



## Summer 2021 Professional Development Courses

All courses are offered online ONLY

*Deadline to apply for summer 2021 courses: May 20, 2021 (classes begin June 1<sup>st</sup>)*

### **CEP 501: Psychological Foundations of Education**

**Registration No: 10364**

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: Intro to Addiction & Substance Abuse**

**Registration No: 12610**

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, midterms 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 523: Statistical Methods Inference II**

**Registration No: 12869**

**Lab Registration No: 12868**

**\*\* Required pre-requisite- CEP 522: Statistical Methods Inference I**

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

#### **Office of the Dean**

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

ed.buffalo.edu



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**

**Registration No: 12686**

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**

**Registration No: 12620**

This course is designed to engage students in the field of Developmental Psychology. Knowledge of development is critical to everyone who will teach, help or supervise people in any way. We will explore thinking, learning, relationships, culture, background and experiences and how these relate to "normal" development. We will explore development from birth through death. Major theories of physical, cognitive, social and emotional development will be studied.

**CEP 548: Coaching for Wellness**

**Registration No: 12490**

This is a graduate level course for students pursuing graduate study in coaching and integrative processes to help themselves, their communities, and clients. The course is intended to provide both broad theoretical and practical aspects of the coaching field, particularly infusing positive psychology literature. Readings will focus on positive psychology coaching models, components and practices of positive psychology practices, and the concepts of open-heartedness, happiness, strengths, compassion, and flourishing. Peer coaching and outside personal practice will provide opportunities to utilize the knowledge and tools presented to enhance your coaching skills and proficiency. This course is open to graduate students and professionals and serves as a component of the five-course sequence to obtain an Advanced Graduate Certificate in Mindful Counseling.

**Office of the Dean**

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

ed.buffalo.edu



**CEP 566: Mindfulness Interventions**

**Registration No: 12160**

This course will review mindfulness-based approaches with a focus on specific techniques and practices. The course emphases will be on the evidence-base, key mechanism of change, and specific activities that therapists and other helping professionals can use in practice. The course is intended to provide both broad theoretical and practical aspects of the primary evidence-based mindfulness approaches. Each evidence-based protocol will be broken down into components to allow for a deeper understanding of how the intervention is experienced by clients. Empirical evidence including strengths and weaknesses within the evidence-base will be explored giving context to the practice. Coursework will integrate readings, online discussion, research review, student presentations, and an active practice. Students are expected to actively practice skills and exercises, participate in class discussions, and complete all assignments. This course is open to graduate students and professionals, and serves as a component of the five-course sequence to obtain a Certificate in Wellness & Engagement from the Department of Counseling, School & Educational Psychology at the University of Buffalo.

**CEP 616: Grief Counseling and Issues in Grief and Loss**

**Registration No: 11584**

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.

**Office of the Dean**

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

ed.buffalo.edu



**CEP 653: Foundations of Counseling Theory**

**Registration No: 12611**

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 videos of various counseling approaches, small group discussions, quizzes, and activities.

**CEP 680: Career Development**

**Registration No: 11585**

This course seeks to integrate theory, research, and practice on career development. First, we will review of the major approaches to understanding career behavior and development and the empirical support for theoretical approaches. Then, we will explore the career development of specific populations, including under-represented minorities and people with disabilities. Considerable attention will also be devoted to applying work-related issues in clinical practice.

**ELP 630 Leading and Managing People**

**Registration #12148**

This foundational course in educational administration examines past and present theories and research about educational leadership, organization, and policy. We will be paying particular attention to schools as social systems; their structure, culture, climate, and how power, politics, and communication interplay within a school's and/or school district's internal and external environments to impact student learning. We will examine in detail leadership, decision-making, teacher empowerment, employee motivation, and school effectiveness in relation to student performance, changing societal contexts, and expectations. This course is intended primarily for doctoral students in educational administration, but other students may enroll with the instructor's permission. This class is also an introduction into doctoral studies. As such, this course is designed to lay the foundation for your future as a doctoral student. Individually and in small and large groups we will explore questions about school leadership, immerse ourselves in the literature, and begin the process of developing the scholarly reading and writing skills on which you will draw for the next three years.

**Office of the Dean**

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

ed.buffalo.edu



**ELP 677 Leading Curriculum and Instructional Improvement  
Registration #12536**

Current educational movements for curriculum reform, high academic standards, and accountability have heightened the pressure to improve learning for all students. Research suggests that schools with evidence of high student achievement are led by administrators who empower teachers, have clarity of purpose, focus on results, monitor learning in a timely manner, and pursue a common guiding principle to do “whatever it takes” to ensure all students will learn. Ylimaki (2010) argues, however, that while educational administration studies have informed educators *how* to influence teaching and learning, we rarely discuss *what* content should be influenced. Nevertheless, the principal must play an active role in its development, implementation, and assessment, in spite of challenges raised in today’s schools by issues such as high-stakes accountability and changing social contexts.

**LAI 514 MLO - Adolescent Writing Across Curriculum  
Registration # 12038**

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 529 LOA – Computers in Early Primary Education  
Registration # 12579**

Information and communication technologies (ICTs) are inundating the daily lives of young children. In this course, we will explore various issues related to ICT and young childrens learning and development, and help you develop knowledge and competencies in teaching with ITC in Pre-Kindergarten through Grade 3. Specifically, this course is designed for participants to achieve these four objectives: 1) understand the debate about appropriateness of ICT for young children, and related policy, gender, and equity issues; 2) gain understanding of how young children experience ICT in different contexts; 3) explore how young childrens ICT experiences affect their physical, social, and cognitive development; 4) practice technology integration into classroom teaching and familiarize with local and online resources related to teaching and learning with ICT, as well as develop

**Office of the Dean**

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

ed.buffalo.edu



basic skills of selecting and evaluating technology and software programs. The content of this course is organized around these four broad themes and corresponding readings are drawn from research journals, practitioner magazines, web publications, and books. To achieve the four objectives, the participants will engage in a wide range of experiences, from hand-on work with computer program, to readings and discussions, to actual teaching experiences using computers. Course work will include collecting local and online resources related teaching with ICT, investigating young childrens ICT experiences, evaluating technology or software for young children, and a teaching experiment with ICT.

### **LAI 552 B - Middle Childhood/Adolescent Literacy Methods**

#### **Registration # 12379**

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 JLO - Language Arts Methods**

#### **Registration # 11783**

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

### **LAI 562 JLO - English Lang Learners in EC/C**

#### **Registration # 12582**

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

### **LAI 574 ALO & JLO1 - Teaching the Exceptional Learner**

#### **Registration # 10993 & 12176**

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

#### **Office of the Dean**

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

ed.buffalo.edu



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 KLO & KLO2 - Literacy & Technology**

**Registration # 11902 & 12725**

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

**LAI 580 JLO & JLO2 - Literature for Young Adults**

**Registration # 10920 & 12640**

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 MLO – Teaching Foreign Language Gr 1-6**

**Registration # 12924**

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.

**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 597 JLO – Sel Topics-Teaching Mathematics to English Language Learners  
Registration # 11629**

This course is designed for pre-service /in-service teachers and others who will work or work with K-12 students who have linguistically and culturally diverse backgrounds, especially students of other languages (English language learners). The focus of this course is helping teachers understand the needs of various English language learners (ELLs), learn to use ELLs language and culture as a resource in mathematics classrooms, and implement research-based instructional strategies that are effective to teach mathematics for ELLs.

**LIS 503LEC 11782 Archival Description 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 finding aid. The class will also include a service learning project; each student will encode a legacy finding aid using ArchivesSpace.

**LIS 503LEC 12877 Special Collection Theory and Practice**

This course serves as a complement to the archives and records management course, providing a survey of principles and practices for people working with, curating, and managing rare books and special collections materials in libraries. The course will focus on aspects of this work, with special attention towards connecting materials with the public through exhibition, social media, digital collections, public programming, donor relations, advocacy, and other public services, and how these components of special collections librarianship fit into the world of archival work as well as the larger cultural heritage? world. The course will also address some of the newer challenges we face with emerging and shifting technologies and changing perceptions about the purpose and value of collections, including ethical issues, legal issues, and representation of cultures and experiences in archival repositories. The course is a combination of discussion, lecture, writing, and project work. Readings will complement the projects and writings, and participation is key to the success of each course participant

**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 518LEC 12574 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 532LEC 12108 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 535LEC 12806 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 568LEC 11477 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.

**Office of the Dean**

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

ed.buffalo.edu