

Fall 2026

Professional Development Courses

All courses are offered online ONLY

Deadline to apply for Fall 2026 courses: August 15, 2026 (classes begin 8/24/2026)

CEP 500 Fundamentals of Educational Research

Introduction to scientific inquiry in education with focus on critical quantitative research methods; Development of core competencies for equity-oriented statistical research, including quantitative research designs (i.e., experimental, correlational, causal-comparative, survey, meta-analysis, computational research), measurement, statistics, data analysis and reporting. Note. This course is required 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

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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, professional 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 1

This course targets graduate students who are preparing for their research projects using meta-analysis. This course aims to acquaint graduate students who are preparing for a research project in social, psychological, and/or educational fields with practical knowledge and skills in the applications of meta-analysis. Prerequisite: Permission of instructor or some familiarity with regression analysis

CEP 527 Large Database Analysis

The objective of this course is to enable students to develop understanding and applications of large-scale national and international educational databases (e.g., PISA, TIMSS, ELS, and HSLs) for scientific research and evaluation. The course addresses complex sampling and weighting problems and covers advanced statistical models and methods for the estimation of casual effects. The lab part gives students hands-on experiences with analysis of selected databases using electronic codebook (ECB) and statistical analysis programs (SPSS, IEA IDB analyzer, and AM program). The scholarly empirical final paper project is designed to help students learn how to identify a research question in education, apply an appropriate method to the question at hand, analyze data pertinent to their research question, estimate appropriate statistical models, and write up the results of the study in compelling and appropriately scholarly manner.

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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.

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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.

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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

This is an advanced required course for students pursuing graduate study in rehabilitation counseling. Students in related programs may enroll with prior permission from the instructor. 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

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.

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CEP 695 Psychopathology Interventions

The course will focus on the fundamentals of psychopathology, diagnosis, and the integration of evidence-based biopsychosocial interventions in professional practice. Students will review the current edition of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5) and consider the benefits and limits of the DSM. An additional emphasis of the class is the application of evidence-based therapeutic interventions.

ELP 501SEM Higher Education in US

The purpose of this course is to provide a broad introduction to the study of higher education including the development of higher education in the U.S., its purposes, organization, administration, curriculum, and financing and its relation with society from multiple perspectives. The course also engages with major contemporary trends and issues in the field of higher education.

ELP 509 American College Student

The purpose of this class is to examine and analyze the ecology of contemporary and future college students in the United States. We will look at the changing student demographics and cultures, and we will focus on the resulting student needs and university responses. The goal of the course is to provide broad perspectives on college students and how colleges--and varying environments--affect students. Particular areas of focus will include: preparing for college, demographics, characteristics, attitudes, and values of college students, the college environment, the impact of higher education on diverse groups of students, and individual college student sub-populations.

ELP 604 Law & Public Education

This course is designed to familiarize students with legal principles of particular importance to current and future public school administrators and school attorneys. The course will explore issues of school district organization and governance, finance, attendance, grading, academic writing requirements, students with disabilities, student rights, residency, the public school as employer, the hiring, remediation and discipline of teachers, public schools and religion, anti-discrimination and harassment, and other issues of concern to the class. Students will be expected to demonstrate mastery of the gains listed above through preparation of weekly readings, class projects, course participation and a final assessment showing successful practical application of the understandings and skills presented in the course.

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ELP 647 Educational Planning, Budgeting and Data Analysis

This course examines the roles of planning, budgeting and data analysis in understanding and improving educational efficiency and effectiveness at both the building and district levels. Students will become familiar with different planning and budgeting models and alternative theories of change, and will become competent at analyzing data to improve decision making and organizational performance that supports the achievement of educational goals and objectives.

ELP 681 Curriculum and Instructional Leadership

ELP 681 is intended to provide a critical overview of current curriculum issues and prepare participants to assume an instructional leadership role in this area. Readings, oral and written presentations, guest speakers, and critical reflection activities will be used to develop understandings of learning theory, curriculum development, instructional strategies, and assessments. Class readings will provide various lenses through which to view the curriculum development process and class presentations will explore a wide range of curriculum "types"--each of which implies a different, often contradictory, way of viewing the purpose of education, the selection of content, and the teaching/learning process.

LAI 508 AI + Learning: Ethics, Design & Practice

This course prepares (future) educators of all kinds to thoughtfully engage with artificial intelligence (AI) in K-12 educational contexts through ethical inquiry, hands-on design, and different forms of pedagogical practice. Grounded in human-centered perspectives, students will explore how AI is reshaping the landscape of teaching and learning--from personalized tools and algorithmic systems to creative applications and student agency. Participants will build foundational knowledge of AI technologies, critically analyze their implications for equity, labor, and surveillance, and experiment with real-world tools to evaluate their pedagogical promise and pitfalls. Through reflection, redesign, and teaching simulations, students will develop their own stance as educators operating in--and helping reshape--AI augmented schools. Whether you see AI as opportunity, threat, or both, this course will equip you to lead with vision, ethics, and confidence. To be clear, students are not expected to have fluency with the covered technologies but will be expected to become familiar with them and develop (over the course) literacy in using generative AI.

LAI 514 Adolescent Writing Across 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 518 Writing Workshop for Teachers

This is a writing course for teachers and prospective teachers who want to extend their own writing experiences with the social support of others in a writing workshop format. Our major focus will be a cultural inquiry into our own lives through memoir writing, which could include family history, childhood stories, becoming and growing-up-as-a-teacher stories, coming-to-consciousness stories, situating-self-in-history stories, etc. We will draft more pieces than we revise and become aware of how significant and everyday experiences and people shape our sense of self, both personally and professionally. Looking across our stories, we will reflect on issues of growth and change, and on how experiences shape cultural perspectives. We will publish a class booklet and look for opportunities to submit these pieces for broader publication. There will be opportunities for other kinds of writing, as well, depending on student interests. A new option in the course will be composing digital video stories--visual texts created in response to sequenced assignments, for the same purposes as the written texts. Although the teaching of writing is not the main focus of the course, we will be generating ideas, drafting, revising and editing our own writing/visual compositions using strategies and processes which are very helpful for K-12 students, too. We will share writing ideas and problems in presentations and in conversations, collaborating to form working/writing groups. As we write, we will read published memoirs, titles to be selected by students, but the major text for the class will be the drafts and revisions produced by class members.

LAI 522 Digital technology for Social Studies

While understanding history and social science disciplines, and how they are constructed, is important for social studies teachers, they are not sufficient. In LAI 522, we spend considerable time reading, thinking, and talking about the subject of history and other social sciences. But we also push ourselves to consider pedagogical implications. The pedagogical component of each unit, then, features one of the commonplaces of education--subject matter/curriculum, learners/learning, teachers/teaching, and milieu/classroom environment. In each instance, we look at current research on teaching social studies and case studies of wise practice. Our focus is on big questions of teaching and learning: What

ideas shall we teach, from whose perspective(s), and why? What about social events do we want learners to read, think about, experience, and know? How shall we represent social studies concepts and events and what instructional approaches shall we use? What can we do to create a vigorous learning environment where analysis, conjecture, debate, and playfulness can occur?

LAI 533 Science Instruction

In this course, students examine learning theories (e.g. constructivism, developmentalism, behaviorism, Hebb's cell assembly model) and relate them to instructional strategies for the science classroom and laboratory. The development of a repertory of effective strategies to be applied to lesson and program design in support of varied learning modalities is an intended outcome of this experience. Problem-solving, writing to learn, inquiry labs, directed questioning, concept maps, cooperative techniques, and internet investigations are among the elements to be explored. Assignments include classroom and laboratory lesson designs, short papers, a concept map, and a written examination

LAI 534 Measurement and Evaluation of STEM Instruction

This course is designed to improve STEM educators' skills in assessing students on outcomes in the cognitive, affective and psychomotor (laboratory skill) domains. Course participants will learn how to assess STEM teaching and learning for diagnostic, formative and summative purposes. During the course, students will examine existing tests from various sources (e.g., New York State tests, NAEP, TIMSS, PISA etc.). A major focus is on the assessment of cognitive levels above the knowledge (Revised Bloom's Taxonomy) level. Course participants will develop various tests and conduct item and test analyses in order to improve STEM assessment and instruction. They will design a test grid (blueprint or table of specifications) for designing their own tests. Finally, students will learn how to develop an appropriate grading system.

LAI 537 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 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

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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 539 The Science of Reading Instruction

The Science of Reading Instruction addresses advanced theories in the science of reading and scientifically based reading instruction for beginning readers and students with reading difficulties. The course emphasizes relevant research and evidence-based practices for teaching phonemic awareness, phonics, oral language and vocabulary, reading fluency, reading comprehension, and motivation to read.

LAI 542 Enrichment Topics in Elementary and Middle School Mathematics

Topics of mathematics of value to elementary and middle grades teachers to enrich their programs of mathematics instruction and motivational value for their students; emerging topics in the fields of K-8 mathematics.

LAI 549 Childhood Development and Learning

This course introduces child development as a scientific, applied and interdisciplinary field. Participants will gain a fundamental knowledge of the history and theories of child development, examine research on children's physical, cognitive, and social/emotional development, and study diverse paths of child development in different contextual, cultural and social settings. Furthermore, participants will explore the implications of child development research for social, political and educational issues. Finally, in order to connect one's knowledge of child development to practice, each participant will be required to conduct a case study of a child's development in multiple settings. Through the case study, participants will practice observational and interview skills, learn how to interpret and reflect on the results, and provide suggestions to facilitate the child's development and learning.

LAI 560 Language Arts Methods

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

LAI 561 Digital Music Classroom**Office of Graduate Admissions**

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In this course, students will explore teaching music through the use of digital tools. A project-based curriculum will be used to investigate developing musicianship, critical listening skills, and critical evaluation of music in a digital classroom environment for elementary, middle, and high school students. Additional topics will include digital immigrants/digital natives in the music classroom; ISTE standards; rudimentary language of music technology; hardware (music keyboards; selection, use); types of music software; web 2.0 tools; and development of a music technology lab. Course requirements include individual and group projects, weekly reflections on participation in the work of the course, and development of a final digital music product. Technology skills will evolve; focus on music first.

LAI 562 English Language Learners & Emergent Bilinguals in EC/C: Theory & Practice

This course is designed for mainstream childhood and early childhood educators preparing to serve English language learners (ELL) - emergent bilinguals (EB). It will focus on the foundations of first and second language acquisition and content learning and the development of bilingualism, biliteracy and biculturalism among ELLs-EBs. The course will examine linguistic, academic, cognitive, and socio cultural domains that impact this development and the identity formation and academic achievement of emergent bilinguals (EB). Participants will gain and understanding of the unique needs of ELLs/EBs and become familiar with research-based content and language-integrated practices that address such needs.

LAI 565 Diverse Children's Literature

The study of children's literature has grown increasingly important in the past decade due in part to an explosion in this area of publication, as well as to the emphasis in many schools on literature-based instruction. Furthermore, beyond the pedagogical value of learning to read, children's literature is a significant cultural artifact, one that has "power to celebrate, perpetuate, interrogate, subvert, expose, and even openly defy cherished myths and deeply entrenched ideological assumptions" (Butler, Dillard, & Keyser, 1996). In this course we examine historical and contemporary literature for children in order to identify not only the traditional elements of literature and illustrations, but to identify as well the myths and ideological assumptions of authors and illustrators. Topics include: the definition and depiction of families, multicultural selections, gender roles, expository text, and visual literacy.

LAI 574 Teaching the Exceptional Learner in the Regular Ed Classroom

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-

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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 587 Methods ESL Content Areas(remote section)

This course focuses on the analysis of topics on teaching English as a second language through the content areas. Topics include theories and frameworks which explain the relationship between content teaching, cognition and language learning. Emphasis is given to instructional strategies used to teach ESL through mathematics, science and social studies to LEP students. Students complete a unit with lesson plans that include objectives and hands-on-activities designed to teach and assess English acquisition and content learning. A field-based project about teaching ESL integrated with a content area and based on both, a NYS content area curriculum and the Regents Learning Standards, is also required.

LAI 592 Foundations of Bilingual Education: Theory, Policies, and Practices

This course covers key concepts that are the foundation and heart of bilingual education in the U.S.A. The first part of the course focuses on a review of historical, philosophical, and legal bases of education in general, and of the education of minority language, bilingual and limited-English proficient students in specific. The second part of the course reviews current research findings and theories that demonstrate the relationship between culture, cognition, and second language acquisition. The third part of the course emphasizes the importance of productive relationships among the school, home and community, and the understanding of the concept of diversity.

LAI 599 Technology and 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?

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- * 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 600 Curriculum Integration

This course provides an overview of school programs with a general foundation of and orientation toward perspectives on historical development, educational research, curriculum organization, and current trends in the learning sciences that inform school curriculum. Students will discover the role educators play in the development and implementation of the curriculum. Students can expect to gain both a better understanding of curriculum theory as well as practical development of skills to design and implement high-quality curriculum that engages and empowers all learners.

**Students in NYS Professional Licensure programs will apply principles of curriculum to their specific content area. For example, math teachers must utilize their knowledge of math to develop math related curricular items and ensure that mathematics is the focus of their work sample, and so on.

LAI 605 Critical Computational Literacies

This course centers critical computational literacies as a framework for thinking about how and why we might teach K12 Computer Science (CS). Just as schools participate in broader social systems which shape our lives and which may or may not contribute to a more just and peaceful society, CS is only one part of the work of a school. Our work as CS educators may be constrained by other priorities and stakeholders, and our work can also reshape the work of the school beyond the classroom. We take as our starting point the premise that CS education is currently figured in a way which gives it unusual leverage to reshape K12 educational practice.

LAI 640 Designing Course Content Using Digital Resources

This course examines strategies for developing effective digital course content. A systematic approach to the design, development, delivery, and evaluation of instruction for online/hybrid learners is emphasized. Students will be introduced to instructional design strategies and research findings pertaining to online/hybrid teaching and learning, and will apply this information through the development of online instructional materials. Special attention is given to courseware development using web tools and learning management systems.

LAI 671 Philosophy of Technology

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Philosophy of technology provides different perspectives on how technology interacts with the individual, society, institutions, economy, and culture. It explores concepts relevant to structure and practice, focusing on technology as a means and a means to an end. Thus, this course will focus on the writings of Jacques Ellul, Martin Heidegger, Don Ihde, Ivan Illich, Arnold Pacey, Joseph C. Pitt, and Edward Tenner among others. It will explore the cultural, institutional, and technical aspects of technology as mechanisms to understand and evaluate the transformations that technologies undergo as they are moved through and interact with different dimensions of society. Using historical analysis of watersheds in medicine and transportation, the major foci are:

- The inherent nature of technology
- Technological progression and efficiency
- Technological tools as part of systems
- Dynamics of technology within communities
- Expertise as embedded within development and adoption of technology

Objectives

Students will: (1) Apply a critical approach to the development and use of technologies in various dimensions of societal institutions (e.g. classroom teaching and learning). (2) Approach technologies from a process, activity (design and development) and product lens. (3) Use a philosophy of technology framework to evaluate current research in their respective fields of interest (e.g. science, mathematics, literacy education). (4) Explore, evaluate and discuss research implications of a philosophy of technology framework.

LAI 679 Design of Student-Centered Learning Environments

This course is designed to review theories and research on designing student-centered learning environments and implications of such for instruction in real-world classrooms and learning environments. The course features the most recent trends in learning and learning environment design, primarily through learning sciences and instructional technologies.

LAI 681 Understanding/Teaching Second Language Culture

This course introduces major concepts, theories, and research related to cultural dimensions of second/foreign language education and supports students in developing a range of options for approaching culture in their own language teaching. Another main goal of the course is to provide students with the opportunity to investigate culture using qualitative methods. The main course objectives are: to closely examine the concept of culture, to explore, through discussion and research, how culture operates in human behavior and interaction and to become familiar with cultural and intercultural learning processes. By the end of the course, students will be able to define culture and discuss its role in language

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education and learning, explain a range of pedagogical options in approaching the teaching of culture in the language classroom and articulate their own approach to culture-in-language-teaching and develop principled pedagogical activities to be used in the classroom.

LIS 501 Information Management/Practical Cataloging

This course is an introduction to cataloging and metadata work in libraries. We will learn about bibliographic models, standards, and procedures that assist in managing the description and access of resources in library collections. This course should be useful for those interested in the basics of cataloging and discovery, as well as foundational for those intending to work as catalogers and/or metadata specialists in libraries.

LIS 502 Users & Uses/Business Information Sources

This course explores the diverse range of information sources available in the field of business. Students will gain experience in identifying, evaluating, and utilizing resources across various business domains, including accounting, consumer research, finance, industry analysis, international business, job market information, management, marketing, and entrepreneurship. Students will also develop the skills necessary to effectively support business information users in various settings. This course is recommended for those pursuing careers in academic, public, or corporate librarianship.

LIS 503 AI in Libraries and Information Organizations

This course introduces artificial intelligence (AI) in the context of libraries and information organizations. Focusing on conceptual understanding rather than technical development, students will explore what AI is, how it is being used in libraries, and the professional and ethical considerations involved in implementing AI tools. The course prepares students to critically evaluate AI applications and make informed decisions about their use in library practice.

LIS 503 Equity, Diversity, Justice, and Inclusion 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 514 Conceptualization & Representation of Information

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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 on information storage and retrieval and the impact and implications of advancing technologies.

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 531 Marketing of Information Services

Covers research, public relations and the design and use of services. Theoretical, practical and research results from organization-centered and community-centered perspectives will be examined and applied. Field observations, productions and analysis will be used extensively.

LIS 534 Resources & 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 535 Resources and Services for Young Adults

A study of literature and other media produced for young adults. Includes an introduction to adolescent psychology, lifestyles, and interests and how these impact young adults and their reading/viewing habits. Students will learn to evaluate and promote materials according to their various uses, both personal and curricular, and according to the needs of individual young adults.

LIS 538 Pedagogy for School Librarians**Office of Graduate Admissions**

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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 540 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 557 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 558 Social Media for Information Professions

This course introduces the basics of social media and examines the ways in which interactive technologies are changing the process of information creation and sharing. The landscape of social media tools will be surveyed with a focus on critically analyzing their roles as effective means for delivering and receiving information. Students will examine social media's potential benefits and limitations, as well as appropriate ethical concerns, and develop insights they can take into their professional career.

LIS 560 Emerging Technologies

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 564 Web Design and 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.

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 572 Archives & Records Practice/Principals

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 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, altimetric, 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.

LIS 580 Information Policy

An examination of freedom as it relates to human thought and communication and the effect on library and information resources and services. The effects of censorship, pressure tactics, cultural pluralism, personal bias and the effect on unrestricted access to materials. Professional librarian and information specialist concerns are examined and practical applications of principle are discussed.

LIS 588 Music Librarianship

Beginning with an overview of the history and literature of music librarianship and music libraries, the course addresses the materials of the music library: their selection, acquisition, and physical treatment. Emphasis is placed on the cataloging, classification, and subject analysis of music, books about music, sound recordings, and related formats. Emerging formats and bibliographic relationships also are explored. An examination of public services in the music library addresses reference, bibliographic instruction, circulation policies, reserves, and outreach such as exhibits and concert series. Music library equipment, renovation, and space planning are discussed the context of facilities. Considerations of music library administration included the music library's relationship to a larger institution, budgets and statistics, personnel, and development. Careers in music librarianship and opportunities for professional development are also explored.

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