# Fall 2022 Professional Development Courses

## All courses are offered online ONLY

*Deadline to apply for fall 2021 courses: August 20, 2022 (classes begin August 29th)*

**ELP 500 Nature of Inquiry**
This course provides a broad overview of the nature of inquiry in education, including the major concepts, assumptions, theories, and methods used in various empirical studies. Assumptions about truth and knowledge, as well as researcher values, beliefs, and identity will be explored. Conducting literature reviews and aspects of ethical research processes also will be discussed. By examining and critiquing different theoretical approaches and kinds of inquiry, the class should prepare students for the more detailed methodology courses they will take later in their studies. It will also provide them with skills needed to locate, read, and give rudimentary evaluations of a range of research studies. Though online, course activities and assignments are designed to provide students with opportunities to individually and collectively develop critical, meaningful, and relevant sensemaking about sound educational research practice. Course readings will draw primarily from the field of education, but also will direct students to relevant interdisciplinary resources from the social sciences.

**ELP 626 Policy Formulation and Analysis**
This course focuses on identifying, examining, and critiquing issues of educational policy and respective processes. Drawing from a range of disciplines (e.g. economics, gender studies, law, public health, sociology), it will benefit students who want to understand the current K-12 policy context, especially in terms of policies that may promote and/or sustain educational inequities and critical methods for assessing educational policy. To this end, the course begins by discussing foundational aspects of educational politics and policy making, including economic foundations, policy arenas and players, and the policymaking cycle (i.e. issue definition; agenda setting; policy formation; adoption; implementation; policy research; and evaluation). It then examines critical frames of educational policy analysis. Rooted in critical legal theory, critical policy analysis (CPA), and its derivatives, assume that the trajectory between policy formation and implementation cannot be understood without considering historically and normatively shaped contexts. Furthermore, CPA focuses on how policy development within a neoliberal economy results in gaps in policy rhetoric and

practice, maintains power differentials (and policy winners and losers),and ultimately reproduces inequality that necessitates continued resistance by nondominant groups (Lemke, forthcoming).The course concludes by highlighting issues affecting the cycle/respective outcomes including racial, gender, and economic stratification dynamics, politics, and respective educational policies.

### 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 514 Adolescent Writing Across Curriculum

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 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 552 Middle Childhood/Adolescent Literacy Methods
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 554 Measurement and Evaluation in Music
Study of mental measurement concepts as they apply to teacher-made tests in music and standardized music aptitude and music achievement test batteries. Test manuals are examined in detail, in conjunction with audition of specific batteries to provide for the proper utilization of the materials and specifically for teaching to individual student differences. Implications for assessment of National Coalition Core Arts Standards and State Learning Standards will be reviewed; a professional plan for assessing music learning for the programs they lead will be developed and will include performance observation, and portfolio assessment; materials useful for in-service workshops on aspects of music assessment within participant's specialties will be created and pilot-tested.

### LAI 560 Language Arts Methods
Curriculum, methods, programs and materials for listening, speaking, reading, and writing.

### LAI 574 Teaching the Exceptional Learner

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.

### LIS 503 Archives & Records

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 503 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 503 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 503 Systems Administration in a Networked Environment
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 507 Information Life Cycle
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
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 534 Resources & Services for Child

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 538 Pedagogy for SLMS

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 560 Emerging Technologies for Library Studies

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 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 575 Introduction to Research Methods

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 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, altmetrics, 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.