

**Department of Counseling, School and Educational Psychology
Tentative – Summer 2026 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.**

Tentative – Summer 2026 Non-Degree Course Schedule

| CEP | Course Title | Room | Day/Time | Dates of Session |
|---------------------------------------------------|--------------------------------------|--------|------------------------------|-------------------------|
| Summer Session I – 6 Weeks (5/26-7/3/2026) | | | | |
| 501 | Psych Foundations of Education | Remote | Asynchronous | 05/26/2026-07/03/2026 |
| 504 | Intro to Addict and Sub Abuse | Remote | Asynchronous | 05/26/2026-07/03/2026 |
| 541 | Human Growth & Development | Remote | Asynchronous | 05/26/2026-07/03/2026 |
| 553 | Self-Care in Service | Remote | Zoom: Tuesday: 6:00PM-8:50PM | 05/26/2026-07/03/2026 |
| 560 | Psychology of Learning & Instruction | Remote | Asynchronous | 05/26/2026 - 07/03/2026 |

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|----------------------------------------------------|----------------------------------------|--------|------------------------------|-------------------------|
| 566 | Mindfulness Interventions | Remote | Asynchronous | 05/26/2026 - 07/03/2026 |
| 616 | Grief Counseling & Issues Grief & Loss | Remote | Asynchronous | 05/26/2026 - 07/03/2026 |
| 634 | Multicultural Counseling | Remote | Asynchronous | 05/26/2026 - 07/03/2026 |
| 10-Week Summer Session (5/26-7/31/2026) | | | | |
| 503 | Tests and Measurements | Remote | Asynchronous | 05/26/2026-07/31/2026 |
| 532 | Understanding Statistical Research | Remote | Asynchronous | 05/26/2026-07/31/2026 |
| 615 | Legal/Ethical Issues in Counseling | Remote | Zoom: Tuesday: 6:15PM-9:05PM | 05/26/2026 - 07/31/2026 |
| 653 | Foundations of Counsel Theory | Remote | Asynchronous | 05/26/2026 - 07/31/2026 |
| 683 | Vocational Placement Process | Remote | Asynchronous | 05/26/2026 - 07/31/2026 |
| 12-Week Summer Session (5/26-8/14/2026) | | | | |
| 695 | Psychopathology Interventions | Remote | Asynchronous | 05/26/2026 - 08/14/2026 |
| Summer Session III (6 Week) (7/7-8/14/2026) | | | | |
| 522 | Statistical Methods Ed Inference 1 | Remote | Asynchronous | 07/07/2026-08/14/2026 |
| 541 | Human Growth & Development | Remote | Asynchronous | 07/07/2026-08/14/2026 |
| 634 | Multicultural Counseling | Remote | Asynchronous | 07/07/2026 - 08/14/2026 |
| 680 | Career Development | Remote | Asynchronous | 07/07/2026 - 08/14/2026 |

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 522 - Statistical Methods: Inference I

This applied statistics course is for graduate students who need to use statistical methods in their own research. It is the first part of the two-semester sequence CEP522-CEP523, although it is valuable as a stand-alone course as well. It includes theoretical concepts and applications of statistical methods. Statistical applications are emphasized through the use of hypothetical and real data sets, and through weekly computer labs in which students run the SPSS program and interpret the results. Students who complete this course will know how to choose an appropriate statistical procedure for many research questions, complete the statistical analysis, and interpret the results of the analysis.

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 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 burn-out, 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 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 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 615 – Legal/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 616 – Grief Counseling & 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 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.

Prerequisite: CEP 653: Foundations of Counseling Theories or equivalent

CEP 653 – Foundations of Counsel Theory

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 videotapes of various counseling approaches, and small group discussions and activities. As a result of this course you will: Be exposed to a variety of ethical and professional issues in counseling and develop positions on some of these issues. Study the ACA and/or APA ethics code(s) and have your own

copy of them for future reference. Gain basic understanding of the theory, practice, and application of varied approaches to counseling. Form your own personal theory of counseling. Develop skills in self-evaluation, writing and critical thinking. Notice your own qualities that support and hinder your attempts at being therapeutic for others.

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 – Vocational 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.