Fall 2023 Professional Development Courses

All courses are offered online ONLY

Deadline to apply for fall 2023 courses: August 20, 2023 (classes begin August 28th)

CEP 500: Fundamentals of Educational Research

Introduction to scientific inquiry in education with focus on quantitative research methods; Development of core competencies for various research strategies, including choice of research designs (e.g., experimental, correlational, causal-comparative, survey, and meta-analysis), measurement, data analysis, and interpretation of results. Note. This course is foundation for statistics courses and a requirement for the Advanced Certificate of Applied Statistical Analysis.

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 503: Tests and Measurements

This course focuses on basic measurement principles, client assessment in the counseling process, and the nature of tests used in rehabilitation and school counseling. First, the course focuses on the history and foundations of tests and measurement, basic testing and assessment concepts, important social and ethical issues in testing, and statistical and psychometric concepts in measurement necessary to interpret and use testing information. Next the course deals with the identification, administration, scoring, interpretation, and usage of tests frequently used in the field. Finally, the course introduces students to program evaluation methodology. Upon completing the course, students will be better able to identify and gather essential client information, interpret test results, understand the

limitations of test information, and use test results to assist in planning, monitor the progress of their clients, and evaluate the effectiveness of treatments/service plans.

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, professionals 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 522 Statistical Methods Inference I

This applied statistics course is for graduate students who need to use statistical methods in their own research. It is the first part of the two-semester sequence CEP522-CEP523, although it is valuable as a stand-alone course as well. It includes theoretical concepts and applications of statistical methods. Statistical applications are emphasized through the use of hypothetical and real data sets, and through weekly computer labs in which students run the SPSS program and interpret the results. Students who complete this course will know how to choose an appropriate statistical procedure for many research questions, complete the statistical analysis, and interpret the results of the analysis.

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 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.

CEP 661 Medical & Psychosocial Aspects of Disability

The course is intended to provide students with a broad overview of human body systems, medical aspects of disability, and psychosocial context across lifespan. The content includes medical terminology as well as the symptoms, functional limitations, treatment strategies, and psychosocial/vocational implications of the common conditions which may cause chronic illness and disability. It also provides a broad overview of disability classification models, health care delivery systems, health related resources, and health promotion strategies. Instructors will facilitate discussions of current disability-related health, psychological, and social issues. This is an advanced required course for students pursuing graduate study in rehabilitation counseling; other graduate students may enroll with permission from the instructor.

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 636 Educational Organization Diagnosis

The course offers a practice-focused and evidence-based examination of equity- oriented improvement in educational settings in general and in turnaround schools in particular. Students will explore equity issues from a variety of viewpoints and draw on principles and approaches of improvement science to develop working theories of change intended to improve schools across all contexts. Additionally, students will explore research on school turnaround leadership and begin to investigate the competencies that are associated with school turnaround success. Students will review current and historical research in the field of school improvement.

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 525 Science Tech, Society & Human Values

The 21st century will pose a number of extremely serious challenges and policy decisions to be made including those around energy availability, climate change, gene-based technologies (foods, stem cells, cloning, diagnostics, enhancement, etc.), surveillance & privacy, intellectual property & knowledge privatization, and economic & cultural globalization. Decisions in these areas will require a substantial public dialog. This course will explore the relationship between science and its applications to a set of contemporary problems and will examine how science policy is made and translated. It will review what science is and how scientists arrive at conclusions, the distinctions between science and non-science, the principal science-public policy issues of the 21st century, and conditions that are necessary for an effective science-public-political interface.

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 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 611 Methods in Teaching Computer Science, Grades K-12
Approaches and teaching techniques that effectively prepare students in Grades kindergarten to 12 to meet New York State Standards in computer science (CS). Topics include but are not limited to facilitating students' learning of CS in ways that address justice, equity and cultural identity, planning of lessons and units, methods of student assessment, development of teaching materials and activities, and provision of differentiated instruction for a diverse student population, including those with special needs. Introduction to state and national professional organizations as resources for continuing professional development in CS education.

LIS 501 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 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 DEI 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 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 524 School Media Center Field

Experience In this course students acquire the New York State mandated field experience hours (100 hours) through the completion of activity modules in a variety of elementary and secondary school media centers. This course is to be taken by library media students during their first 12 credit hours of enrollment.

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 535 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.