

Department of Educational Leadership and Policy
Tentative – Spring 2024 Course Schedule

Prospective Non-Matriculating Student Information Sheet

This sheet has been prepared for students interested in taking courses in the Educational Leadership and Policy (ELP) Department who have never been formally accepted to a program.

Students interested in taking classes in ELP 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 the approval of the instructor of the desired class. Students may take up to 12 credits as a non-matriculated 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 – spring 2024 non-matric course schedule

Class Number	Class	Course Title	Meeting Pattern	Meeting Time	Faculty	Room
14296	ELP 505 A	Organization & Governance	Monday	4:10PM - 6:50PM	Cenczyk, Robert	Baldy 474
20631	ELP 507 0	Financing Higher Education	Monday	7:00PM - 9:40PM	Daun-Barnett, Nathan	O'Brian 209
19422	ELP 513 A	Cultural Diversity in Higher Education	Thursday	4:10PM - 6:50PM	Wicker, Paris	Clemens 103
22961	ELP 711 1	Topics: Special Education, & Systems of Dis/ability	Remote/ Asynchronous	Remote/ Asynchronous	Reeb, Kathleen	Remote/ Asynchronous

* Subject to change

Course Descriptions for Non-Matriculating Students

Spring 2024

ELP 505 Organization & Governance (reg. #114296) - Colleges and universities are complex organizations that can be best understood as systems made up of individuals that serve both public and private purposes. This course is designed to help students understand the processes and structures through which institutional decisions are made and influenced, with special attention to the roles of faculty, administrators, students, state coordinating and planning entities, multi-campus systems, state and federal legislative and executive bodies, and other sources of influence.

ELP 507 Financing Higher Education (reg. # 20631) - The purpose of this course is to provide an overview of the financing of postsecondary education in the US. The course seeks to answer two key questions in the context of this course: 1) Why does college cost so much? and 2) What can we do to make college affordable for students? In an effort to answer both of these questions, we begin by examining the economic and social benefits that accrue to individuals and then discuss how students and institutions are subsidized and how those subsidies affect affordability. We conclude by considering key issues institutions face as they attempt to control the rising costs of college.

ELP 513 Cultural Diversity in Higher Education (reg #19422) - This course is the first in a series of courses designed to explore cultural diversity in educational settings. The cultural diversity series is intended to help students to develop an awareness and deeper understanding of cultural diversity issues. The series also challenges students to understand themselves, other people, and institutional structures in increasingly complex and dynamic ways. The first course, Cultural Diversity in Higher Education (ELP513), is designed for all students regardless of prior course work or training in cultural diversity issues. ELP513 will explore cultural diversity specifically in relation to gender, race, ethnicity, religion, sexual orientation, ableism, nationality, and social class. The course will use developmental and sociological concepts to analyze social identity formation, social group differences, inter- and intra-group differences and relations. Concurrently, this course will explore models for implementing successful diversity management initiatives.

ELP 711 Special Topics: Schooling, Special Education, and Systems of Disability (reg #22961)

- Inclusion is touted as an underlying principle of today's schooling structure, yet dis/ability and special education often exist in a separate space. These topics are discussed, researched, and conceptualized as if disconnected from general education. Schooling, "Special" Education, and Systems of Dis/ability breaks from these trends by positioning special education and dis/ability as a core mechanism of the formal schooling structure. More specifically, this course unpacks the ideologies, policies, and practices that define the "typical" child in order to deconstruct the manner through which dis/ability is produced across the K – 12 landscape. The course will also explore how dis/ability intersects with race, ethnicity, socioeconomic status, language, and gender and how these comorbidities undergird discriminatory practices and inequities for minoritized populations. This course utilizes scholarship from sociology of education, anthropology, dis/ability studies, history, DisCrit, educational policy, and the legal field to examine the nature of the systems of special education and the subsequent positioning of the dis/abled population. This asynchronous online seminar is meant to help support current and future practitioners, related service personnel, and researchers further their collective understanding of how the formal schooling structure manufactures dis/ability and cultivates the need for special education.