Fall 2025

Professional Development Courses

All courses are offered online ONLY

Deadline to apply for Fall 2025 courses: August 20, 2025 (classes begin 8/25/2025)

CEP 501 Psychological Foundations of Education
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 lectures, discussions, and interactive exercises, we will explore the dynamic relationship between students, the teacher, and the learning environment. Discussion 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 506 Intro to Educ Tech
This course is designed to provide students with an introduction to the theoretical bases and practical applications of technology, particularly as used in classrooms. There are several objectives: (1) Assure some basic familiarity with computing technology and its common uses in the classroom; and (2) encourage a perspective toward viewing classroom technologies contextually.

CEP 521 Mental Health Counseling
This introductory course provides an overview of mental health counseling as a profession. The texts and assignments are designed to introduce students to the field. Core topics include: history and current trends of counseling, mental health counselor's activities and work settings, role of diagnosis and counseling theories, community interventions and outreach, professional issues, and ethics. The eight core areas of the Standards of Practice for CACREP (Council for the Accreditation of Counseling and Related Educational Programs) also will be briefly examined: human growth and development, social and cultural foundations, helping relationships, career development, group work, appraisal, research and program evaluation, and professional ethics. Emphasis on multicultural competence and

social justice advocacy as well as awareness of personal characteristics and strengths needed to be an effective counselor are also explored in this class.

CEP 530 Introduction to Meta Analysis
This course targets graduate students who are preparing for their research projects using meta-analysis. This course aims to acquaint graduate students who are preparing for a research project in social, psychological, and/or educational fields with practical knowledge and skills in the applications of meta-analysis. Prerequisite: Permission of instructor or some familiarity with regression analysis

CEP 541 Human Growth & Development
This course is designed to engage students in a meaningful exploration of human development from prenatal experience through adolescence. The central questions of developmental psychology concerning the nature and sources of development, as well as the importance of the cultural contexts in which development occurs, will be considered throughout. Special attention will also be given to contemporary themes, such as the meaning of childhood, cognitive development and schooling, identity formation, and cultural influences on development. This course is especially useful for professionals who work with children in a variety of settings, such as schools, daycare centers, or child service agencies.

CEP 649 Rehab Foundations
This course will provide a broad overview of the profession of rehabilitation counseling with an emphasis on both theoretical and practical aspects of the field. It also introduces the history, philosophy, ethical and legal basis, principles, service delivery systems and procedures of rehabilitation counseling. It equips future rehabilitation counselors with fundamental knowledge and skills in serving people with disabilities in state-federal (public), non-profit, and private/for-profit rehabilitation sectors as one of rehabilitation team members.

CEP 653 Foundations of Counseling Theory
The main function of this course is to introduce the major theories of counseling and psychotherapy, their background or history, the theories of personality from which they are derived, and their applications to counseling practice. The course also includes consideration of professional and ethical issues in counseling. In addition to learning about established counseling theories, each student will have the opportunity to develop her/his own counseling theory. Class time will be divided among lecture presentations, viewing of

videotapes of various counseling approaches, and small group discussions and activities. As a result of this course you will: Be exposed to a variety of ethical and professional issues in counseling and develop positions on some of these issues. Study the ACA and/or APA ethics code(s) and have your own copy of them for future reference. Gain basic understanding of the theory, practice, and application of varied approaches to counseling. Form your own personal theory of counseling. Develop skills in self-evaluation, writing and critical thinking. Notice your own qualities that support and hinder your attempts at being therapeutic for others

ELP 636 Educational Organization Diagnosis
In order to develop and sustain effective school organizations, it is important that both formal and informal leaders of a school have the requisite conceptual and technical skills for identifying current or potential problem areas. In this course, we develop an organizational health framework, visit schools to test the framework, and documents the current state of that school through portraiture and related analytics. A final assignment is to apply the process to an organization of the student's choice.

ELP 685 Quantitative Research for School Leaders
The course will take students through the stages of a quantitative research project, including developing and testing hypotheses, exploring data, presenting results, and thinking through significance and implications, all with the goal of understanding how statistics can be used as a problem-solving tool in schools and districts. The purpose of this course is to train school leaders to properly analyze data, use statistical software, and be critical consumers of research, so as to understand and address issues of concerns in their local contexts. This course covers descriptive and inferential statistics. Students will learn to identify the type of data, select appropriate statistic and graphical methods, analyze data, and interpret the results. Specific methods include t-tests, correlations, simple linear regressions, and multiple regressions. Students will learn how to use Excel to execute these tasks.

LAI 508 Educational Uses of Internet
This class is an exploration of ways the Internet can be utilized in instructional settings. Beyond acquiring hands-on experience with Web searching, using Web-based tools, and developing Web-based modules, we will investigate related technical, pedagogical, cultural, and social issues, to clarify what the Internet means in the context of educational experiences: How might teaching and learning practices change with Internet uses? What is needed for successful experiences using the Internet in education? What new concerns does

the Internet bring? How does the Internet relate to the cultural context of the classroom and the cultural background of teacher and learner?

LAI 519 Research in Writing
This course explores research in writing and the teaching of writing. The course examines research methods and findings from selected studies. Our objectives are to build an understanding of scholarly inquiry in written composition, especially in the area of cognition and writing, to develop an understanding of some of the theoretical foundations scholars bring to writing research, and to explore how pedagogical knowledge may be generated from such scholarship.

LAI 537 Language Diversity & Literacy
Most educators agree that basic grammar and usage should be taught in some shape or form, what specifically do students need to know? Why and for what purposes? How does the notion of linguistic correctness fit into the intelligent teaching of reading and writing? How does grammar teaching fit into standards and standards-based assessment, and how does it mesh with issues in multicultural education and urban schooling? Finally, what, realistically, can we expect to gain from the time we spend teaching language and usage? To answer these questions, this course offers a view of language diversity and literacy based in sociocultural and sociolinguistic theories of literacy learning. The course pays special attention to what sociocultural approaches tell us about the ongoing debate over the teaching of grammar and usage. It discusses the language and literacy-learning strategies students bring from home and how these strategies can be used for facilitating the learning of academic writing, grammar, and usage. The practical side of the discussions and readings focuses on two separate issues: what teachers should know about grammar, usage, style, and mechanics; and what, how, and why teachers should teach grammar, usage, style, and mechanics.

LAI 676 Pedagogy of Programming
This course teaches beginners the fundamentals of computer programming while using that learning experience as a context for developing K-12 pedagogical content knowledge of how programming is most effectively taught and learned. The course is for future CS teachers or future teachers interested in interdisciplinary CS as well as graduate students in social sciences, arts and humanities who want to use computational methods in research or art. Programming topics include variables, data types, control flow, planning, debugging, collaboration, abstraction and modularization. Pedagogical topics include debugging, misconceptions and assessment.

LAI 802 Instruction and Assessment of Gifted Learners

This course introduces students to methods for the assessment, evaluation and instruction of gifted learners with special attention to minimizing bias in identification and placement. Teachers will learn to use multiple assessment methods in order to understand student readiness, interest, strengths and learning profile when creating goals for learners. Teachers will learn strategies for selecting, adapting, and creating materials in order to enhance creativity, acceleration, and complexity while meeting standards, and creating safe, inclusive and culturally responsive environments in the general education classroom.

LAI 803 Curricular Leadership and Advocacy for Gifted Learners

This course provides a broad overview of gifted education, including its historical roots, basic terminology, theories and models. Different perspectives on curriculum, its use, and usefulness are considered along with issues and trends in the field of gifted education. Teachers will explore teacher-peer mentoring, ethical and inclusive referral, community needs, and potential policies for gifted programming, as they develop advocacy plans and prepare to be school or district leaders in gifted education. Professional organizations and opportunities for continued growth will be introduced.

LIS 502 Users & Uses/Business Information

This course explores the diverse range of information sources available in the field of business. Students will gain experience in identifying, evaluating, and utilizing resources across various business domains, including accounting, consumer research, finance, industry analysis, international business, job market information, management, marketing, and entrepreneurship. Students will also develop the skills necessary to effectively support business information users in various settings. This course is recommended for those pursuing careers in academic, public, or corporate librarianship.

LIS 502 Information Practices

This course explores people's information practices in everyday life and in workplace contexts. The course will consider the theoretical and methodological approaches used in research in these areas, and focus on how people need, seek, manage, share, and use information in socially embedded contexts. Learners will engage with landmark studies and current research and will have the opportunity to consider how research in this area can inform improvement and design of information systems and services. Prerequisite: Students must have LIS 508 successfully completed before taking this elective.

LIS 503 Equity, Diversity, Justice, and Inclusion in LIS

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 514 Conceptualization & Representation of Information

Covers principles and practical methods of document representation such as abstracting, indexing, and thesaurus construction. Topics include pre- and post- coordinate indexing, concept analysis, and vocabulary control. Student work focuses on construction and evaluation of indexes and thesauri. Examines the effects of indexing practices on information storage and retrieval and the impact and implications of advancing technologies.

LIS 518 Reference Sources and Services

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 531 Marketing of Information Services

Covers research, public relations and the design and use of services. Theoretical, practical and research results from organization-centered and community-centered perspectives will be examined and applied. Field observations, productions and analysis will be used extensively.

LIS 534 Resources & Services for Children

A study of children's literature and other related media applicable to children. Includes an overview of the history of children's literature, child development, and other factors that affect the selection and evaluation of children's materials in public and school libraries. Students will learn to evaluate and promote materials according to their various uses, both personal and curricular, and according to the needs of the individual child. Course content is delivered through lectures, readings, class exercises, and authentic learning experiences.

LIS 535 Resources and Services for Young Adults
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 538 Pedagogy for School Librarians
A study of pedagogical practices and concepts that underpin successful student learning. Course content and activities will address the domain areas of planning and preparation, the classroom environment, instruction, and professional responsibilities. Teaching strategies and learning theories in the context of the library media center in the school setting (LMC) are addressed.

LIS 540 History and Role of Libraries as Social Actors
This course covers the development of libraries and the roles these institutions play within their service communities. Increasingly, libraries of all kinds have come to play a social role as social actors, change agents, and as "places", both physical and virtual, that enable to development of social capital. This course examines the development of libraries, information & communication technologies (ICTs), and the role of information access in the many societal "revolutions" of human history, with emphasis on the societal impact of library growth in the United States. Current trends and problems are also examined from a societal and historical perspective.

LIS 557 Information Visualization
This course provides an introduction to the art and science of information visualization. You will gain familiarity with a range of visualization techniques for communicating relational, spatial, temporal, and other data. Through hands-on practice, you will learn to apply principles from visual arts, psychology, and statistics to the design and evaluation of information visualizations.

LIS 558 Social Media for Information Professions
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 560 Emerging Technologies
Library and information professionals are often required to learn and determine how emerging technologies can best be used to meet client needs. This class will guide students in examining technology trends of the 21st century such as mobility, openness, and literacy. Students will examine how emerging technologies promote new ways of thinking about information and productivity. Students will be expected to be familiar with IT and online instruction.

LIS 564 Web Design and Development
Introduces the principles, techniques, technologies, and tools of front-end Web design and development with an emphasis on hands-on experience. Topics include the Web architecture, Web design guidelines and evaluation, HTML, CSS, client-side programming, and Web content management. Students will gain basic knowledge and skills of designing, developing, and evaluating small to medium sized Web sites.

LIS 566 Information Search
Emphasis is twofold: the conceptual understanding of basic information retrieval system structures and the practical aspects associated with searching of a variety of digital information resources. Topics covered include IR system structure, user modeling, resource selection, search strategies and tactics, evaluation, ethics in searching, and the role of information professionals in the online world. Students also develop practical search skills through exercises using a variety of tools including commercial databases as well as the Web.

LIS 572 Archives & Records Practice/Principals
This course is a survey of the principles and practices of archives and records management. It will address the decisions archivists and records managers make while adhering to professional standards, values and ethics. We will discuss how the fields of archives and records management complement each other, how they differ, and how they function within the larger field of information science and with allied professions. We will also address how archival practice informs and is informed by society, emphasizing the history and development of records and recordkeeping systems and the institutions and communities responsible for them. Through lectures, foundational readings, discussion, independent research, and hands-on practice, students will learn how archivists and records managers

apply complex theoretical concepts in their work to preserve and provide access to materials.

LIS 577 Scholarly Communication

This course explores the significant changes occurring in the digital research environment and the resulting evolution of how scholarly information is communicated. Particular emphasis is given to understanding how libraries and information organizations need to understand and manage these changes. The course examines contemporary issues like commercial publisher exploitation, the tenure system, the peer review system, copyright, open access, open educational resources, digital repositories, large data sets, bibliometrics, altimetric, bibliographic management, and the burgeoning importance of scholarly communication professionals. Web-based scholarly collaboration and communication tools are explored, and the concept of scholarly communication as a genre is discussed.

LIS 580 Information Policy

An examination of freedom as it relates to human thought and communication and the effect on library and information resources and services. The effects of censorship, pressure tactics, cultural pluralism, personal bias and the effect on unrestricted access to materials. Professional librarian and information specialist concerns are examined and practical applications of principle are discussed.

LIS 589 Music Description and Access

Students will become familiar with the bibliographic control of music through class sessions, assignments, and hands-on cataloging of various formats of music and music-related materials. Topics in theory and practice include descriptive cataloging, subject analysis, and authority data/controlled vocabularies. Emphasis will be placed on scores and sound recordings; additional work with videos, digital media, archival material, and other formats may be explored. Prerequisite: LIS 588 - Music Librarianship I.