

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 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 – Spring 2027 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
14602	405 B	Sociology of Education	Monday	12:00 to 2:40 PM	Dr. Han	Remote
23448	514 B	Student Development	Asynchronous	Asynchronous	Dr. Santa-Ramirez	Remote
23449	533 A	College Student Success in the US	Asynchronous	Asynchronous	Dr. Lewis	Remote
23450	566 A	Comparative and Global Studies in Education	Tuesday	4:10 to 6:50 PM	Dr. Han	Foster 233
23451	586 A	Read Urban Ethnographies	Thursday	4:10 to 6:50 PM	Dr. Wu	Foster B38
23456	696 A	Special Topics: Immigration and Education	Wednesday	4:10 to 6:50 PM	Dr. Ho	Foster B38

Updated 9/24/2026

Spring 2027 Course Descriptions for Non-Matriculating Students

ELP 405 Sociology of Education

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 514 Student Development

This course focuses on college student development theories and their application. Areas of focus include: 1) psychosocial, intellectual and ethical developmental theories, learning styles models, theories of cultural identity and college impact models; 2) using theory in practice, the application of assessment, goal setting, intervention strategies, environmental management, and evaluation in higher education settings. Issues such as changing sex roles, sexual identity, and needs of special student groups are also explored.

ELP 533 College Student Success in the US

The US system of higher education is arguably the most accessible in the world. Any student, no matter their academic preparation, test scores, or ability to pay, can find a college to attend and can potentially progress to the pinnacle of their professions. Unfortunately, the US system may also be the least efficient in terms of students earning their degrees. As many as half of undergraduate students enrolled in postsecondary institutions in the US will not earn their degree within either three (Associate's) or six (Bachelor's) years. Public policy over the past decade has been shifting its focus from college access (getting students into college) to student success (earning postsecondary credentials) and a good deal has been written about student success in that time. We will begin by discussing Improvement Science as a framework for thinking about the roles institutions play in shaping student success in college. Next we turn to the foundational works of Tinto on student departure and Braxton's critique of Tinto's model. The fourth book shifts our attention from departure and retention to student success, with a consideration of high impact practices. We conclude with a book that examines the institutional case of Georgia State University, who dramatically increased their student success rates, particularly among students of color.

ELP 566 Comparative and Global Studies in Education

This course provides an overview of research paradigms, methods, and current trends in comparative education. The course exposes students to different theoretical lenses, research paradigms and strategies that are being used to study education in comparative perspective (e.g., sociology, economics, and policy analysis). Special emphasis is placed on large-scale international surveys of educational assessments (e.g., TIMSS, PISA) and their implications for national education policy making and education research in the United States and other countries. We will review a number of recent examples of empirical works that used large-scale cross-national surveys and/or international surveys in comparative education research. This course will enable students to identify strengths and limitations of international comparative research. The topics and issues to be explored include: IEA/OECD-type Cross-National Comparative Policy Studies; School Accountability,

Autonomy, and Choice; Teacher Education, Teacher Quality, and Teacher Policies; and Educational Inequality in International Context.

This course will help students to identify gaps in existing comparative research in education and develop research proposals in that take account the global context.

ELP 586 Read Urban Ethnographies

In the U.S. as elsewhere, the urban provokes mixed emotions - hope, desire, fear, despair - and continues to attract scholarly and policy attention. The urban is often where poverty, racial segregation, crime, and illness intersect, where vulnerable communities struggle for a good life amid trying circumstances. This course surveys historical and contemporary ethnographic writing on urban life that focuses on topics including streetcorner societies, youth subculture, inner-city schools, (im)migrant students, crime and punishment, welfare, and moral life, to illuminate the tensions, maneuvers, suffering, and solidarity deeply embedded in the fraught city fabrics. Drawing on scholarship in anthropology, sociology, and education, this course examines the social, economic, racial, political, and global forces that come to bear on the urban conditions. Through reading ethnographies that delve into issues of class reproduction, race relations, gender disparities, spatial stratification, state power, neoliberalism, and globalization, students will gain a critical understanding of the unique challenges and possibilities in the everyday lives of the urban dwellers. Besides critical theoretical analysis, we will also look at the ethical and methodological complexities of doing/writing ethnographies in the urban space.

ELP 696 Special Topics: Immigration and Education

In this seminar, we will explore the deep interrelatedness of immigration and American education, from historical origins in the common school movement to “culture wars” playing out in schools today. Drawing on interdisciplinary research, we will examine how and why education has become a critical indicator of immigrant integration and wellbeing. We will also consider how the characteristics of immigrant families intersect with policies and politics to produce diverging outcomes among the children of immigrants. Course themes include immigrant integration, family-school relationships, legal status and the transition to adulthood, and cross-national comparisons.