

## Fall 2020 Professional Development Courses

All courses are offered online ONLY

*Deadline to apply for fall courses: Sunday, Aug. 16, 2020 (classes begin Aug. 31)*

### **CEP 500 Fundamentals of Educational Research**

Knowledge and appreciation of scientific inquiry in education; illustration of various strategies through study of research reports; technical aspects of the research process, including choice of research strategies, conceptual and operational definitions of variables, data analysis, and interpretation of results.

### **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 506 Intro to Educational Technology**

This course is designed to provide students with an introduction to the theoretical bases and practical applications of technology, particularly as used in classrooms. There are several objectives: (1) Assure some basic familiarity with computing technology and its common uses in the classroom; and (2) encourage a perspective toward viewing classroom technologies contextually.

### **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

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367 Baldy Hall, Buffalo, NY 14260-1000  
716.645.6640 (F) 716.645.2479  
gsedean@buffalo.edu  
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practiced, this course would not be sufficient preparation for the completion of a master's thesis or doctoral dissertation.

### **CEP 548 Coaching for Wellness**

This is a graduate level course for students pursuing graduate study in coaching and integrative processes to help themselves, their communities, and clients. The course is intended to provide both broad theoretical and practical aspects of the coaching field, particularly infusing positive psychology literature. Readings will focus on positive psychology coaching models, components and practices of positive psychology practices, and the concepts of open-heartedness, happiness, strengths, compassion, and flourishing. Peer coaching and outside personal practice will provide opportunities to utilize the knowledge and tools presented to enhance your coaching skills and proficiency. This course is open to graduate students and professionals and serves as a component of the five-course sequence to obtain an Advanced Graduate Certificate in Mindful Counseling.

### **CEP 586 Assessment in Mental Health Counseling**

Assessment skills are essential to counseling practice. This, the ultimate aim of this course is to broaden knowledge and skills in the domain of clinical assessment. In service of this aim, students will be exposed to a variety of assessment methods to screen for and evaluate common mental and behavioral health concerns, and address concerns pertaining to administration, scoring, and interpretation of standardized assessment tools appropriate for mental health counseling practice. The course will also review considerations pertaining to psychometrics, diagnostic criteria, practical limitations, and ethics.

### **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.

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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.

### **LAI 508LEC LOA 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 514LEC LOB/LOC 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 519LEC LOA Research in Writing**

In this course we will explore what we know about written composition and how we know it. We will examine a number of research methodologies and contexts for studying writing. We will study issues central to writing and the teaching of writing such as process and socio-cultural factors, motivation, audience, grammar, assessment issues, technology integration, and gender, race, and class. We will also participate in composition research strategies.

### **LAI 537LEC LOA Language Diversity and 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

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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 552LEC LOA/LOB 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 554LEC LOA 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 560A Language Arts Methods**

Curriculum, methods, programs and materials for listening, speaking, reading, and writing.

#### **LAI 568 Historical Development of Music Learning Theory**

A study of the current role and practice of music education considered in historical and philosophical perspective with special focus on the evolution of Music Learning Theory from

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adaptation of Gagne and other learning theories. The interaction of particular types of musical understanding and aspects of the nature of individual differences with learning theories will be emphasized. The interdependent relationship between the various Gordon measures and his learning theory will be examined through the dissertation research of his doctoral students at The University of Iowa, The University at Buffalo, and Temple University.

### **LAI 573SEM HYB Technology as Social Practice**

This course aims to clarify the roots of, and identify what is at stake in, contemporary conflicts over the development and use of technology. The first half addresses the problem of conceptualizing technology so as best to elucidate its social nature and its involvement in political and cultural processes; the second half applies this conceptual work by analyzing the way technologies and social structures mutually shape one another in a variety of specific institutional settings.

### **LAI 574A/LOB/LOC 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 648LOA Research Ethics**

This course is a comprehensive introduction to the ethics of scientific research and broader moral responsibilities of science to the public. The requirements for the course include the satisfactory completion of online tutorials in human subjects research and the responsible conduct of research. This course will satisfy all Federal requirements for education and exposure of graduate and post-doctoral students. A number of case studies across a range of practical ethical issues will be analyzed and evaluated. Our aims will be to form reasoned responses along established guidelines to the ethical dilemmas typically met during scientific research. Topics to be covered include: theories of ethics, ethical conduct,

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research involving human subjects, research involving animals, scientific integrity, collaboration and trust, preventing fraud and plagiarism, professional standards for scientific publication, intellectual property, and competing interests. Human subject research is a central topic.

### **LAI 800LOA Characteristics and Needs of Gifted Learners**

The purpose of this introductory course is to provide a broad overview of gifted education, including its historical roots, basic terminology, theories and models, as well as general characteristics and needs of gifted learners. It is specifically designed to cover the states requirement as indicated: knowledge of tools and methods for identifying and assessing students who learn at a pace and level that is significantly different from that of their classmates, and skill in using the tools and methods; and skill in collaborating with other school staff to provide individualized instruction for all students.

### **LIS 503 Special Topics — Archives and Records: Practices and Principles**

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 Special Topics — Web Development**

Introduces the principles, techniques, technologies, and tools of front-end Web design and development with an emphasis on hands-on experience. Topics include the Web architecture, Web design guidelines and evaluation, HTML, CSS, client-side programming, and Web content management. Students will gain basic knowledge and skills of designing, developing, and evaluating small to medium sized Web sites, which are commonly seen in libraries and other information agencies. By successfully completing the course, students shall be ready for entry-level jobs of Web design and development. Previous experience with computer programming is not required.

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### **LIS 503 Special Topics — Computer Programming in LIS**

Students will gain an understanding of important principles of computer programming sufficient to assess what can and what cannot be accomplished through computer programs and to discuss computer applications with programmers without having to take no for an answer. High-level principles covered include:

- Divide a problem into sub-problems, modular programming, modules / functions
- Module libraries, reuse program code, do not reinvent the wheel. Open Source.
- How program parts work together: Sequential processing steps (pipe) vs. function calls. Programming in the large: Building a working application from existing modules.
- General modules with user-modifiable configuration files and auxiliary data files for specific applications.

Specific programming concepts covered include:

- Procedural programming, object-oriented programming, database query languages
- Variables, data types, arrays, files, objects, classes, encapsulation, inheritance
- Operators, low-level functions, parameter passing, polymorphism
- Flow of control, loops, recursion. Overall program structure

Students will learn and use a high-level general-purpose programming language for writing small programs for processing language, creating a Web interface, and other relevant tasks.

No prior programming experience is required.

### **LIS 503 Special Topics — 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 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,

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metadata, and retrieval systems are introduced and students are guided in their practical application.

### **LIS 508 Information Users and Uses**

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.

### **LIS 514 Conceptualizing and Representing Information**

Covers principles and practical methods of document representation such as abstracting, indexing, and thesaurus construction. Topics include pre- and post- coordinate indexing, concept analysis, and vocabulary control. Student work focuses on construction and evaluation of indexes and thesauri. Examines the effects of indexing practices and information storage and retrieval and the impact and implications of advancing technologies.

### **LIS 534 Resources and Services for Children**

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 School Librarians**

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 in Library Studies**

Library and information professionals are often required to learn and determine how

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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 567 Government Information**

Covers the production and dissemination of government information on a wide range of subjects at the international, federal, state and local government levels and its use by diverse users for many purposes. Considers freedom of information and intellectual property as they relate to government information. Emphasizes professional practice in information services for United States federal government information.

### **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 Special Topics — Scholarly Communication**

This course will be an exploration of the significant changes occurring in the digital research environment and the resulting evolution of how scholarly information is communicated. Particular emphasis will be given to understanding how libraries and information organizations need to understand and manage these changes. The course will

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include examinations and lively discussions of 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. Several web-based scholarly collaboration and communication tools will be explored, and the concept of scholarly communication as a genre will be discussed. This will be a highly interactive class; it will include online discussions and the analyses of several real-world case studies. The course is intended for students who will work in academic, public, or special libraries, or in other research-focused information centers.

### **LIS 588 Music Librarianship**

This asynchronous online course is a detailed introduction to the world of music librarianship and the many different activities that music librarians do on a daily basis. This course is also a primer on the skills necessary to become an effective music librarian, whether in an academic library, a public library, a professional library (e.g., orchestral library), or another related area. Enrollment in the course is by permission of the instructor.

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