University at Buffalo
Graduate School of Education

Winter 2027 & Spring 2027

Professional Development Courses

All courses are offered online ONLY

Deadline to apply for Winter 2027 courses: Dec. 15, 2026 (classes begin Dec. 24, 2026)
Deadline to apply for Spring 2027 courses: Jan. 15, 2027 (classes begin Jan. 20, 2026)

Winter 2027

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-

Office of the Dean

367 Baldy Hall, Buffalo, NY 14260-1000
716.645.6640 (F) 716.645.2479
gsedean@buffalo.edu

ed.buffalo.edu

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 2027

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 510 Psychometric Theories in Education
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.

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

CEP 655 Case Management and Rehab
This course introduces students to case management in rehabilitation counseling practice and the range of resources available to the counselor to facilitate effective, ethical, and comprehensive rehabilitation of individuals with disabilities. Topics include case conceptualization, planning, and monitoring; documentation; service delivery; supervision; and documentation. The primary focus is on the applied principles of case and caseload management; rehabilitation counseling roles and practice; and service coordination across community partners and public resources. The course views disability issues through a holistic and intersectional lens when providing support services to address individualized needs. In addition to case management instruction, students will form and participate in competence groups that focus on three foundational areas within the rehabilitation counseling specialization: a) counseling practice, b) disability and rehabilitation, and c) equity, diversity, justice, and inclusion.

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 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 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.

ELP 664 Teacher Evaluation and Supervision

Research suggests a new model of professional accountability for sustainable school improvement incorporating an assessment of human capital, social capital, and decisional capital. Teacher selection, evaluation and development are components of a comprehensive system for teaching and learning. This course will examine the various factors that contribute to improved learning outcomes for teachers, students, and the school community.

LAI 508 AI + Learning: Ethics, Design, and 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.

Office of the Dean

367 Baldy Hall, Buffalo, NY 14260-1000
716.645.6640 (F) 716.645.2479
gsedean@buffalo.edu

ed.buffalo.edu

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 512 Readings in Multicultural Literature

This is a literature reading course focusing on diverse voices often excluded in the literature curriculum in U.S. schools. The class will function as a reading group discussing short texts, some of which have become multicultural classics, including literature written by African American, Asian Americans, Latino/a, Native Americans (e.g., by Cisneros, Kinkaid, Walker, Wilson, Momaday, Tan, Petry, Alexie, and others). As we respond aesthetically to literary works and share those responses in writing and discussion, we will also examine the ways that individuals and groups make sense of these texts. The course is grounded in cultural, constructivist approaches to literature and will focus, too, on how authors construct texts out of their own sets of experiences in cultural contexts. Students will have some choice in selection of texts which suit their interests and needs.

LAI 517 Media, Popular Culture and ELA

This online course is designed to provide teachers with the opportunity to critique popular media in the classroom. Grounded in critical media literacy, socio-cultural theory, and multimodality and new literacy theories, this course takes a thematic arc to the intersection of canonical and popular media texts. We will actively engage in our own personal inquires around popular media as well viewing and responding to numerous texts. Given the modality of our online collaboration, the form of our responses will take the form of the texts we are studying.

LAI 538 Music Education Practices

The application of theories presented in preliminary graduate courses in music education. Practices in actual teaching experiences are examined in pre-K through 12th grade settings,

Office of the Dean

367 Baldy Hall, Buffalo, NY 14260-1000
716.645.6640 (F) 716.645.2479
gsedean@buffalo.edu

ed.buffalo.edu

usually in a workshop/practicum setting.

LAI 545 Problem Posing & Solving in Math Education
Difference between problems and exercises; generation of new problems from old; identification and creation of age-appropriate problems; role of problem solving and posing in education; logical relationships between problem posing and solving; abortive and fruitful strategies for posing and solving problems in education.

LAI 546 Problem Posing and Solving in Education
This course examines the different ways of teaching and learning algebra. We examine the development of algebraic thinking in elementary, middle and high schools. Specific topics explored include variables, expressions, equations and functions. By exploring research in these areas, we discuss best classroom practices to help students develop their algebraic understanding, determine areas of difficulty and avoid misconceptions.

LAI 547 Using Data to Improve Instruction
This course provides an overview of the basic principles of measurement and evaluation, focusing on the assessment of student learning for both formative and summative purposes. Participants will develop the skills to design, analyze, and critique educational assessments that are valid, reliable, and fair, with the goal of improving instructional experiences. The course emphasizes the planning and development of assessments, particularly teacher-made instruments for evaluating standards-based learning. Students will also gain a deeper understanding of the appropriate use of both teacher-made and standardized tests, interpretation of test scores and reporting systems, and key elements of the Annual Professional Performance Review (APPR), including Student Learning Objectives (SLOs).
**Students in NYS Professional Licensure programs will apply principles of measurement and evaluation to their specific content area. For example, math teachers must utilize their knowledge of math to develop math related assessment items, and so on.

LAI 560 Language Arts Methods
This course examines theory and practice in language arts education, with emphasis on written language development and connections among reading, writing, listening, and speaking. Topics include phonics, phonological awareness, spelling, vocabulary, writing pedagogy, orthographic development, and assessment. Students will explore evidence-based practices for creating inclusive learning environments that affirm students' racial, linguistic, and cultural identities.

Office of the Dean

367 Baldy Hall, Buffalo, NY 14260-1000
716.645.6640 (F) 716.645.2479
gsedean@buffalo.edu

ed.buffalo.edu

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 582 Principles of Language Acquisition 1st and 2nd
This course will examine first and second language acquisition in order to understand the linguistic, psychological and social processes that underlie their learning and use. Goals include introducing major second language research techniques, comparing significant theories of language acquisition, understanding the development of and analyzing learner language, linking research to classroom practice, and reflecting on the effectiveness of classroom practice in the light of current research.

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 593 Teaching Foreign Language 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-

Office of the Dean

367 Baldy Hall, Buffalo, NY 14260-1000
716.645.6640 (F) 716.645.2479
gsedean@buffalo.edu

ed.buffalo.edu

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 599 Technology and Curriculum
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 students/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 629 Childhood Literacy Methods
This course focuses on research-based, culturally informed literacy instruction for diverse learners in grades 1-6. Topics addressed include motivation and engagement, culturally informed text selection, family involvement, promoting translanguaging with multilingual learners, and differentiated literacy instruction addressing phonological awareness, word recognition, fluency, vocabulary, comprehension, and writing.

LAI 649 Technology and Curriculum Integration
This doctoral seminar is a survey of contemporary learning theories that are broadly relevant to education. How do people think? How do people learn? and What are the good ways to facilitate their learning? These are the questions that learning theories grapple with and answers to these questions inform and guide our instruction and research. Learning theories can be difficult, confusing, contradictory, or appear to be far removed from our daily work. But we all subscribe to certain learning theory(ies) explicitly or implicitly. The goals of this course are to help develop or deepen your knowledge of learning theories and research, and construct a personal "creative synthesis" integrating this broad base of knowledge.

To help develop your knowledge in this area, the class will read and discuss seminal works of well-established (e.g., Behaviorism, Constructivism, Sociocultural theories, etc.) as well as emerging learning theories (e.g., Kahneman's Two-System theory, Constructionism, Design-

Based Research, Embodied and Multimodal Learning etc.). As a group, we will explore how these perspectives allow us to see and understand specific learning/education phenomena (and obscures others). At the same time, you will have the opportunity to explore theories of personal interest--including the perspectives focused on in the course and perhaps others. The class is intended to support theory-focused dimensions of research activities (during planning, data collection, analysis & reporting)--so you are strongly encouraged to focus the activities of the course on their personal research goals.

In this class, participants will: (a) collectively explore a variety of leading theoretical perspectives used in the learning sciences field, (b) develop expertise in a theoretical perspective (or two) of personal interest, and (c) leverage that expertise to develop a theory-related product (e.g., a conceptual framework for a study, an analytical/coding scheme for an empirical study).

LAI 665 Mid Chld/Adoles Ltrcy Mtd
This course addresses instructional theory and practices focusing on building literacy for diverse learners in grades 5-12 and supporting equitable learning from texts across content areas. Topics covered include text selection, assessment, word recognition and fluency, vocabulary and background knowledge, comprehension, discussion, text-based writing, engagement, and inquiry.

LAI 677 Survey of topics in K-12 Computer Science
This course provides an overview of the content knowledge topics taught in K12 computer science. Classrooms are considered as nodes within broader learning ecologies, and emphasis is placed on the relevance of topics to interdisciplinary and connected K12 CS pedagogy. This course will be of primary interest to students enrolled in the CS advanced certificate who do not have a formal background in CS, as well as future teachers interested in interdisciplinary CS.

LAI 686 Infrastructures in K12 Computing
Special topic of particular interest not covered in the standard curriculum. Topic titles and content may vary from semester to semester and may be offered intermittently. Students should check with department and/or advisor for details, including repeat policy

LIS 500 Information Technologies: Introduction to Data Science for LIS
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 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 501 Info Management: Knowledge Management in Information Organizations
Explores the principles, practices, and strategies for creating, capturing, sharing, and applying knowledge in today's information-driven organization. The course examines knowledge management across libraries, archives, museums, corporations, nonprofits, and government agencies, highlighting its role in innovation, decision-making, and organizational performance. Students will engage with real-world tools and case studies to design practical solutions for knowledge capture, organization, and transfer. By the end, participants will be equipped to apply KM concepts directly to professional practice, ensuring impact across all facets of the information economy.

LIS 501 Info Management: Preservation for Archives and Special Collections
This course is an introduction to the guiding principles, policies and tools of preservation through the lens of Archives and Special Collections. We will learn to identify print and non-print materials and issues commonly found in Archives and Special Collections and cover policies and practices that ensure maximum usable life. Students will get hands-on experience with a range of preservation techniques and learn when and how to use them. In addition, we will cover preservation as a management function including advocacy, prevention, environment, stacks maintenance and disaster planning.

LIS 502 Info User/Use: Information Practices
This course explores people's information practices in everyday life and in workplace contexts. The course will consider the theoretical and methodological approaches used in research in these areas, and focus on how people need, seek, manage, share, and use information in socially embedded contexts. Learners will engage with landmark studies and

Office of the Dean

367 Baldy Hall, Buffalo, NY 14260-1000
716.645.6640 (F) 716.645.2479
gsedean@buffalo.edu

ed.buffalo.edu

current research and will have the opportunity to consider how research in this area can inform improvement and design of information systems and services.

LIS 503 Advocacy in Information Settings
Advocacy is a critical component to the current and future work of libraries, archives, and other information settings. This course will examine advocacy in information settings at the local, state, and federal levels. Topics include advocacy tactics, stakeholders and audience, messaging, and advocacy as social justice. Students will hear from professionals in the field who take on advocacy roles, gain insights into legislation impacting the field, and lead discussions on policy issues.

LIS 503 Grant Writing for IS Professionals
An introductory course on the grant writing process. Students will learn how information professionals can identify and pursue funding opportunities through foundations, professional associations, and governmental agencies. Students will be immersed in grant writing exercises, practice presenting a case for support, and engagement in peer review.

Applicable for information professionals who plan to work in any type of information organization (e.g., public and school libraries, academic settings, industry, government, law firms, and non-profits).

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 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.

Office of the Dean

367 Baldy Hall, Buffalo, NY 14260-1000
716.645.6640 (F) 716.645.2479
gsedean@buffalo.edu

ed.buffalo.edu

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 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 ILI 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 ILI 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, AAPR, 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 Inclusive and Accessible Services and Collections for Young People
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

Office of the Dean

367 Baldy Hall, Buffalo, NY 14260-1000
716.645.6640 (F) 716.645.2479
gsedean@buffalo.edu

ed.buffalo.edu

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 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 data. It covers the conceptual structures in the organization of data, information, knowledge, language, and text. It introduces major knowledge organization systems and

Office of the Dean

367 Baldy Hall, Buffalo, NY 14260-1000
716.645.6640 (F) 716.645.2479
gsedean@buffalo.edu

ed.buffalo.edu

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
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.

Office of the Dean

367 Baldy Hall, Buffalo, NY 14260-1000
716.645.6640 (F) 716.645.2479
gsedean@buffalo.edu

ed.buffalo.edu