

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

Office of Graduate Admissions

101 Foster Hall, Buffalo, NY 14214
716.645.2110
gseinfo@buffalo.edu

ed.buffalo.edu



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 HLS) 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.

CEP 532 Understanding Statistical Research

The purposes of this course are to understand the reasoning and methods upon which quantitative research is conducted and to interpret and critique research studies involving quantitative data. This course is designed for "consumers" of empirical research. Learning will take place through reading about statistics, critiquing journal articles, and participating in class activities and discussions. Although some statistical methods are discussed and practiced, this course would not be sufficient preparation for the completion of a master's thesis or doctoral dissertation.

CEP 541 Human Growth & Development

This course is designed to engage students in a meaningful exploration of human development from prenatal experience through adolescence. The central questions of developmental psychology concerning the nature and sources of development, as well as the importance of the cultural contexts in which development occurs, will be considered throughout. Special attention will also be given to contemporary themes, such as the meaning of childhood, cognitive development and schooling, identity formation, and cultural influences on development. This course is especially useful for professionals who work with children in a variety of settings, such as schools, daycare centers, or child service agencies.

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.

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

Office of Graduate Admissions

101 Foster Hall, Buffalo, NY 14214
716.645.2110
gseinfo@buffalo.edu

ed.buffalo.edu



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.

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.

Office of Graduate Admissions

101 Foster Hall, Buffalo, NY 14214
716.645.2110
gseinfo@buffalo.edu

ed.buffalo.edu



ELP 533 College Student Success in the US

The US system of higher education is arguably the most accessible in the world. Any student, no matter their academic preparation, test scores, or ability to pay, can find a college to attend and can potentially progress to the pinnacle of their professions. Unfortunately, the US system may also be the least efficient in terms of students earning their degrees. As many as half of undergraduate students enrolled in postsecondary institutions in the US will not earn their degree within either three (Associate's) or six (Bachelor's) years. Public policy over the past decade has been shifting its focus from college access (getting students into college) to student success (earning postsecondary credentials) and a good deal has been written about student success in that time. We will begin by discussing Improvement Science as a framework for thinking about the roles institutions play in shaping student success in college. Next, we turn to the foundational works of Tinto on student departure and Braxton's critique of Tinto's model. The fourth book shifts our attention from departure and retention to student success, with a consideration of high impact practices. We conclude with a book that examines the institutional case of Georgia State University, who dramatically increased their student success rates, particularly among students of color.

ELP 602 Case Writing for Leadership and Development

This course will provide structured assignments for working educational leadership professionals that breaks down the elements of a good case and will provide real-time feedback about their writing to ensure high-quality writing occurs. Moreover, this course will culminate with the option to submit the final product for consideration for publication in a journal, which will help highlight the quality leadership development that takes place within the EdD. This course will help lead to higher quality Dissertations in Practice (DIPs).

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.

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

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

101 Foster Hall, Buffalo, NY 14214
716.645.2110
gseinfo@buffalo.edu

ed.buffalo.edu



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.