

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 2025 Course Schedule

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

Reg. No.	ELP	Course Title	Day	Time	Instructor	Location
10110	501	Higher Education in the United States	Wednesday	4:10 p.m. – 6:50 p.m.	TBA	Baldy 474
17911	509	American College Student	Tuesday	4:10 p.m. – 6:50 p.m.	Iantosca	Baldy 479
10161	516	Student Affairs Admin	Monday	4:10 p.m. – 6:50 p.m.	Santa-Ramirez	Remote
16658	585	Sociological Bases of Education	Tuesday	4:10 p.m. – 6:50 p.m.	Han	TBD
10257	604	Law & Public Education	Thursday	7:00 p.m. – 9:40 p.m.	TBA	Remote
22399	626	Policy Formulation and Analysis in Educational Administration	Wednesday	4:10 p.m. – 6:50 p.m.	Lemke	Arranged
19076	636	Educational Organization Diagnosis	Wednesday	6:30 p.m. – 7:50 p.m.	Fried	Remote

Updated 2/13/2025

Fall 2025 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 516 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 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 an national and international level.

ELP 604 Law & Public Education

This course is designed to familiarize students with legal principles of particular importance to current and future public school administrators and school attorneys. The course will explore issues of school district organization and governance, finance, attendance, grading, academic writing requirements, students with disabilities, student rights, residency, the public school as employer, the hiring, remediation and discipline of teachers, public schools and religion, anti-discrimination and harassment, and other issues of concern to the class. Students will be expected to demonstrate mastery of the gains listed above through preparation of weekly readings, class projects, course participation and a final assessment showing successful practical application of the understandings and skills presented in the course.

ELP 626 Policy Formulation and Analysis in Educational Administration

In this course, students will explore various issues in educational policy and discuss both how these policies were formulated and how we should analyze their effectiveness. The course will benefit students who want to gain a better understanding of the current policy context, issues surrounding the implementation of new policies, and different methods for assessing current and new programs. During the semester, students will examine the context of policymaking and discuss alternatives to past and current policy. Topics may include evaluating teachers and schools, class size, socioeconomic status, tracking, school choice, school-community partnerships, and other issues. Students may wish to follow up with ELP 627, which will apply the lessons learned to current policy debates.

ELP 636 Educational Organization Diagnosis

In order to develop and sustain effective school organizations, it is important that both formal and informal leaders of a school have the requisite conceptual and technical skills for identifying current or potential problem areas. In this course we develop an organizational health framework, visit schools to test the framework, and documents the current state of that school through portraiture and related analytics. A final assignment is to apply the process to an organization of the student's choice.