

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 2026 Course Schedule

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

ELP 501 Higher Education in the United States

Registration #: 10098 or 24156

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

Registration #: 17315 or 24157

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 Student Affairs Administration

Registration #: 10147

The purpose of this course is to provide an introduction to the profession of student affairs administration in higher education. The historical, philosophical, and theoretical foundations of the profession, core competencies and functional areas within student affairs, diversity of institutional types and student populations, and contemporary issues in the field will all be examined.

ELP 585 Sociological Bases of Education

Registration #: 23019

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

Registration #: 10242

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.