Summer 2022 Professional Development Courses

All courses are offered online ONLY

Deadline to apply for Summer 2022 courses: First day of selected session (First summer session begins on May 31, 2022)

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 504 Introduction to Addiction and Substance Abuse
Introduction to the field of rehabilitation counseling and its application to substance abuse and addiction. Examination of the social, psychological, and biological bases of addiction; exploration of assessment, diagnosis and treatment issues; understanding of the functional limitations substance addiction especially as they relate to work and independent living. All students complete quizzes, midterm and final examinations. Students must write a paper on disability and substance abuse and lead selected group discussions.

CEP 532 Understanding Statistical Research
The purposes of this course are to understand the reasoning and methods upon which quantitative research is conducted and to interpret and critique research studies involving quantitative data. This course is designed for "consumers" of empirical research. Learning will take place through reading about statistics, critiquing journal articles, and participating in class activities and discussions. Although some statistical methods are discussed and practiced, this course would not be sufficient preparation for the completion of a master's thesis or doctoral dissertation.

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 548 Coaching for Wellness

Coaching for Wellness & Physiological Integration is an on-line interactive course for graduate students and beyond who seek to integrate a proven effective coaching model of personal change into their helping practice. The model has grown out of a grounded theoretical base and is based in both positive psychology and integrated Eastern practices. The coaching process encourages clients toward taking empowered action in the present moment, and does not focus on pathology, counseling, or the client's distant past. This course is designed to help counselors, lawyers, doctors and others in the helping professions assimilate the best practices of coaching toward personal growth for their clients, patients, as well as into their own lives. Students will learn, practice and discuss the coaching process, develop an empirically based understanding of the effectiveness of these techniques, as well as learn to implement coaching for wellness and physiological integration. Students will learn to guide their patients and clients toward addressing feelings, thoughts, and beliefs so that they can take action. Coursework will be a combination of readings, discussions, research review, and partnered personal coaching toward wellness, and practices that result in physiological integration. Students will be expected to participate in discussions, successfully complete the structured unit assignments as well as to call in for a group and team coaching session once every other week.

CEP 553 Self Care in Service

This course will review the practice of self-care within the context of a service oriented vocational life. It is appropriate for anyone studying or practicing in the helping professions (e.g., therapists, counselors, psychologists, occupational therapists, social workers, coaches, teachers, and those in the medical field). Responding to the increasing rates of burn-out, substance abuse, and exposure-based, secondary trauma in the helping professions, this

course is designed to assist the helping professional develop an active practice of self-care. The emphasis will be on the evidence-base, key mechanism of change, and specific activities that therapists and other helping professionals can use, in practice, in order to cultivate a healthy self-care routine. Empirical evidence including strengths and weakness within the evidence-base will be explored giving context to the practice. Coursework will include a combination of readings (e.g., Parker j. Palmers' Let Your Life Speak: Listening for the Voice of Vocation; John C. Norcross and James D. Guy's Leaving it at the Office: A Guide to Psychotherapists Self-Care), discussion, and research review. The Mindful Self-Care Scale will be used throughout the course as an assessment tool for students as they work to understand and cultivate their own self-care. This course will integrate applied lectures, discussions, student presentations, and active practice with journaling. Students are expected to actively practice skills, participate in class discussions and complete all assignments.

CEP 616 Grief Counseling and Issues in Grief and Loss
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 653 Medical & Psychosocial Aspects of Disability
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.

CEP 680 Career Development
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 683 Vocational Placement Process
The course is designed to introduce students to the theoretical, research, and practical issues relating to the placement of individuals with disabilities into productive roles in society. The content of the course includes vocational theories, vocational and labor market assessment, transitioning from school to work, legal and ethical concerns with regard to relevant disability legislation including The Americans with Disabilities Act of 1990 and The Rehabilitation Act of 1973 - Sections 501, 502, 503, 504, federal and state resources, tax incentives and disincentives, job analysis and development, and practical approaches to job placement, including supported employment, mentoring, apprenticeships, and EAP's. The course is conducted as an interactive seminar. Given the levels of individual knowledge and experience typically brought to the class, students are encouraged to actively contribute through interactive group discussion and sharing of experiences. The course is required of all candidates rehabilitation counseling majors. It is also offered to other counseling students, and may be taken, with permission, by students outside of the department.

CEP 695 Psychopathology Interventions

The course will focus on the fundamentals of psychopathology, diagnosis, and the integration of evidence-based biopsychosocial interventions in professional practice. Students will review the current edition of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5) and consider the benefits and limits of the DSM. An additional emphasis of the class is the application of evidence-based therapeutic interventions.

ELP 630 Leading and Managing People

This foundational course in educational administration examines past and present theories and research about educational leadership, organization, and policy. We will be paying particular attention to schools as social systems; their structure, culture, climate, and how power, politics, and communication interplay within a school's and/or school district's internal and external environments to impact student learning. We will examine in detail leadership, decision-making, teacher empowerment, employee motivation, and school effectiveness in relation to student performance, changing societal contexts, and expectations. This course is intended primarily for doctoral students in educational administration, but other students may enroll with the instructor's permission.

This class is also an introduction into doctoral studies. As such, this course is designed to lay the foundation for your future as a doctoral student. Individually and in small and large groups we will explore questions about school leadership, immerse ourselves in the literature, and begin the process of developing the scholarly reading and writing skills on which you will draw for the next three years.

LAI 514 Adolescent Writing Across the 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 529 Comp Early Primary Education

Information and communication technologies (ICTs) are inundating the daily lives of young children. In this course, we will explore various issues related to ICT and young children's learning and development, and help you develop knowledge and competencies in teaching with ITC in PreKindergarten through Grade 3. Specifically, this course is designed for participants to achieve these four objectives: 1) understand the debate about appropriateness of ICT for young children, and related policy, gender, and equity issues; 2) gain understanding of how young children experience ICT in different contexts; 3) explore how young children's ICT experiences affect their physical, social, and cognitive development; 4) practice technology integration into classroom teaching and familiarize with local and online resources related to teaching and learning with ICT, as well as develop basic skills of selecting and evaluating technology and software programs. The content of this course is organized around these four broad themes and corresponding readings are drawn from research journals, practitioner magazines, web publications, and books. To achieve the four objectives, the participants will engage in a wide range of experiences, from hand-on work with computer program, to readings and discussions, to actual teaching experiences using computers. Course work will include collecting local and online resources related teaching with ICT, investigating young children's ICT experiences, evaluating technology or software for young children, and a teaching experiment with ICT.

LAI 552 Mid Child/ Adolescent Literact 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 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.

LAI 576 Literacy and Technology
Examines the connection between technology and the teaching of literacy; integration of technology into literacy curriculum.

LAI 580 Literature for Young Adults
The purpose of Literature for Young Adults is to read, study, and respond to a variety of literature for young adults in a variety of ways. Genres studied include historical fiction, contemporary realistic fiction, autobiography/memoir, short stories, science fiction, and fantasy. Multicultural literature is also studied to examine critical literacy, as well as sociocultural/sociohistorical, stereotypes, and gender. Censorship concerns, issues, and queries, and the influence challenged, banned, or censored books have on pedagogy and learning is examined.

LAI 593 Teaching Foreign Language
This course is meant to prepare teachers for language instruction in early grade levels in alignment with research and theory in the field as well as NYS and national standards for language teaching. Upon completion of the course teachers will be able to: (1) articulate various rationales for early world languages study; (2) describe current program models and processes for organizing and implementing early programs; (3) discuss current research findings regarding early language learning; (4) identify the developmental stages of pre-school and elementary age children and create developmentally-appropriate objectives and activities for specific age groups; (5) discuss current trends in world languages methodology and apply these to planning in the early grades classroom; and (6) demonstrate advocacy skills through a simulated new program proposal.

LAI 597 Sel Topics – Teaching Mathematics to ELLs
This course is designed for pre-service /in-service teachers and others who will work or work with K-12 students who have linguistically and culturally diverse backgrounds, especially students of other languages (English language learners). The focus of this course is helping teachers understand the needs of various English language learners (ELLs), learn to use ELLs language and culture as a resource in mathematics classrooms, and implement research-based instructional strategies that are effective to teach mathematics for ELLs.

LIS 503 Special Collections Theory and Practice

This course serves as a complement to the archives and records management course, providing a survey of principles and practices for people working with, curating, and managing rare books and special collections materials in libraries. The course will focus on aspects of this work, with special attention towards connecting materials with the public through exhibition, social media, digital collections, public programming, donor relations, advocacy, and other public services, and how these components of special collections librarianship fit into the world of archival work as well as the larger cultural heritage? world. The course will also address some of the newer challenges we face with emerging and shifting technologies and changing perceptions about the purpose and value of collections, including ethical issues, legal issues, and representation of cultures and experiences in archival repositories. The course is a combination of discussion, lecture, writing, and project work. Readings will complement the projects and writings, and participation is key to the success of each course participant

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 532 Curriculum Role of the Media Specialist

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 534 Resources and 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 568 Computer Applications in the School Library Media Center
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 570 Archival Arrangement and Processing
This course is designed to provide students with theory of arrangement and descriptive practice for archival materials through foundational readings, discussion, and hands-on practice. Each class will address the subjective decisions an archivist makes on a daily basis while adhering to professional values and ethics in areas such as accessioning, creating donor agreements, and providing access to collections. In particular, the course will examine the creation of finding aids, the mode for delivering archival description to patrons. Each class will focus on different aspects of the finding aid as well as methods for creating an encoded finings aid. The class will also include a service learning project; each student will encode a legacy fining aid using Archives Space.