CEP 504: Introduction to the Rehabilitation of Substance Abuse & Addiction
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. 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. *Limited number of seats

CEP 523: Statistical Methods: Ed Inference II
This course focuses on the applications of linear statistical models. Specifically, estimation and significance tests for a variety of linear models will be covered, including analysis of variance, multiple regression, and analysis of covariance. Students learn how to choose appropriate statistical models for a variety of research designs and how to implement the analyses using a computer package. Analysis and interpretation of simulated and actual data sets occurs both in lecture and in the one-hour-per-week computer laboratory. The prerequisite for this course is CEP 522 (grade of B or better) or equivalent. Otherwise, you must meet with Dr. Finn within the first 2 weeks of the semester to see if you have the required background.

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 560: Psychology of Learning & Instruction
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 readings, discussions, and interactive exercises, we will explore the dynamic relationship between the student, the teacher, and the learning environment. Assignments 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 566: Mindfulness Interventions
We will review mindful and yoga-based protocols with a focus on specific techniques and practices. 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. Each evidence-based protocol will be broken down into components parts to allow for a deeper understanding of how the intervention is experienced by clients (e.g. Dialectic Behavioral Therapy, Acceptance and Commitment Therapy, Mindfulness-Based Stress Reduction). Empirical evidence will be explored giving context to the practice. Coursework will include a combination of readings, discussion, and research review. We will integrate applied online lectures, online discussions, student presentations, and active practice with journaling. Students are expected to actively practice skills, participate in class discussions and complete assignments.
**CEP 588: College Counseling for High School Students**
This online course explores the college admissions process with emphasis on current issues confronting school counselors, application and admissions criteria for various types of colleges, and college counseling for special student populations. Students gain an understanding in the college admissions process including printed material, software, web sites, and organizations.

**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 661: Medical and Psychosocial Aspects of Disability**
This is a required course in the Rehabilitation Counseling master’s degree program. Students in related programs having interest in the course material may enroll with prior permission of the instructor. The goals of this course are: 1. Give students an introduction to the physical structure and functioning of the human body. 2. Provide students with a basic medical vocabulary and orientation to the medical treatment of disability. 3. Enhance student understanding of the impact of various disabilities in the body and functioning. 4. Examine the functional, psychosocial and vocational impact of various disabilities. 5. Increase student awareness of medically related resources in the community. 6. Address the role of the rehabilitation counselor as part of the rehabilitation team of medical/health providers.

**CEP 680: Career Development**
Work in America and basic aspects of vocational psychology; 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 646: School Business Administration**
American public education is a multi-billion dollar enterprise. In many communities, the school district employs more personnel and operates a budget larger than any other local industry. Financed with public funds and charged with service to the local community, school districts and the boards that govern them must engage the local community, communication well with parents and judiciously use taxpayer funding. Strained state financial support, rising education costs, challenging community relations, environmental concerns, unfunded state mandates, entrenched employee interests and a host of other factors have made the role of the school business administrator increasingly complex. Yet the primary goal of the school business administrator remains unchanged, i.e., to strategically acquire, align and allocate resources in order to achieve the district’s mission and goals. While this course will focus on school business administration in New York State, the concepts and practices discussed throughout the course can be applied to school districts outside of New York and to other governmental agencies.
LAI 512: Readings in Multicultural Literature
This is a literature reading course focusing on diverse voices often excluded in the literature curriculum in U.S. schools. The class will function as a reading group discussing short texts, some of which have become multicultural classics, including literature written by African American, Asian Americans, Latino/a, Native Americans (e.g., by Cisneros, Kinkaid, Walker, Wilson, Momaday, Tan, Petry, Alexie, and others). As we respond aesthetically to literary works and share those responses in writing and discussion, we will also examine the ways that individuals and groups make sense of these texts. The course is grounded in cultural, constructivist approaches to literature and will focus, too, on how authors construct texts out of their own sets of experiences in cultural contexts. Students will have some choice in selection of texts which suit their interests and needs.

LAI 514: Adolescent Writing Across the Curriculum
This course begins with an overview of theory and research in cognitive strategies and socio-cognitive 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: Computers in Early and Primary Education
This course is designed to develop knowledge and competencies in teaching with computers in prekindergarten through grade 3. We will engage in a wide variety of experiences, from hands-on work with computer programs for young children, to readings and discussions, to actual teaching experiences using computers. Topics include perspectives and philosophies on using computers with young children, computer-assisted instruction, computer-managed instruction, computer literacy, Logo, computer environments and "tool sets," evaluation of hardware and software, problem solving, the language arts, mathematics, science and social studies, arts and music, special education, and views of the future. Students will have laboratory experiences with developmentally appropriate software. This is a graduate class, going beyond what a "workshop" might typically cover. Additional computer work is required outside of class. Several excellent computer laboratories are available for such work at UB. This course should be of interest not only to current and prospective teachers of young children, but also to educational administrators and to people who work with young children in a variety of out-of-school settings, including parents.

LAI 538: Music Education Practices
The application of theories presented in preliminary graduate courses in music education. Practices in actual teaching experiences are examined in pre-K through 12th grade settings, usually in a workshop/practicum setting. Saturday Mornings TBA

LAI 550: Literacy Acquisition & Instruction, PreK - 2nd Grade
This course reviews typical developmental progressions in the acquisition of oral language and print literacy in early childhood (birth to grade 2), including the sociocultural, cognitive, and motivational influences on literacy acquisition. Additionally, this course focuses on developmentally appropriate instruction and assessment techniques, with an emphasis on observation of children engaged in authentic literacy activities.

LAI 551: Childhood Literacy Methods
Instructional theory and practice focusing on teaching, reading and writing in Grades 1-6 emphasizing: teaching literacy with literature; teaching literacy from reader response, critical, and interactive perspectives; and integrating instruction across content areas. Topics dealing with techniques for improving comprehension and word identification, creating a literate environment, creating interest and motivation, and creating authentic forms of assessment and evaluation as part of ongoing instruction are explored.
LAI 552: 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 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 599: Technology & Curriculum Integration
This class is designed to answer the following questions: * How can technology be used in the classroom environment? How does the incorporation of technology impact classroom management practices, instructional strategies, student motivation, and assessment strategies? * Will using technology enable students/teachers to do something that they could not do before? * Will the use of technology enable student/teachers to do something that they could do before but can do better (differently) now? * How do we answer educators' concerns about its use? * When is the use of technology an appropriate and effective use of tools?

LAI 603: Developing Curricula Emerging Adolescents
Focuses on 3 areas: (1) differences of young adolescents as learners from children and older adolescents; (2) the physical, social, emotional, and intellectual characteristics of young adolescents as learners; and, (3) implications of those characteristics for developing effective middle-level school curricula and school practice.

LAI 606: Curricular and Instructional Foundations of Music Education
A study of the current role and practice of music education considered in historical, philosophical, psychological, and sociological perspective. Students will develop professional rationales for universal music education practices that involve information derived from the relevant perspective research to analyze and critique programs, practices, curriculums and standard policies for Music Education. Students will write an extended paper that reviews and critiques the practices in music education and recommend policy alternatives.

LAI 648: 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, 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 802: Identifying and Assessing Gifted Students**
This course is introductory in nature and focuses on the assessment and evaluation of learners with gifts and talents as well as promoting student development and learning. The first portion of the course addresses: understanding types and characteristics of assessment instruments and methods, applying procedures for evaluating students with gifts and talents, important social and ethical issues in testing, and statistical concepts necessary to understand the results of tests. The second portion of the course deals with procedures for making placement and programming decisions with respect to students with gifts and talents, and for monitoring their progress. The last portion of this course will address issues promoting the development and learning of students with gifts and talents. Upon completing the course, students will be better able to identify and gather essential information, interpret test information, and to use test results to assist in planning educational programs for gifted learners.

**LIS 503: Introduction to Legal Research**
This course will examine the history of legal information and law libraries, the types of law libraries, the role of the law librarian in the larger organization, planning and budgeting processes, human resources, reporting and management structures, issues and trends in law library services, and the functions of professional associations.

**LIS 503: Social Media**
This course introduces the basics of social media and the capabilities and concepts of social networking to the work of information professionals. Topics covered include social networking and how business world leverages them, virtual worlds and technologies, skills in designing and implementing social media. Students will gain practical experience while learning best practices around Social Media, developing insights they can carry into take into their professional career, learn how to use new social tools to augment job search and work effectiveness.

**LIS 503: Information Architecture**
Students will learn how to configure systems that help ensure that any task uses all applicable information. The course will review user requirements analysis and then discuss the components needed to meet the requirements and how these components work together: sources for many types of information, principles of organizing information in the sources and for the user, including metadata schemes and taxonomies, methods for retrieval and determining relevance, and support for a positive user experience in interacting with information through search, navigation, and understanding. Students will collaborate on applying these principles in a concrete example and developing a prototype of a website.

**LIS 503: XML and Metadata**
This course introduces the basics of the creation of metadata (data about data) and explores principles, standards and schema for metadata to facilitate retrieval and sharing within and between information systems. Topics covered include the various types of metadata descriptive, structural, administrative, preservation, etc.) and several metadata standards. The course will also cover metadata implementation with the extensible markup language (XML) and the extensible stylesheet language transformations (XSLT). In this course, emphasis will be on the creation of use of metadata for specific purposes by various communities.

**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, metadata, and retrieval systems are introduced and students are guided in their practical application.
LIS 508: Information Users and Uses
Information services and systems must be designed on the basis of information behavior, i.e., what is known about how people think about, access, evaluate, and use information. This course introduces students to that knowledge base, to prepare them to design and deliver systems and services that match the needs of diverse information users.

LIS 509: Introduction to Archives Management
The course covers all aspects of managing archives, including the principles of arrangement, description, acquisition, and appraisal of archival records. Preservation and conservation of archival materials and establishment of research services for archival records will also be covered.

LIS 518: Reference Sources and Services
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 and 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 Young Adults
This course provides an overview of literature and other media produced for young adults. Discussions are focused on the psychology, lifestyles, and interests of adolescents and how these relate to the reading and viewing habits of young adults. Students learn to evaluate and promote materials as well as create programs for use in public and school libraries.

LIS 536: Multicultural and Special Population Materials for Children and Young Adults
This course is designed to help students become aware of characteristics of various ethnic, religious, and special population groups; to evaluate multicultural and special population materials for children and young adults; and to learn how to effectively utilize the materials in library programming.

LIS 563: Digital Libraries
Digital libraries are defined as electronic libraries in which geographically scattered users access diverse repositories of electronic objects, including scientific, business, and government datasets, networked text, images, maps, sounds, videos, merchandise catalogs, hypertext, hypermedia, and multimedia compositions. The course will cover professional issues related to digital libraries, technical aspects, tools for creation and use of digital products, and library and public policy.

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 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 571: Information Organization
Introduces students to the nature and structure of information. It lays the theoretical foundation for understanding and applying a range of concepts and techniques for creating and using traditional, modern, and future information systems, from paper libraries to linked data. It covers the conceptual structures in the organization of data, information, knowledge, language, and text. It introduces major knowledge organization systems and metadata systems and guides students in their practical application in cataloging library and other materials, both paper and digital, and in searching many different information sources. The course emphasizes the importance of user requirements in designing information systems. It has students analyze cultural, linguistic, and gender biases that hinder equity of access.

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 581: Management of Libraries and Information Agencies
Management theory and practice applicable to varied information service agencies and to supervisory, middle, and top managers are explored through lecture, case studies, problem analysis, role-playing, and course assignments. Includes an overview of equal employment guidelines and understanding diversity.

LIS 585: Management of School Library Media Centers
This course focuses on the leadership and management of school libraries. Through clinically-based experiences in a school library in their area, students are exposed to a variety of methods used to evaluate the effectiveness of a school library's programs, services, budget, policies and procedures. Students study leadership in the context of advocating for the school library program at the local, state, and national levels. National and state school library standards are used as a framework for understanding the components of an effective, quality school media program.

LIS 587: Collection Development
Investigates current and traditional approaches to collection development in libraries of all kinds. Topics considered include: philosophic and ethical foundations; strategies for defining community needs and collection goals; formulation of collection development policies; approaches to materials selection and acquisition; collection evaluation; problem materials and censorship; interlibrary cooperation, resource sharing, and document delivery systems; collection maintenance, preservation, and management; and impact of new technologies.