Summer 2024

Professional Development Courses

All courses are offered online ONLY

Deadline to apply for Summer 2024 courses: May 20, 2024 (classes begin 5/28/2024)

CEP 501 Psychological Foundations of Education
This course is designed to engage students in the field of Educational Psychology and its contributions to classroom teaching and learning. We will explore thinking, learning, relationships, culture, background and experiences and how these relate to teaching and learning. Through lectures, discussions, and interactive exercises, we will explore the dynamic relationship between students, the teacher, and the learning environment. Discussion will focus on both theoretical models and real world applications, with emphasis on contemporary approaches to stimulating active and reflective learning and the improvement of the quality of education we provide to students.

CEP 503 Tests and Measurements
This course focuses on basic measurement principles, client assessment in the counseling process, and the nature of tests used in rehabilitation and school counseling. First, the course focuses on the history and foundations of tests and measurement, basic testing and assessment concepts, important social and ethical issues in testing, and statistical and psychometric concepts in measurement necessary to interpret and use testing information. Next the course deals with the identification, administration, scoring, interpretation, and usage of tests frequently used in the field. Finally, the course introduces students to program evaluation methodology. Upon completing the course, students will be better able to identify and gather essential client information, interpret test results, understand the limitations of test information, and use test results to assist in planning, monitor the progress of their clients, and evaluate the effectiveness of treatments/service plans.

CEP 504 Introduction to Addiction and Substance Abuse
Introduction to the field of rehabilitation counseling and its application to substance abuse and addiction. Examination of the social, psychological, and biological bases of addiction; exploration of assessment, diagnosis and treatment issues; understanding of the functional 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 532 Understanding Stat Research

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

CEP 541 Human Growth & Development

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

CEP 548 Coaching for Wellness & Physiological Integration

This is an on-line interactive course for graduate students and beyond who seek to integrate a proven effective coaching model of personal change into their helping practice. The model has grown out of a grounded theoretical base, and is based in both positive psychology and integrated Eastern practices. The coaching process encourages clients toward taking empowered action in the present moment, and does not focus on pathology, counseling, or the client's distant past. This course is designed to help counselors, lawyers, doctors and others in the helping professions assimilate the best practices of coaching toward personal growth for their clients, patients, as well as into their own lives. Students will learn, practice and discuss the coaching process, develop an empirically based understanding of the effectiveness of these techniques, as well as learn to implement coaching for wellness and physiological integration. Students will learn to guide their patients and clients toward

addressing feelings, thoughts and beliefs so that they can take action. Coursework will be a combination of readings, discussions, research review, and partnered personal coaching toward wellness, and practices that result in physiological integration. Students will be expected to participate in discussions, successfully complete the structured unit assignments as well as to call in for a group and team coaching session once every other week.

CEP 553 Self Care in Service
This course will review the practice of self-care within the context of a service oriented vocational life. It is appropriate for anyone studying or practicing in the helping professions (e.g., therapists, counselors, psychologists, occupational therapists, social workers, coaches, teachers, and those in the medical field). Responding to the increasing rates of burnout, substance abuse, and exposure-based, secondary trauma in the helping professions, this course is designed to assist the helping professional develop an active practice of self-care. The emphasis will be on the evidence-base, key mechanism of change, and specific activities that therapists and other helping professionals can use, in practice, in order to cultivate a healthy self-care routine. Empirical evidence including strengths and weakness within the evidence-base will be explored giving context to the practice. Coursework will include a combination of readings (e.g., Parker j. Palmer's Let Your Life Speak: Listening for the Voice of Vocation; John C. Norcross and James D. Guy's Leaving it at the Office: A Guide to Psychotherapists Self-Care), discussion, and research review. The Mindful Self-Care Scale will be used throughout the course as an assessment tool for students as they work to understand and cultivate their own self-care. This course will integrate applied lectures, discussions, student presentations, and active practice with journaling. Students are expected to actively practice skills, participate in class discussions and complete all assignments.

CEP 566 Mindfulness Interventions
We will review mindful and yoga-based protocols with a focus on specific techniques and practices. The emphasis will be on the evidence-base, key mechanism of change, and specific activities that therapists and other helping professionals can use in practice. Each evidence-based protocol will be broken down into components parts to allow for a deeper understanding of how the intervention is experienced by clients (e.g. Dialectic Behavioral Therapy, Acceptance and Commitment Therapy, Mindfulness-Based Stress Reduction). 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 611 The Mindful Therapist

Mindfulness-based practices have become increasingly integrated in both the prevention of disorder and as supplemental intervention in the treatment of many physical and mental disorders. There is a growing body of research documenting the benefits of yoga, meditation, and relaxation in the treatment of disorders such as depression, anxiety, eating disorders, as well as in the reduction of stress and enhancement of outcomes in physical illness such as cancer and heart disease. As the research grows, there has been a growing understanding of the physiological and psychological mechanisms underlying these positive outcomes. This course is designed to help developing and practicing therapists begin to integrate mindfulness-based techniques into their practice as well as their lives. Students will learn and discuss mindfulness-based practices, develop an empirically-based understanding of the effectiveness of these techniques, as well as learn to implement mindfulness-based practices. Coursework will be a combination of lecture, discussions, research review, and active practice of yoga, meditation, and relaxation techniques. Students will be expected to participate in discussions as well as to participate in yoga, meditation, and relaxation activities during the class session.

CEP 615 Legal/Ethical Counseling

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

CEP 616 Grief Counseling and Issues in Grief & Loss

Grief is the most common and painful experience known to men and women. It affects everyone and at times it affects everyone profoundly. We are born with innate ways of healing from the pain of loss, but our society extinguishes many of these coping mechanisms by adolescence. Unresolved grief is the major reason people seek counseling and a significant cause of health problems, yet it is often unrecognized as source of the problem. The purpose of this course is to discuss how you can respond in helpful and comforting ways to people who are grieving by understanding your own grief, the nature of grief and healing, and the things that seem to help people who are hurting. This course is more personal than academic, more practical than theoretical, yet focuses on the underlying scientific grieving

principles to explain why some things help and other things don't. To help grieving people we need to learn a set of behaviors based on these principles. We also have to unlearn typical ways of responding to people who are hurting. The class is intended to be relatively informal and our time will be spent talking about grief, listening to some tapes, in discussion with questions and answers, and in personal discussion of some of our own experiences. We will focus on counseling grieving people, the aftermath of murder and suicide, crisis interventions in schools, suicide prevention, and the spiritual aspects of death and loss.

CEP 680 Career Development

Work in America and basic aspects of vocational counseling; theories of career development and choice; relationship between education or training and work; career counseling in various settings and with diverse populations; special problems (e.g., job satisfaction, displacement, dual-career families, indecision, and indecisiveness, etc.); assessment and information issues; impact and development of interests, abilities, and values.

CEP 683 Vocatnl Placement Process

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

CEP 695 Psychopathology Interventions

The course will focus on the fundamentals of psychopathology, diagnosis, and the integration of evidence-based biopsychosocial interventions in professional practice. Students will review the current edition of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5) and consider the benefits and limits of the DSM. An additional emphasis of the class is the application of evidence-based therapeutic interventions.

University at Buffalo
Graduate School of Education

ELP 500 Nature of Inquiry

This course provides a broad overview of the nature of inquiry in education, including the major concepts, assumptions, methods and theories used in various forms of educational research. By examining and critiquing examples of different kinds of inquiry, the class should prepare students for the more detailed methodology courses they will take later in their studies. It will also provide them with the basic skills to locate, read and give rudimentary evaluations of a range of research studies.

ELP 630 Leading & Managing People

This course 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 and climate and how power, politics and communication interplay with 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.

LAI 514 Adolescent Writing Across the Curriculum

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

LAI 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 529 Computers in Early and Primary Education

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 children's learning and development, and help you develop knowledge and competencies in teaching with ITC in PreKindergarten 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 children's 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 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 children's ICT experiences, evaluating technology or software for young children, and a teaching experiment with ICT.

LAI 549 Childhood Development and Learning

This course introduces child development as a scientific, applied and interdisciplinary field. Participants will gain a fundamental knowledge of the history and theories of child development, examine research on children's physical, cognitive, and social/emotional development, and study diverse paths of child development in different contextual, cultural and social settings. Furthermore, participants will explore the implications of child development research for social, political and educational issues. Finally, in order to connect one's knowledge of child development to practice, each participant will be required to conduct a case study of a child's development in multiple settings. Through the case study, participants will practice observational and interview skills, learn how to interpret and reflect on the results, and provide suggestions to facilitate the child's development and learning.

LAI 551 Childhood Literacy Methods

Instructional theory and practice focusing on teaching, reading and writing in Grades 1-6 emphasizing: teaching literacy with literature; teaching literacy from reader response,

critical, and interactive perspectives; and integrating instruction across content areas. Topics dealing with techniques for improving comprehension and word identification, creating a literate environment, creating interest and motivation, and creating authentic forms of assessment and evaluation as part of ongoing instruction are explored.

LAI 552 Middle Childhood/Adolescent Literacy Methods
Instructional theory and practice focusing on literacy in Grades 5-12 emphasizing building literacy in the content areas. Topics dealing with techniques for creating interest and motivation for literacy, study strategies, strategies for building comprehension, constructing meaning, and assessing students' literacy performance are explored.

LAI 574 Teaching the Exceptional Learner in the Regular Education Classroom
The purpose of this course is to aid in understanding diversity by preparing teachers to offer direct and indirect services to students within the full range of disabilities and special health-care needs in inclusive environments. Students will be provided with techniques designed to enhance academic performance, classroom behavior, and social acceptance for students with disabilities and special needs. Students will learn skills enabling them to (1) differentiate and individualize instruction for students with disabilities and special needs, (2) become familiar with instructional and assistive technologies, (3) implement multiple research-validated instructional strategies, (4) formally and informally assess learning of diverse students, (5) manage classroom behavior of students with disabilities and special needs, and (6) collaborate with others and resolve conflicts to educate students with disabilities and special needs.

LAI 576 Literacy and Technology
Examines the connection between technology and the teaching of literacy; integration of technology into literacy curriculum.

LAI 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.

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LAI 766 Sel Topics - Composing & Arranging for Music Teachers

This course will focus on teacher-created repertoire, aligned with the pedagogy and process of Gordon and Orff. Teachers will bring rhythmic and melodic ideas from their own curricula that can be arranged and orchestrated for any common media: classroom percussion, voices, winds, concert percussion, strings, and electronic media. Likewise, all genres and styles are appropriate. The process will encourage noodling and improvisation to generate complementary parts. Next, we will use arranging and orchestration techniques to create chamber or large ensemble pieces as teaching vehicles or performance pieces. We will consider ways to mirror this process in the classroom for young people, but the main goal is to nurture the educator-arranger.

LAI 767 Sel Topics - Developing Personal Musicianship for Student Engagement

Guiding musical development and learning in students requires exposure to songs and chants in a variety of tonalities and meters. This course will focus on developing personal musicianship in multiple tonalities and meters, building a repertoire of songs and chants, establishing a vocabulary of tonal and rhythm patterns using solfège and rhythm syllables, and procedures for teaching songs and bass lines by rote. These skills provide the foundation for facilitating aural/oral literacies, creativity, improvisation, and composition skills in students.

LIS 518 Reference Sources and Services

This course introduces the knowledge and skills necessary to provide professional information services to diverse users in a broad range of contemporary information environments. The course is designed for students with varying levels of skills and experience for a wide range of information professional career paths. The course covers interaction with users, development of search strategies, and analysis and use of general and specialized reference tools.

LIS 532 Curriculum Role of the Media Specialist

This course examines the curricular role of the school's library media program. By means of clinical experiences, students learn from practitioners in a school library in their geographical area. A student-centered approach is used to design information literacy lesson plans and assess student learning outcomes based upon the Common Core Learning Standards (CCLS) and AASL's Standards for the 21st Century Learner as well as other research-based inquiry models. Students engage in an interactive professional community and receive feedback from practitioners and peers. Discussions focus on problem solving, collection development, curriculum design, CCLS, AAPR, and instructional methods.

LIS 534 Resources and Services for Child

A study of children's literature and other related media applicable to children. Includes an overview of the history of children's literature, child development, and other factors that affect the selection and evaluation of children's materials in public and school libraries. Students will learn to evaluate and promote materials according to their various uses, both personal and curricular, and according to the needs of the individual child. Course content is delivered through lectures, readings, class exercises, and authentic learning experiences.

LIS 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 570 Archival Arrangement and Processing

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