

**Department of Counseling, School and Educational Psychology
Tentative – Spring 2024 Non-Matric Course Schedule**

Prospective Non-Matriculating Student Information Sheet

This sheet has been prepared for students interested in taking courses in the Department of Counseling, School and Educational Psychology (CSEP) who have never been formally accepted to a program. Students interested in taking classes in CSEP on a non-matriculating basis must complete an online application for non-degree students that can be found at: <http://ed.buffalo.edu/academics/courses.html>.

In addition to the online application and \$35.00 non-refundable fee, proof of a bachelor's degree is required. Prospective students are required to obtain approval of the instructor of the desired class. Students may take up to 12 credits as a nonmatriculated student. Non-matriculating students are allowed to enroll (with instructor permission) in the courses below.

****PLEASE NOTE: If a course section has low enrollment, it will not be offered.**

Reg. No	CEP	Course Title	Room	Instructor	Day/Time
19231	510	Psychometric Theory in Education	Remote	Lee	Asynchronous
10447/18879	523	Statistical Methods: Inference II Lecture & Lab	Baldy 107/111	Wang	Tuesday 7:00-9:20 / Thursday 7:00-8:20
21144/21146	523	Statistical Methods: Inference II Lecture & Lab	Remote	Kim	Monday 6:00-9:40
23533	524	Experimental Designs	Remote	Lee	Wednesday 4:10-6:50
23534	525	Applied Multivariate Analysis	Remote	Seo	Asynchronous
22014	531	Applied Survival Analysis	Baldy 206	Kim	Thursday 4:10-6:50
20660	532	Understanding Statistical Research	Remote	Cook	Wednesday 4:00-6:50
18517	541	Human Growth & Development	Baldy 415	Shanahan	Tuesday 1:00-3:40

19293	541	Human Growth & Development	Remote	Shanahan	Asynchronous
18596	549	Yoga for Health and Healing	Talbrt 106	Vallas	Tuesday 7:00-9:50
23539	560	Psychology of Learning and Instruction	Remote	Shanahan	Asynchronous
21909	586	Assessment in Mental Health Counseling	Remote	Musson	Asynchronous
18029	615	Legal and Ethical Issues in Counseling	Baldy 415	Musson	Thursday 4:10-6:50

COURSES FOR NON-MATRICULATING STUENTS Spring 2024

CEP 510 - Psychometric Theory in Education – Reg # 19231

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 – Reg # 10447/18879

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 523 - Statistical Methods: Inference II Lecture & Lab – Reg # 21144/21146

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 524 - Experimental Designs – Reg # 23533

The course introduces the principles and applications of experimental and quasi-experimental research designs in education, behavioral and social sciences. It covers various advanced statistical modeling and data analysis techniques for policy/program evaluation, including regression discontinuity, difference-in-differences, propensity scores, and instrumental variables. Statistical applications are emphasized through hands-on analyses of real datasets as well as reviews of research examples. Prerequisite: one semester of graduate-level statistics course (e.g., CEP 522)

CEP 525 - Applied Multivariate Analysis – Reg # 23534

This course focuses on multivariate analysis of variance (MANOVA), multivariate regression, factor analysis, cluster analysis, and latent variable models (e.g., latent class/profile analysis). Students will learn and apply multivariate statistical methods by using several datasets and R for data analysis exercises. Prerequisite: CEP 523 or equivalent.

CEP 531 - Applied Survival Analysis – Reg # 22014

This course is designed to offer both a conceptual understanding and hands-on experience of survival analysis. Survival analysis is an essential tool for studying the timing and incidence of events such as graduation/dropping out, teacher turnover, critical life changes, and developmental milestones. By taking this course, students will gain the necessary knowledge and skills to apply survival models in analyzing longitudinal categorical data for research projects in their respective fields, particularly in education and social sciences. Moreover, this course aims to equip students with foundational knowledge and procedural skills to prepare empirical data, construct survival models, and perform appropriate analyses in practical settings.

CEP 532 - Understanding Statistical Research – Reg # 20660

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 – Reg # 18517

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 541 - Human Growth & Development – Reg # 19293

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 549 - Yoga for Health and Healing – Reg # 18596

Yoga for Health and Healing is a graduate level course for those in the helping field who would like to learn more about the role of yoga in maintaining wellbeing and school engagement. The course will provide an overview of yoga theory and practices. The focus is on secular, practical, and empirically supported practices for education, mental health, and wellbeing. The specific mental and physical health benefits of yoga will be explored as well as the risks and contraindications. The course format will be a combination of lecture discussion, student presentations, and in-class practice of yoga. Students will be expected to maintain an active yoga practice throughout the semester.

CEP 560 - Psychology of Learning and Instruction – Reg # 23539

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 – Reg # 21909

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 615 - Legal and Ethical Issues in Counseling – Reg # 18029

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.