

Spring 2027 CSEP Graduate Non-Degree Course Offerings

January 20 - May 4, 2027

Online Offerings

Course	Delivery	Notes
CEP 501: Psych Foundations of Education	Online Asynchronous	
CEP 510: Psychometric Theories in Education	Online Asynchronous	
CEP 523: Statistical Inferences II	Online Asynchronous	CEP 522 pre-req
CEP 532: Understanding Statistical Research	Online Asynchronous	Counseling
CEP 541: Human Growth and Development	Online Asynchronous	Counseling
CEP 560: Psychology of Learning and Instruction	Online Asynchronous	
CEP 615: Legal and Ethical Issues in Counseling	Online Asynchronous	Counseling
CEP 634: Multicultural Issues in Counseling	Online Asynchronous	Counseling, CEP 653 pre-req DP ¹ A,B,C,D
CEP 655: Case Management and Rehabilitation Practice (4 credits)	Zoom, Tuesdays 7-8pm EST	Counseling
CEP 680: Career Development	Online Asynchronous	Counseling

¹DP = Diagnostic Privilege eligible course (NYS Licensed Mental Health Counselors)

Campus Offerings

Course	Delivery	Notes
CEP 504: Intro to Addiction and Substance Abuse	TBA	Counseling DP A, C
CEP 512: Topical Seminar in Research Methods	Tuesdays 4:10-6:50pm	
CEP 513: Advanced Programming for Educational Data Analytics	Wednesdays 4:10-6:50pm	
CEP 523: Statistical Inferences II	Wednesdays 7-9:40pm	CEP 522 pre-req
CEP 541: Human Growth and Development	Tuesdays 1-3:40pm	Counseling
CEP 615: Legal and Ethical Issues in Counseling	Tuesdays 7-9:40pm	Counseling
CEP 634: Multicultural Issues in Counseling	Mondays 4:10-6:50pm	Counseling CEP 653 pre-req
CEP 634: Multicultural Issues in Counseling	Wednesdays 1-3:40pm	Counseling CEP 653 pre-req

Information for Prospective Non-Degree Students

Thank you for your interest in taking courses with the Department of Counseling, School and Educational Psychology (CSEP). We welcome individuals who would like to explore graduate-level coursework, pursue professional development opportunities, or prepare for future degree study.

Students who have not been formally admitted to a CSEP program may enroll in selected courses as a non-degree (non-matriculated) student. To get started, please complete the online non-degree student application, available through the Graduate School of Education website: [Non-Degree Student Information](#).

Application Requirements

To enroll as a non-matriculated student, you will need to:

- Complete the [non-degree student application online](#) (under Step 2).
- Submit the non-refundable \$35 application fee.
- Provide proof of a bachelor's degree.

Enrollment Information

- Non-matriculated students may enroll in a maximum of 12 credit hours. To enroll in additional coursework beyond 12 credits, students must apply to and be formally admitted to a certificate or degree program.
- Enrollment is subject to instructor approval and seat availability.
- The courses listed above are open to non-matriculated students.

To request permission to enroll in a course, please contact Jen Austin, CSEP Academic Advisor, jhaustin@buffalo.edu who will assist you with the approval process and provide any additional information needed before registration.

Important Note

Course offerings are subject to enrollment demand. If a course section does not meet the minimum enrollment requirement, it may be canceled and not offered during the Spring 2027 term.

We are excited about your interest in CSEP and look forward to supporting your educational and professional goals. If you have questions about course offerings, eligibility, or the registration process, please do not hesitate to reach out.

Jen Austin, Academic Advisor
jhaustin@buffalo.edu
716-645-1004 (voice)

Course Descriptions

CEP 501 - Psych 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 - Intro to Addiction and Substance Abuse (On Campus)

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 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 512 - Topical Seminar in Research Methods

CEP 512 introduces the fundamentals of educational data science and analytics that include the topics of big data mining, machine learning, and learning analytics in the field of education. This course prepares students to make data-informed decisions about education using quantitative methods drawn from computer science, statistics, and learning science.

CEP 513 - Advanced Programming for Educational Data Analytics

This course provides an in-depth exploration of advanced programming techniques and their application to educational data science. It is designed for students with foundational Python programming skills who are eager to enhance their technical expertise in analyzing and interpreting educational datasets. Through a combination of lectures and hands-on lab sessions, students will gain practical experience using Python and other tools to prepare, analyze, and visualize data effectively.

CEP 523 - Statistical Inferences II

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.

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 560LEC - 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 634LEC - 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 Rehabilitation Practice (4 credits)

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.