



Summer 2023 Professional Development Courses

All courses are offered online ONLY

Deadline to apply for Summer 2023 courses: May 20, 2023 (classes begin May 30th)

Summer 2023

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 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

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students complete quizzes, midterm and final examinations. Undergraduates ([CEP 404](#)) must read and critique two journal articles relevant to the course content. Graduate students ([CEP 504](#)) must write a paper on disability and substance abuse and lead selected group discussions.

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.

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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 634 Multicultural Counseling

This course is designed to assist students in understanding and valuing diversity so they can become multiculturally competent and better able to work effectively with diverse clients and communities. Specifically, the course focuses on self-awareness and self-assessment; explore various cultural groups; examine important constructs such as oppression, worldview, acculturation, and identity development, and examine numerous multicultural counseling strategies. This will help enhance students' sensitivity to social justice and ethical issues in multicultural encounters. Using class discussions, videos, experiential experiences, and classroom assignments, this course utilizes the tripartite model of multicultural awareness, knowledge, and skills as an organizing framework, leading to three primary course objectives: (1) To enhance multicultural awareness. This will include exploring the underlying values, biases, and assumptions influencing your worldview and your clinical work, (2) To increase multicultural knowledge. This will include exploring important definitions, constructs, and theories related to multicultural counseling such as power, privilege, and oppression, identity development, and a better understanding of within and between group similarities and differences across race, ethnicity, gender, sexual orientation, disability, and other unique social identity groups, and (3) To develop or enhance

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multicultural skills. This will include exploring the how to of culturally competent assessment, diagnosis, and treatment in diverse settings.

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 680 Career Development

Work in America and basic aspects of vocational counseling; theories of career development and choice; relationship between education or training and work; career counseling in various settings and with diverse populations; special problems (e.g., job satisfaction, displacement, dual-career families, indecision, and indecisiveness, etc.); assessment and information issues; impact and development of interests, abilities, and values.

ELP 630 Leading & 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.

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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.

ELP 677 Leading Curriculum and Instructional Improvement

Current educational movements for curriculum reform have heightened the pressure to improve learning for all students. Research suggests that schools with evidence of high student achievement are led by administrators who empower teachers, have clarity of purpose, focus on results, monitor learning in a timely manner, and pursue a common guiding principle to do whatever it takes to ensure all students will learn. Ylimaki (2010) argues, however, that while educational administration studies have informed educators how to influence teaching and learning, we rarely discuss what content should be influenced. Nevertheless, the principal must play an active role in its development, implementation, and assessment, in spite of challenges raised in today's schools by issues such as high-stakes accountability and changing social contexts.

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 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.

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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 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 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.

LAI 676 The 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,

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collaboration, abstraction and modularization. Pedagogical topics include debugging, misconceptions and assessment.

LAI 678 Digital Media in Education

This course will help educators use a variety of digital media tools for designing, implementing, and assessing effective learning environments. The purpose of this course is to assist teachers at all levels in their understanding of differences in instruction in the nature and function of multimedia authoring tools meant to engage students in the process of co-constructing knowledge. Authoring and editing skills as well as some programming and design principles will be discussed and practiced through hands-on experiences to develop proficiency with the tools and skills needed for authoring and publishing digital media in a variety of formats.

LAI 766 Sel Topics - SMI The Choral Rehearsal

This groundbreaking course presents a sequential and structured method of building conducting technique based upon architectural understandings of the body through Somatics and Bodymapping and a comprehensive knowledge of the use of the Laban Efforts in Combination as the central component of the development of conducting technique. Participants will acquire audiatonal/kinesthetic skills to develop responses to Harmonic Rhythm to inform Gestural Vocabulary. Analysis procedures using the theories of Laban will be presented, in addition to kinesthetic analyses that will serve to inform conducting gesture and influence sound.

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.

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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 535 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

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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 findings aid. The class will also include a service learning project; each student will encode a legacy finding aid using Archives Space.

LIS 581 Management of Libraries and Information Agencies

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.

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