do we answer educators’ concerns about its use? * When is the use of technology an appropriate and effective use of tools?

LAI 603: Developing Curricula Emerging Adolescents (LEC LOA-Reg #18741)
Focuses on 3 areas: (1) differences of young adolescents as learners from children and older adolescents; (2) the physical, social, emotional, and intellectual characteristics of
young adolescents as learners; and, (3) implications of those characteristics for developing effective middle-level school curricula and school practice.

LAI 606: Curricular and Instructional Foundations of Music Education (LEC LOA-Reg #18655)
A study of the current role and practice of music education considered in historical, philosophical, psychological, and sociological perspective. Students will develop professional rationales for universal music education practices that involve information derived from the relevant perspective research to analyze and critique programs, practices, curriculums and standard policies for Music Education. Students will write an extended paper that reviews and critiques the practices in music education and recommend policy alternatives.

LAI 648: Research Ethics (LEC LOA-Reg #18656)
This course is a comprehensive introduction to the ethics of scientific research and broader moral responsibilities of science to the public. The requirements for the course include the satisfactory completion of online tutorials in human subjects research and the responsible conduct of research. This course will satisfy all Federal requirements for education and exposure of graduate and post-doctoral students. A number of case studies across a range of practical ethical issues will be analyzed and evaluated. Our aims will be to form reasoned responses along established guidelines to the ethical dilemmas typically met during scientific research. Topics to be covered include: theories of ethics, ethical conduct, research involving human subjects, research involving animals, scientific integrity, collaboration and trust, preventing fraud and plagiarism, professional standards for scientific publication, intellectual property, and competing interests. Human subject research is a central topic.

LIS 503: Information Architecture
Registration No.: 18453
Students will learn how to configure systems that help ensure that any task uses all applicable information. The course will review user requirements analysis and then discuss the components needed to meet the requirements and how these components work together: sources for many types of information, principles of organizing information in the sources and for the user, including metadata schemes and taxonomies, methods for retrieval and determining relevance, and support for a positive user experience in interacting with information through search, navigation, and understanding. Students will
collaborate on applying these principles in a concrete example and developing a prototype of a website.

LIS 503: Equity, Diversity, Justice, and Inclusion in LIS
Registration No.: 23586
This course focuses on issues of diversity, equity, and inclusion in librarianship and information science. Through discussion, research, and self-reflection, students will develop their cultural competence; critically examine information work through discussion of race and power and social justice; and explore the role of information professionals as allies, advocates, and co-conspirators.

LIS 507: Information Life Cycle
Registration No.: 19906 or 20568
Introduces students to the nature of information and ways in which its structure and representation affect information retrieval. The course lays the theoretical foundation for understanding and applying a range of concepts and techniques for both creating and using traditional, modern, and future information systems. Major knowledge organization, metadata, and retrieval systems are introduced and students are guided in their practical application. The course emphasizes the importance of the user in system design. Students are introduced to the roles of information preservation, information security, and digital curation. Barriers to equity of access and retrieval resulting from cultural, linguistic, and gender biases are also be examined [sic].

LIS 508: Information Users and Uses
Registration No.: 19907, 23574, 23575
Information services and systems must be designed on the basis of information behavior, i.e., what is known about how people think about, access, evaluate, and use information. This course introduces students to that knowledge base, to prepare them to design and deliver systems and services that match the needs of diverse information users.

LIS 518: Reference Sources and Services
Registration No.: 18164
This course introduces the knowledge and skills necessary to provide professional information services to diverse users in a broad range of contemporary information environments. The course is designed for students with varying levels of skills and experience for a wide range of information professional career paths. The course covers
interaction with users, development of search strategies, and analysis and use of general and specialized reference tools.

**LIS 523: Information Literacy Instruction**  
**Registration No.: 23576**  
Introduces principles, theories, and practical applications of user education, including design, delivery, and assessment of information literacy methodologies and resources. Emphasis is given to current and effective teaching practices in a variety of library and information center environments.

Information literacy instruction (ILI) is a core public and educational service of libraries, and is an increasingly critical one. It is a vibrant subfield of librarianship, filled with energetic librarians who are passionate about teaching and learning. A great deal of the abundant literature addresses ILI in academic libraries, but those interested in school or public libraries will have the opportunity to tailor their learning in this course for those settings. While this course will be challenging, my hope is that this immersion into ILI will excite and engage you, and show you the possibilities of this aspect of librarianship.

**LIS 525: School Media Center Practicum**  
**Registration No.: 14854**  
Students are placed in school media centers with tenured and certified library media specialists (LMS) for two (2), 20-day practicum experiences; one placement is at the elementary level (LIS 525E) and one at the secondary level (LIS 525S). Students working under a Supplementary Certificate have a special project that needs to be completed. Students are supervised by a practicing library media specialist and a member of the DLIS faculty. The completion of a professional portfolio is required (LIS 525P).

A student may complete both the 525E and the 525S practicum in one setting for a total of 40 days. This type of placement will facilitate the edTPA requirements of teaching 3 lessons as part of a unit plan by providing the student more time for completion of the requirement. (Commissioner’s Regulations section 52.21b). You must ensure that some of the required modules for field experience mandated hours in 524 have been completed at the alternate level.

If you are completing both 525S and 525E practicums in separated schools, in the practicum setting where you choose to complete the edTPA requirements, you will likely need more than the minimum requirement of 20 days in that setting; it is strongly suggested
that you complete 30 days in that setting. You must take responsibility for discussing your practicum placements with the course instructor.

If you have a certification in another subject area and are working under a Supplementary Certificate you will not complete a practicum but will complete a special project. You will also have a designated professional who will evaluate your performance in the library. You need to relay the contact information for this person to the course instructor. Requirements for this project are provided in this syllabus.

LIS 532: Curriculum Role of the Media Specialist
Registration No: 13754
This course examines the curricular role of the school's library media program. By means of clinical experiences, students learn from practitioners in a school library in their geographical area. A student-centered approach is used to design information literacy lesson plans and assess student learning outcomes based upon the Common Core Learning Standards (CCLS) and AASL's Standards for the 21st Century Learner as well as other research-based inquiry models. Students engage in an interactive professional community and receive feedback from practitioners and peers. Discussions focus on problem solving, collection development, curriculum design, CCLS, AAPR, and instructional methods.

LIS 535: Resources and Services for Young Adults
Registration No: 13794
A study of literature and other media produced for young adults. Includes an introduction to adolescent psychology, lifestyles, and interests and how these impact young adults and their reading/viewing habits. Students will learn to evaluate and promote materials according to their various uses, both personal and curricular, and according to the needs of individual young adults.

LIS 536: Multicultural and Special Population Materials for Children and Young Adults
Registration No: 19375
This course is designed to help students become aware of characteristics of various diverse groups; to evaluate multicultural and diverse population materials for children and young adults; and to learn how to effectively utilize the materials in library programming.
LIS 558: Social Media
Registration No:
This course introduces the basics of social media and examines the ways in which interactive technologies are changing the process of information creation and sharing. The landscape of social media tools will be surveyed with a focus on critically analyzing their roles as effective means for delivering and receiving information. Students will examine social media’s potential benefits and limitations, as well as appropriate ethical concerns, and develop insights they can take into their professional career.

LIS 563: Digital Libraries
Registration No:
The course examines both theoretical concepts and practical techniques of digital libraries. Topics covered include digitalization, organization, access management, evaluation and preservation in digital libraries, as well as social, economic and legal environments of digital library. Trends into the future of digital libraries will be discussed.

LIS 568: Computer Applications in the School Library Media Center
Registration No: 21925
This course focuses on state-of-the-art technologies used to enhance productivity, efficiency, and collaboration in teaching information literacy and managing a school library. A student-centered approach is used to employ effective strategies and techniques in the field. An interactive Center professional community is employed as candidates collect feedback from K-12 students and practitioners. Discussions focus on the role of technology, computer applications, and emergent technologies in the context of school libraries.

LIS 569: Database Systems
Registration No: 22870
Study of microcomputer-based data management techniques and systems, including evaluation of software packages, for the organization, manipulation, and retrieval of information. Examination of relational database techniques such as sorting, searching, indexing, report generation, and data transfer using DBMS command language. Projects include development of a working system.
LIS 571: Information Organization  
Registration No: 18166  
Introduces students to the nature and structure of information. It lays the theoretical foundation for understanding and applying a range of concepts and techniques for creating and using traditional, modern, and future information systems, from paper libraries to linked data. It covers the conceptual structures in the organization of data, information, knowledge, language, and text. It introduces major knowledge organization systems and metadata systems and guides students in their practical application in cataloging library and other materials, both paper and digital, and in searching many different information sources. The course emphasizes the importance of user requirements in designing information systems. It has students analyze cultural, linguistic, and gender biases that hinder equity of access.

LIS 575: Introduction to Research Methods  
Registration No: 23183  
Study of research, problem-solving, and evaluation of services in library, media and information environments. Students will learn to identify and define problems requiring systematic analysis and to review, evaluate, synthesize, appreciate, and use existing reports of research. Study includes librarianship and the philosophy of science, theory and hypothesis testing. Problems include evaluation of circulation, effectiveness, collections and overlap, online services, budgeting allocation, status of librarians, salaries, citation analysis, bibliometrics. Not a statistics course; background in mathematics and statistics is not required.

LIS 581: Management of Libraries and Information Agencies  
Registration No: 17468  
Explores management theory and practice applicable to varied information agencies at the supervisory, middle, and top management level through lecture, case studies, problem analysis, role playing, and course assignments. Connection to and sustainability within communities through evidence-based decision-making, planning and advocacy is emphasized. Equal opportunity employment guidelines and diversity in employment and in the people served are discussed.

LIS 585: Management of School Library Media Centers  
Registration No: 13597  
This course focuses on the leadership and management of school libraries. Through clinically-based experiences in a school library in their area, students are exposed to a
variety of methods used to evaluate the effectiveness of a school library's programs, services, budget, policies and procedures. Students study leadership in the context of advocating for the school library program at the local, state, and national levels. National and state school library standards are used as a framework for understanding the components of an effective, quality school media program.

**LIS 587: Collection Development**  
**Registration No: 19909**  
Investigates current and traditional approaches to collection development in libraries of all kinds. Topics considered include: philosophic and ethical foundations; strategies for defining community needs and collection goals; formulation of collection development policies; approaches to materials selection and acquisition; collection evaluation; problem materials and censorship; interlibrary cooperation, resource sharing, and document delivery systems; collection maintenance, preservation, and management; and impact of new technologies.