

Department of Educational Leadership and Policy
 Tentative – Spring 2022 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: 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 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 2022 non-matric course schedule

Reg. No.	ELP	Course Title	Day	Time	Instructor	Room
15017	505	Organization & Governance	Monday	4:10pm-6:50pm	Sallee	102 O'Brian
22094	513 (A)	Cultural Diversity	Tuesday	4:10pm-6:50pm	Santa-Ramirez	121 Baldy
22095	513 (B)	Cultural Diversity	Tuesday	4:10pm-6:50pm	Kim	474 Baldy
24313	582	Multicultural Education Theory & Practice	Wed/ Hybrid	4:10pm-6:50pm	Kim	144 CFA
22347	652	Leadership & Policy for Inclusion	Thursday	4:10pm-6:50pm	Baxley	479 Baldy

11/8/2021 subject to change

ELP COURSES FOR NON-DEGREE (NON-MATRICULATED) STUDENTS

Spring 2022

ELP 505 Organization & Governance

Registration #: 15017

On campus

Mondays 4:10 p.m.-6:50 p.m. (Dr. Sallee)

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 513 (A) Cultural Diversity

Registration#: 22094

On campus

Tuesdays 4:10 p.m.-6:50 p.m. (Dr. Santa-Ramirez)

or

ELP 513 (B) Cultural Diversity

Registration#: 20095

On campus

Tuesdays 4:10 p.m.-6:50 p.m. (Dr. Kim)

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 (ELP 513), is designed for all students regardless of prior course work or training in cultural diversity issues. ELP 513 will explore cultural diversity specifically in relation to gender, race, religion, sexual orientation, ableism, 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 582 Multicultural Education Theory & Practice

Registration #: 24313

On campus hybrid

Wednesday 4:10 p.m.-6:50 p.m. (Dr. Kim)

This course traces the history and examines the current status of women's studies, ethnic studies, gay and lesbian studies, and studies about disability in the schools and in higher education with emphasis on political background and policy implications. Current controversies about whose knowledge should be taught and about the legitimacy of the traditional "canon" will be explored, as will recent literature on the complexity and fluidity of ethnic and other forms of identity. Students will also be introduced to recent thinking on definitions of multicultural education and on methods of implementing it in the schools in higher education, and in adult education. Among the topics covered are organization of "inclusive" curricula, finding multicultural materials (and how to tell good materials from bad) and teaching multiculturally across the curriculum.

ELP 652 Leadership & Policy for Inclusion

Registration #: 22347

On campus

Thursdays 4:10 p.m.-6:50 p.m. (Dr. Baxley)

Complex issues shape and are shaped by K-12 leadership practice such as student access to disability services, language and cultural barriers, and trauma-induced learning problems, among others. Such issues underscore the importance of increasing educational leader knowledge about inclusive practice. Students in this course will critically examine educational leadership strategies, programming, and relevant policies concerned with fostering inclusivity within school building and district environments. As such this course operates from the premise that students and educational staff possess unique talents and struggles, as well as have a continuum of physical, social, emotional, and intellectual needs. This course also focuses on what it means to “lead beyond inclusion”, by examining what educational researchers who work across the K-12 leadership-policy spectrum have to say about working with students who occupy different developmental and identity statuses, as well as may have experienced trauma. In doing so, course discussions will push students to be cognizant of the kind of discourse used in research and practice to discuss these issues (e.g., special education v. students with disabilities; at-risk v. underserved). Course activities and written assignments are designed to provide students with opportunities to develop critical, meaningful, and relevant sense-making that helps leaders to improve learning for all learners. As reflexivity is integral to working with students from different backgrounds, coursework also will direct students to explore how their positionality matters to fostering equitable, inclusive, and safe school milieus.