

Department of Educational Leadership and Policy  
**Tentative** – Spring 2025 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 2025 non-matric course schedule

Class Number	Class	Course Title	Meeting Pattern	Meeting Time	Faculty	Room
15315	ELP 405 A	Sociology of Education	Tuesday	12:45PM -3:25PM	Han, Seong Won	Baldy 479
15316	ELP 405 B	Sociology of Education	Asynchronous	Asynchronous	Unknown	Remote
14096	ELP 505 A	Organization & Governance	Thursday	4:10PM - 6:50PM	Cenczyk, Robert	Baldy 474
19802	ELP 507	Financing Higher Education	Tuesday	4:10PM – 6:50PM	Daun-Barnett, Nathan	Park 152
23256	ELP 508 A	Community College	TBD	TBD	Taylor, Virginia	TBD
18808	ELP 513 A	Cultural Diversity in Higher Education	Monday	4:10PM - 6:50PM	Santa-Ramirez, Stephen	Remote
23388	ELP 575 A	Education & Globalization	Thursday	4:10PM - 6:50PM	Wu, Jinting	Baldy 479
18798	ELP 629	Human Resources and Labor Relations in Education	Thursday	4:10PM - 6:50PM	Kuzma, Nathaniel	Remote
18901	ELP 640	Teacher Leadership	Wednesday	5:00PM – 6:20PM	Wright, Casandra	Remote
14753	ELP 652	Leadership and Policy for Inclusion	Thursday	4:10PM - 6:50PM	Baxley, Gwendolyn	Remote

\* Subject to change

# Course Descriptions for Non-Matriculating Students

## Spring 2025

**ELP 405 Sociology of Education** (reg. #15315 and 15316) - This course will offer a sociological overview of American schools and schooling, and their connection to broader social structures, institutions, and practices. With a particular focus on social inequality in education, we will discuss central themes, issues, and controversies in American education, including the nature and purpose of schooling, multicultural education, social and cultural capital in education, school reform, tracking, immigrant education, and the ways in which class, race/ethnicity, gender, and sexuality intersect in students' divergent learning experiences and outcomes. While we are all familiar with schools, it is hoped that this course will help students better understand the sociological forces behind the shaping of the American educational system and the purposes, processes, consequences, and controversies of schooling that are often obscure in the day-to-day lives of students, teachers, administrators, parents, and the public.

**ELP 505 Organization & Governance** (reg. #14096) - 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. #19802) - 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 508 Community College** (reg #23256) - This course is designed to provide an in-depth review of the status of the community college student in America today. The course is designed to focus on community college students as well as the wide array of student, academic, and enrollment services. Special emphases will be focused on the SUNY Community College System.

**ELP 513 Cultural Diversity in Higher Education** (reg #18808) - 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, 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 575 Education & Globalization** (reg # 23388) - Globalization has become a buzzword in the 21st century when complex economic, cultural, political, and educational forces propel nations and citizens to think globally and act locally. What is globalization? How is education affected by major global developments, including neoliberalism, privatization, policy borrowing and lending, gender mainstreaming, post/neo-colonialism, war and conflict, (im)migration, mobilization of elitism, among others? What are the roles of the state, local communities, and non-governmental agencies in shaping educational policy, practice, and outcome? To what extent can we study education and schooling internationally and cross-culturally? How do students from different cultures interact with different education systems and what are the global comparative perspectives of the ways their race, ethnicity, gender, (dis)ability, and class intersect with educational opportunity and achievement? Drawing on scholarship in education, anthropology, sociology, and development studies, this course aims to help students make sense of the multi-faceted phenomenon of globalization and examine key global themes and issues that affect education around the world. Students will be provided with opportunities to reflect and analyze their own educational system in relation to these themes and issues.

**ELP 629 Human Resources and Labor Relations in Education** (reg #18798) - This course examines key conceptual and practical issues in the administration of Human Resources (HR) and Labor Relations (LR) in education. Although the course will focus primarily on HR issues in elementary and secondary public school settings, the material presented will be pertinent to those intending to function in other educational and human service settings. Access to a school district HR administrator (or the person who administers HR for a school district or other organization) is required. If not employed by a school district, students, with permission of the instructor, may adjust/tailor assignments to reflect the career interests and work settings of those working in the public sector outside of public education.

**ELP 640 Teacher Leadership for School Improvement** (reg #18901) - The Teacher Leadership for School Improvement course is intended to explore the history and definition of teacher leadership; the types of leadership roles teachers take on in their school; the types of leadership needed to develop, support, and sustain teacher leadership; and the ways in which teacher leadership fosters school improvement. We will explore the historical and changed roles of teachers and leaders, the literature and evidence supporting teacher leadership and its relationship to school improvement, the skills needed for teachers to develop into leaders, the ways in which school administrators can foster and support teacher leaders, and the development of professional learning communities in schools.

**ELP 652 Leadership and Policy for Inclusion** (reg #14753) - 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.