

Summer 2026

Professional Development Courses

All courses are offered online ONLY

Deadline to apply for Summer 2026: May 15, 2026 (classes begin May 26, 2026)

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 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 504 Introduction to Addiction and Substance Abuse

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

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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.

CEP 522 Stat Meth Ed Inference 1

This applied statistics course is for graduate students who need to use statistical methods in their own research. It is the first part of the two-semester sequence CEP522-CEP523, although it is valuable as a stand-alone course as well. It includes theoretical concepts and applications of statistical methods. Statistical applications are emphasized through the use of hypothetical and real data sets, and through weekly computer labs in which students run the SPSS program and interpret the results. Students who complete this course will know how to choose an appropriate statistical procedure for many research questions, complete the statistical analysis, and interpret the results of the analysis.

CEP 532 Understanding Stat 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.

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CEP 553 Self Care in Service

This course will review the practice of self-care within the context of a service oriented vocational life. It is appropriate for anyone studying or practicing in the helping professions (e.g., therapists, counselors, psychologists, occupational therapists, social workers, coaches, teachers, and those in the medical field). Responding to the increasing rates of burn-out, substance abuse, and exposure-based, secondary trauma in the helping professions, this course is designed to assist the helping professional develop an active practice of self-care. 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, in order to cultivate a healthy self-care routine. Empirical evidence including strengths and weakness within the evidence-base will be explored giving context to the practice. Coursework will include a combination of readings (e.g., Parker j. Palmer's *Let Your Life Speak: Listening for the Voice of Vocation*; John C. Norcross and James D. Guy's *Leaving it at the Office: A Guide to Psychotherapists Self-Care*), discussion, and research review. The Mindful Self-Care Scale will be used throughout the course as an assessment tool for students as they work to understand and cultivate their own self-care. This course will integrate applied lectures, discussions, student presentations, and active practice with journaling. Students are expected to actively practice skills, participate in class discussions and complete all assignments.

CEP 560 Psych Learning & Instruction

The study of educational psychology involves both theory and practice. Focusing upon applying the principles of psychology and research to the practice of teaching, the ultimate goal is the understanding and improvement of learning and instruction. This course will explore how students learn and how that learning varies as a function of the student's context, culture, and development. With a focus on the effective application of psychological concepts and principles in the learning and instructional process, students will develop an understanding of the foundational and contemporary principles that define this field and explore the research in this area.

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).

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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 615 Legal/Ethical Issues in Counseling

This course will present a contemporary frame of reference for the relevance of ethics and law to the practice of counseling. We will explore the various legal and ethical frameworks supporting the work of the counselor. Through a learning group approach we will combine the theoretical and the practical to develop the knowledge, skills and attitudes relative to these frameworks that are necessary for effective counseling professionals.

CEP 616 Grief Counseling and Issues in Grief & 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 634 Multicultural Counseling

This course is designed to assist students in developing the awareness, knowledge, and skills to create therapeutic alliances with diverse clients and communities. Specifically, the course focuses on self-awareness and self-assessment; explore various cultural groups; examine structural oppression, worldview, and identity development. This will help enhance students professional identity as social justice clinicians and ethical decision-making in multicultural



encounters. Using class discussions, videos, experiential experiences, and classroom assignments, this course utilizes the tripartite model of multicultural awareness, knowledge, and skills as an organizing framework, leading to three primary course objectives: (1) To enhance multicultural awareness. This will include exploring the underlying values, biases, and assumptions influencing your worldview and your clinical work, (2) To increase multicultural knowledge. This will include exploring important definitions, constructs, and theories related to multicultural counseling such as power, privilege, and oppression, identity development, and a better understanding of within and between group similarities and differences across race, ethnicity, gender, sexual orientation, disability, and other unique social identity groups, and (3) To develop or enhance multicultural skills. This will include exploring the how to of culturally competent assessment, diagnosis, and treatment in diverse settings.

Prerequisite: CEP 653: Foundations of Counseling Theories or equivalent

CEP 653 Foundations of Counsel 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 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 683 Vocational Placement Process

The course is designed to introduce students to the theoretical, research, and practical issues relating to the placement of individuals with disabilities into productive roles in society. The content of the course includes vocational theories, vocational and labor market assessment, transitioning from school to work, legal and ethical concerns with regard to relevant disability legislation including The Americans with Disabilities Act of 1990 and The Rehabilitation Act of 1973 - Sections 501, 502, 503, 504, federal and state resources, tax incentives and disincentives, job analysis and development, and practical approaches to job placement, including supported employment, mentoring, apprenticeships, and EAP's. The course is conducted as an interactive seminar. Given the levels of individual knowledge and experience typically brought to the class, students are encouraged to actively contribute through interactive group discussion and sharing of experiences. The course is required of all candidates rehabilitation counseling majors. It is also offered to other counseling students, and may be taken, with permission, by students outside of the department.

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 503 Intercollegiate Athletics in HED

This elective course is an introduction to the role and importance of Intercollegiate Athletics in American Higher education. It attempts to provide an overview of the major issues involving college athletics at various levels and types of institutions. We will examine the nature and role of Intercollegiate Athletics, beginning with the earliest athletic event, moving forward to the present. Course materials are provided to stimulate class discussions and to facilitate an understanding of the complex nature of this enterprise, and its involvement with the larger academy.

ELP 606 Changing Social Contexts for Educational Leaders

In ELP 606: Changing Social Contexts of Schooling for Educational Leaders, we will explore such questions as: What are schools for? How has schooling changed (or not changed) over time? How have social contexts changed (or not changed) over time? How can we create learning environments that promote educational equity for diverse learners and their families? How do our diverse histories, experiences, and understandings contribute to and



challenge our leadership? This course is designed to provide a critical overview of the purposes of education and the changing historical, social, and cultural contexts of schooling in the United States, with emphasis on how school leaders can address diversity issues in their school and district.

ELP 607 School and District Capacity Building

This course will facilitate a critical examination of the theory and practice of building personal, interpersonal, and organizational capacity to improve the effectiveness of individual educators and schools as learning organizations and professional learning communities, particularly when fiscal and human resources are compromised. Theory, case studies, and practical work will be used to help aspiring school and district leaders develop a vision of meaningful and effective teacher and organizational learning and a knowledge of strategies and conditions for creating, supporting, nurturing, and sustaining the individual and collaborative work of the school and district staff. This vision will be grounded in a conception of how teachers learn and how schools and districts as organizations affect, and are affected by, student achievement and change.

ELP 625 Studies in Educational Leadership

This course will facilitate a critical examination of the theory and practice of building personal, interpersonal, and organizational capacity to improve the effectiveness of individual educators and schools as learning organizations and professional learning communities, particularly when fiscal and human resources are compromised. Theory, case studies, and practical work will be used to help aspiring school and district leaders develop a vision of meaningful and effective teacher and organizational learning and a knowledge of strategies and conditions for creating, supporting, nurturing, and sustaining the individual and collaborative work of the school and district staff. This vision will be grounded in a conception of how teachers learn and how schools and districts as organizations affect, and are affected by, student achievement and change.

LAI 514 Adolescent Writing Across the Curriculum

This course begins with an overview of theory and research in cognitive strategies and sociocognitive views of reading, writing, speaking and listening processes. It then describes an approach to the teaching of reading and writing called strategic literacy instruction. The focus throughout is on discovering ways to help struggling readers and writers: students usually referred to as "low performing," "general," or "developmental;" students perceived as learning-disabled, resistant, at-risk or lower-track; students in special education classes or in classes where special students are mainstreamed; or kids who are just plain



unmotivated. Evaluation includes a midterm report and a final project concerned with designing strategy-based literacy instruction.

LAI 515 Action Research to Improve Teaching and Learning

The purpose of this course in action research is threefold: (1) to understand promising practices in the teaching and learning based on current scholarship; (2) to become competent, critical readers of action and interpretive research on teaching and learning; (3) to engage in a small-scale classroom study (or small-group adolescent study) to explore action research as a means of pursuing questions of teaching and learning to improve practice. Emphasis throughout will also be on understanding the assumptions and theories underlying research and drawing implications for teaching and learning in diverse classroom contexts. This class is appropriate for Ph.D. and Master's students interested in the role of action research to improve classroom practice. (Note: those who are not currently teaching, you will have opportunities to collaborate with currently practicing teachers or developing a practical plan, given your situation.)

LAI 550 Literacy Acquisition and Instruction, Pre-K to Primary

Reviews typical developmental progressions in the acquisition of oral language and print literacy in early childhood, including the sociocultural, cognitive, and motivational influences on literacy acquisition. Also includes a focus on developmentally appropriate instruction and assessment techniques, with an emphasis on observation of children engaged in authentic literacy activities.

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 560 Language Arts Methods

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

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 576 Literacy and Technology

Examines the connection between technology and the teaching of literacy; integration of technology into literacy curriculum.

LAI 578 The Teaching and Learning of AP Statistics

This course is designed for secondary mathematics teachers interested in teaching the Advanced Placement (AP) Statistics course in secondary schools or instructors of similar courses in colleges or universities. Throughout the course students will investigate the concepts of statistics and can expect to deepen their own understanding of statistics as they study how to teach it and how students learn it. Key components of this course include students' difficulties and common misconceptions, the role technology plays in the course, and the rationale for offering AP Statistics in high school.

LAI 579 ESL Literacy/Focus Reading

Focus upon Theory, Research and Practice in the "Teaching of Reading" The focus of this course is theory, research and practice in the teaching of reading to adolescent and adult non-native speakers of English. Topics of the course are: 1) models of reading in first and second language; 2) theoretical issues in first and second language reading; 3) developing literacy by combining the teaching/learning of all four skills--listening, speaking, reading and writing; 4) methodologies of teaching reading in a Variety of ESL contexts; 5) embedding literature in reading classes; 6) critical literacy; 7) assessment of literacy including standards, and computers and reading.

LAI 580 Literature for Young Adults

The purpose of Literature for Young Adults is to read, study, and respond to a variety of literature for young adults in a variety of ways. Genres studied include historical fiction, contemporary realistic fiction, autobiography/memoir, short stories, science fiction, and fantasy. Multicultural literature is also studied to examine critical literacy, as well as sociocultural/sociohistorical, stereotypes, and gender. Censorship concerns, issues, and



queries, and the influence challenged, banned, or censored books have on pedagogy and learning is examined.

LAI 587 Methods in ESL Through Content Areas

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 593 Teaching Foreign Languages Grades 1-6

This course is meant to prepare teachers for language instruction in early grade levels in alignment with research and theory in the field as well as NYS and national standards for language teaching. Upon completion of the course teachers will be able to: (1) articulate various rationales for early world languages study; (2) describe current program models and processes for organizing and implementing early programs; (3) discuss current research findings regarding early language learning; (4) identify the developmental stages of pre-school and elementary age children and create developmentally-appropriate objectives and activities for specific age groups; (5) discuss current trends in world languages methodology and apply these to planning in the early grades classroom; and (6) demonstrate advocacy skills through a simulated new program proposal.

LAI 603 Developing Curricula for 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. During the semester, students will develop professional rationales for broadly used music education practices that involve information derived from relevant historical, psychological, sociological and philosophical research; analyze and critique music education programs, practices, curriculums and policies



such as National Voluntary Music Standards and the New York State Standards for Music Education. Students will write an extended paper that reviews and critiques a broad area of practice in music education and recommends policy alternatives.

LIS 502 Special Topics in Users & Uses/Digital Accessibility

This course examines the role of libraries in promoting equitable access through digital accessibility. Students will explore accessibility standards, assistive technologies, inclusive design, and legal and ethical considerations. Weekly topics include evaluating digital systems, developing accessibility policies, and addressing emerging technologies. A final project allows students to apply their knowledge to improve a digital resource, preparing them to implement accessibility practices that align with libraries' missions of inclusivity.

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 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 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 567 Government Information

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

LIS 568 Computer Application in SLMC

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 Center 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 570 Archival Arrangement and Processing

This course is designed to provide students with theory of arrangement and descriptive practice for archival materials through foundational readings, discussion, and hands-on practice. Each class will address the subjective decisions an archivist makes on a daily basis while adhering to professional values and ethics in areas such as accessioning, creating donor agreements, and providing access to collections. In particular, the course will examine the creation of finding aids, the mode for delivering archival description to patrons. Each class will focus on different aspects of the finding aid as well as methods for creating an encoded findings aid. The class will also include a service learning project; each student will encode a legacy finding aid using Archives Space.

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.



University at Buffalo

Graduate School of Education

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.

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