

Winter 2025 & Spring 2025

Professional Development Courses

All courses are offered online ONLY

Deadline to apply for Winter 2025 courses: Dec. 15, 2024 (classes begin Dec. 27, 2024)

Deadline to apply for Spring 2025 courses: Jan. 15, 2025 (classes begin Jan. 22, 2025)

Winter 2025

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 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 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 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-

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based protocol will be broken down into components parts to allow for a deeper understanding of how the intervention is experienced by clients (e.g. Dialectic Behavioral Therapy, Acceptance and Commitment Therapy, Mindfulness-Based Stress Reduction). Empirical evidence will be explored giving context to the practice. Coursework will include a combination of readings, discussion, and research review. We will integrate applied online lectures, online discussions, student presentations, and active practice with journaling. Students are expected to actively practice skills, participate in class discussions and complete assignments.

CEP 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.

Spring 2025

CEP 510 Psychometric Theory in Ed

An introduction to basic concepts and methods of measurement as applied to education and psychology. Students are expected to learn the history, theory, and practice of educational and psychological measurement. The focus is on the theory and technology of measurement rather than on the use of particular instruments. Practical and statistical aspects of measurement are discussed and illustrated. Topics covered include reliability, validity, fairness, item analysis, selection/decision analysis, scaling and equating, and computer-based testing.

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CEP 523 Statistical Methods: Inference II Lecture & Lab

This course focuses on the applications of linear statistical models. Specifically, estimation and significance tests for a variety of linear models will be covered, including analysis of variance, multiple regression, and analysis of covariance. Students learn how to choose appropriate statistical models for a variety of research designs and how to implement the analyses using a computer package. Analysis and interpretation of simulated and actual data sets occurs both in lecture and in the one-hour-per-week computer laboratory.

CEP 528 Statistical Methods: Inference

The course covers basic principles and applications of hierarchical linear modeling (HLM) for multilevel data analysis in educational, psychological and social research. A common feature of the data structure in this course is hierarchical in the observations are nested within units, which may be also nested in a hierarchy of more inclusive units. Note. Prerequisite for this course is familiarity with basic regression analysis and experience running statistical analysis on a computer.

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.

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CEP 560 The Psychology of Learning and 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 586 Assessment in Mental Health Counseling

Students will be exposed to a variety of assessment methods to screen for and evaluate common mental and behavioral health concerns, and address concerns pertaining to administration, scoring, and interpretation of standardized assessment tools appropriate for mental health counseling practice. The course will also review considerations pertaining to psychometrics, diagnostic criteria, practical limitations, and ethics.

CEP 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.

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*Requisites: Pre-Requisite: CEP 653. If not matriculated into a CSEP program, must obtain permission from instructor.

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

ELP 629 Human Resources and Labor Relations in Education

This course examines key conceptual and practical issues in the administration of Human Resources (HR) and Labor Relations (LR) in education. Although the course will focus primarily on HR issues in elementary and secondary public-school settings, the material presented will be pertinent to those intending to function in other educational and human service settings. Access to a school district HR administrator (or the person who administers HR for a school district or other organization) is required. If not employed by a school district, students, with permission of the instructor, may adjust/tailor assignments to reflect the career interests and work settings of those working in the public sector outside of public education.

ELP 640 Teacher Leadership for School Improvement

This course is intended to explore the history and definition of teacher leadership; the types of leadership roles teachers take on in their schools; the types of leadership needed to develop, support and sustain teacher leadership; and the ways in which teacher leadership fosters school improvement. We will explore the historical and changed roles of teachers and leaders, the literature and evidence supporting teacher leadership and its relationship to school improvement, the skills needed for teachers to develop into leaders, the ways in which school administrators can foster and support teacher leaders, and the development of professional learning communities in schools.

ELP 652 Leadership and Policy for Inclusion

Complex issues shape and are shaped by K-12 leadership practice such as student access to disability services, language and cultural barriers, and trauma-induced learning problems, among others. Such issues underscore the importance of increasing educational leader knowledge about inclusive practice. Students in this course will critically examine educational leadership strategies, programming, and relevant policies concerned with fostering inclusivity within school building and district environments. As such this course

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operates from the premise that students and educational staff possess unique talents and struggles, as well as have a continuum of physical, social, emotional, and intellectual needs. This course also focuses on what it means to lead beyond inclusion, by examining what educational researchers who work across the K-12 leadership-policy spectrum have to say about working with students who occupy different developmental and identity statuses, as well as may have experienced trauma. In doing so, course discussions will push students to be cognizant of the kind of discourse used in research and practice to discuss these issues (e.g., special education v. students with disabilities; at-risk v. underserved). Course activities and written assignments are designed to provide students with opportunities to develop critical, meaningful, and relevant sense-making that helps leaders to improve learning for all learners. As reflexivity is integral to working with students from different backgrounds, coursework also will direct students to explore how their positionality matters to fostering equitable, inclusive, and safe school milieus.

LAI 560 Language Arts Methods

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

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? * 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 685 Learning Environments Design

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. After an overview of key theories and concepts in student-centered learning, we will consider issues related to the design of student-centered learning environments. The course features the most recent trends in learning and learning environment design, primarily through learning sciences and instructional technologies. Learning scientists study learning as it happens in real world contexts and design resources and environments to improve learning in those contexts. This can happen in school, in informal places, and online. Thus, designing learning environments can include curricula,

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instructional strategies, digital and computational tools, and professional development programs. It includes perspectives that consider: (a) who are the learners, (b) how learning environments are being designed to promote student-centered learning, (c) what design variables are needed to ensure student-centered learning that takes place in different learning environments, and (d) societal and technological influences on student-centered learning. This course has no prerequisite, but it is graduate level.

LAI 800 – Characteristics and Needs of Gifted Learners

This course is an overview of the characteristics and needs of gifted learners including: the intersections of giftedness with cultural, linguistic, socioeconomic factors and individual differences; the domains of intellectual, academic, creative, leadership and artistic giftedness; and the social and emotional development of gifted children and teens. Teachers will learn to implement evidence-based strategies, such as developing thinking dispositions and integrating approaches for twice-exceptional students, in order to help unlock potential in gifted students and to support students in learning content, adapting to different environments, developing self-efficacy, and becoming ethical leaders. Prospective teachers will develop culturally responsive collaboration strategies for working with school staff and families.

LAI 801 – Differentiated Models and Curriculum for Gifted Learners

This course will examine conceptual foundations and practical applications of service models for gifted learners, including supports needed for integration into various program placements. Teachers will analyze case studies, practice lesson and unit design that reaches each student's instructional level, learn how to become talent scouts in their schools, and explore ways to connect gifted learners to community assets. Attention will be given to analysis of different forms of research-supported curriculum modifications such as curriculum compacting, school-wide enrichment, and metacognitive models.

LIS 501 Special Topics in Info 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 503 Intro to Data Science for LIS

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Data science is a fast-growing field. In this course, students will learn basic concepts, techniques and tools of data science that are more and more important for all information-centric fields. The course will introduce data collection and integration, exploratory data analysis, predictive modeling, descriptive modeling, model interpretation and evaluation. Behaviors, organizations, policies, and society issues around data will also be discussed. The emphasis will be placed on integration and synthesis of concepts and their application to solving problems.

LIS 503 History of the Book

This course introduces students to a diverse range of topics and perspectives in the history of the book, expanding beyond the intellectual content of the books into the social, political, and technological forces that shaped the book as a cultural artifact and a physical object. Topics covered will include the early writing and printing systems, literacy and the dissemination of print material, the politics of gathering book materials, the roles of books in religious and social movements, censorship and intellectual freedom, and how digital book formats built on their legacies.

LIS 503 STEM Librarianship

STEM stands for Science, Technology, Engineering, and Mathematics. STEM librarianship often relates to academic librarianship, especially liaison librarian and collection development librarian roles within the STEM areas. STEM librarianship can also be important when entering the profession as a public, special, or corporate librarian. This course will introduce students to the unique area of STEM librarianship through real-world examples.

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 523 Information Literacy Instruction

LIS 523 introduces principles, theories, and practical applications of user education, including design, delivery, and assessment of information literacy methodologies and resources. Emphasis is given to current and effective teaching practices in a variety of library and information center environments. Information literacy instruction (ILI) is a core public and

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educational service of libraries, and is an increasingly critical one. It is a vibrant subfield of librarianship, filled with energetic librarians who are passionate about teaching and learning. A great deal of the abundant literature addresses ILL in academic libraries, but those interested in school or public libraries will have the opportunity to tailor their learning in this course for those settings. While this course will be challenging, my hope is that this immersion into ILL will excite and engage you and show you the possibilities of this aspect of librarianship.

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, AASL, and instructional methods.

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 536 Multicultural Materials

This course is designed for participants to develop a range of skills, knowledge, and tools to create and deliver inclusive and accessible library services and collections for young people. Activities will also include developing inclusive library programming.

LIS 560 Emerging Technology in Library Studies

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

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information and productivity. Students will be expected to be familiar with IT and online instruction.

LIS 563 Digital Libraries

The course examines both theoretical concepts and practical techniques of digital libraries. Topics covered include digitalization, organization, access management, evaluation and preservation in digital libraries, as well as social, economic and legal environments of digital library. Trends into the future of digital libraries will be discussed.

LIS 565 Information Retrieval

This course provides an introduction to information retrieval. Students will learn about theories and techniques for automatically processing, storing, and retrieving documents. Topics include indexing data structures and algorithms, retrieval models (geometric, logic-based, and probabilistic), query languages, search user interfaces, methods of system evaluation, and ethical issues, such as bias, censorship, and privacy. Students will apply their knowledge to a number of domains, for example: conversational search, digital libraries, multimedia search, recommender systems, and search engines.

LIS 568 Computer Applications in the School Library Media Center

This course focuses on state-of-the-art technologies used to enhance productivity, efficiency, and collaboration in teaching information literacy and managing a school library. A student-centered approach is used to employ effective strategies and techniques in the field. An interactive 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 569 Database Systems

Study of microcomputer-based data management techniques and systems, including evaluation of software packages, for the organization, manipulation, and retrieval of information. Examination of relational database techniques such as sorting, searching, indexing, report generation, and data transfer using DBMS command language. Projects include development of a working system.

LIS 571 Information Organization

Introduces students to the nature and structure of information. It lays the theoretical foundation for understanding and applying a range of concepts and techniques for creating and using traditional, modern, and future information systems, from paper libraries to linked

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data. It covers the conceptual structures in the organization of data, information, knowledge, language, and text. It introduces major knowledge organization systems and metadata systems and guides students in their practical application in cataloging library and other materials, both paper and digital, and in searching many different information sources. The course emphasizes the importance of user requirements in designing information systems. It has students analyze cultural, linguistic, and gender biases that hinder equity of access.

LIS 581 Management of Libraries and Information Agencies

Explores management theory and practice applicable to varied information agencies at the supervisory, middle, and top management level through lecture, case studies, problem analysis, role playing, and course assignments. Connection to and sustainability within communities through evidence-based decision-making, planning and advocacy is emphasized. Equal opportunity employment guidelines and diversity in employment and in the people served are discussed.

LIS 585 Management of School Library Media Centers

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

LIS 586 Health Science Librarianship

This course is designed to introduce the unique aspects of health sciences librarianship, providing real-life examples of how it differs from typical career tracks in the library sciences. Topics covered by the course will include health sciences librarianship careers in academia as well as in the clinical/hospital setting, biomedical databases and sources, research questions from clinicians as well as consumers, scholarly communications issues in health sciences librarianship, and evidence-based practice (and how librarians can be involved). Students taking the course will be required to participate in weekly discussion board conversations, a graded exercise using biomedical databases, creating an instruction video, and a final project

LIS 587 Collection Management

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

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