

ELP Non-Matric Student Information Sheet

This sheet has been prepared for students interested in taking courses in the Department of Educational Leadership and Policy (ELP) who **have not 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: ed.buffalo.edu/academics/courses.

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.

Tentative – Fall 2024 Course Schedule

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

Reg. No.	ELP	Course Title	Day	Time	Instructor	Room
10126	501	Higher Education in the United States	Wednesday	4:10 p.m. – 6:50 p.m.	Lewis	112 Baldy
18510	509	American College Student	Tuesday	4:10 p.m. – 6:50 p.m.	Iantosca	479 Baldy
23418	548	Foundations of Education	Tuesday	4:10 p.m. – 6:50 p.m.	TBD	109 Capen
17084	585	Sociological Bases of Education	Wednesday	4:10 p.m. – 6:50 p.m.	Han	415 Baldy

Updated 4/1/2024

Fall 2024 Course Descriptions for Non-Matriculating Students

ELP 501 Higher Education in the United States

The purpose of this course is to provide a broad introduction to the study of higher education including the development of higher education in the U.S., its purposes, organization, administration, curriculum, and financing, and its relation with society from multiple perspectives. The course also engages with major contemporary trends and issues in the field of higher education.

ELP 509 American College Student

The purpose of this class is to examine and analyze the ecology of contemporary and future college students in the United States. We will look at the changing student demographics and cultures, and we will focus on the resulting student needs and university responses. The goal of the course is to provide broad perspectives on college students and how colleges and varying environments affect students. Particular areas of focus will include preparing for college, demographics, characteristics, attitudes, and values of college students, the college environment, the impact of higher education on diverse groups of students, and individual college student sub-populations.

ELP 548 Foundations of Education

This course is designed to investigate and critically examine: the relationships of school to society contemporary social problems affecting education, social groups, and institutions school and community relations national, state, and community organizations affecting education programs and the development of social understandings in pupils. This course will analyze the underlying issues within contemporary educational policies, practices, and theories. Its main purpose is to apply the day-to-day realities of schooling within a greater context of knowledge, methods, and insights of philosophical, historical, political, and sociological context. This broad interdisciplinary view will enable students to begin to reflect upon the structures and practices of the American education system. This course will also address the very nature of the educational system and the complex relations and influences between school and society's institutions.

Through various classic and contemporary text and media, this course will explore various issues within the American education system. Through this course, students will learn to demonstrate the knowledge and skills necessary to understand the historical, philosophical, political, and sociological forces that impact education (formal and informal) on local, national, and international levels. Overarching themes will develop an understanding of the teaching profession, history in education, and how it relates to the educator today, examine different philosophies of education, examine the legal governance of schools, and look at curriculum.

An essential element of this course is student involvement and debate of the issues within the educational system. Students' participation in discussions is important not only for one's own learning but also for the knowledge gained by interacting with others. Each student brings to the course a wealth of expertise and knowledge that will enrich classroom experiences and discussion.

What one learns in this course will be influenced by the degree of everyone's engagement in and contributions to the discussions. Preparing the readings and coming to class with questions, insights, and issues is crucial to making this course meaningful. To this end, the course will utilize several methods to assist students as they grapple with the many concerns of our educational system.

During the term, students are required to read and respond to a variety of texts in a number of different ways. You will have to discuss, write, present, and thoughtfully participate in an on-going academic discussion. This

discussion will provide the students a deeper perspective to interpret, question, reflect upon, and engage with the underlying issues within contemporary educational theory, policy, and practice. Furthermore, this course will attempt to link these concepts with students' experiences in their schools and communities.

ELP 585 Sociological Bases of Education

This course provides an introduction to the sociology of education. Specific topics include conflict over the purposes of education; how those purposes are--or are not--translated into actual classroom life and practices; and how race/ethnicity, class, and gender relations affect students' experiences. A key focus of the course is the mechanisms through which educational and socio-economic inequalities are produced on the ground of existing educational arrangements, policy, and practice, as well as the amelioration of such inequalities so as to provide broader-based opportunities for historically marginalized groups. As we engage these topics, we discuss the varying theoretical and methodological approaches used by scholars, as they conceptualize, conduct, and write up the results of their research. ELP 585 fulfills the Foundations requirement in TEI.

Our program goals and learning outcomes are available online. This course is aligned with one of the specified learning outcomes, as follows:

Demonstrate the knowledge and skills necessary to understand the social issues that impact education (formal and informal) on a national and international level.