

KSC Graduate Level Professional Development

Positive Interventions EDUC-595-W1C 1 credit Faculty: Deborah Davis-Young

Positive Interventions for an Effective Learning Environment: Public schools today face many challenges: high student poverty, homelessness, lack of access to social services resources, rural isolation, and unsafe neighborhoods- all social conditions that can contribute to increased behavior problems in school. This course addresses the following questions in light of those challenges: How do we create positive learning environments within our school? What data would be useful to collect? Is character education effective? What other tools are available to guide in creating positive character education that supports student learning? meets 3/16 & 3/17

Grantwriting EDUC-595-W2C 1 credit Faculty: Bennett Daviss

Students will gain an overview of the grant-seeking process. The course will guide students in evaluating an organization's and project's readiness for grant funding, researching and prioritizing potential donors, writing and submitting proposals, and maintaining accurate records and good relations with past, present, and potential donors. Students will produce a two-page letter of inquiry to a specific foundation for a specific project. meets 3/24, 3/31 & 4/7

ADHD for Educators EDUC-595-W3C 1 credit Faculty: Celia Slason

This course is designed to present current theory and research about Attention Deficit Hyperactivity Disorder for education professionals. Information for teachers about the neurobiological nature of the disorder is important for understanding and providing accommodations for students with AD/HD. The related theory of Executive Function is also an important feature of this course. The research and work of Russell Barkley and Mel Levine are presented. meets 3/30 & 3/31

Life Space Crisis Intervention EDUC-595-W4C 1 credit Faculty: Garry Gleckel

This "short course" is an 8-10 hour introduction to the LSCI certification training and can serve as fulfillment of the first day of the certification course. This introduction addresses the 3 Foundations of LSCI (cognitive theory, art of listening, the Conflict Cycle); the 6 Reclaiming Interventions and who they are effective with; and the 6 Stages of the LSCI Process. Participants will: 1) develop an understanding of what makes LSCI an effective, therapeutic strategy to use with challenging children and 2) acquire the knowledge to begin to see how LSCI could be useful with the children they work with. meets 1/27 and 1/28

Bullying Prevention EDUC-595-W5C 1 credit Faculty: Garry Gleckel

This course is an introduction to the problems of bullying, the legal response, the development of a community-based response, and what constitutes a reasonable approach. The development of

school-based policies and practices that are designed to prevent bullying; that respond to its unwelcome occurrence; and that address the needs of those who are bullied (targets or victims), those who engage in bullying behavior (bullies or perpetrators), and those who witness bullying behavior (bystanders or observers) will be explored. REQUIRED READING PRIOR TO CLASS WILL BE AVAILABLE ON COURSE BLACKBOARD SITE. meets 4/13 and 4/14

Assess & Eval in Schools EDUCCI-645-01C 3 credits Faculty: Ellen Nuffer

Focus on understanding the theory that informs current approaches to individual, classroom, and program assessment and the issues that impact policies and practices. Measurement theory and social contexts in which assessment is applied will be explored. Prereq: Admission to C&I Professional Development graduate program or permission of instructor.

Staff Select/Super/Eval EDUCEL-631-01C 3 credits Faculty: John Couture

Recruiting, inducting, and mentoring school personnel. Observation methods and conferencing techniques are practiced in the process of supervision and evaluation of school personnel. Related legal and personnel issues are discussed. Prereq: Admission to graduate program or permission of instructor.

Curriculum Management EDUCEL-655-01C 3 credits Faculty:

Approaches to coordinating and managing curriculum or programs at the classroom, department, school or district level and the utilization of data in curricular and programmatic improvement in schools and school districts. Prereq: Admission to Educational Leadership Option or permission of instructor.

The Inclusive School Counselor: Diversity & Multiculturalism EDUCSC-623-01C 3 credits Faculty: Dottie Morris

Investigates approaches to school counseling focused on working in a culturally sensitive and responsive way with the diverse range of students, families, and staff. Explores critical issues related to race, culture, class, social status, and affectional orientation as well as cognitive diversity and psychological and physical challenges.

Transition Planning EDUCSP-605-01C 3 credits Faculty: Sheila Mahon

Examination of the transition from secondary school environments to post school activities for youth with disabilities relative to career development and self determination. Critical components include legal foundations; functional assessment; access to career and technical education, employment, postsecondary training, and independent living. Prereq: EDUCSP 601 and 602 or permission of instructor.