Prospective Non-Matric Student Information Sheet

This sheet has been prepared for students interested in taking courses in the Learning and Instruction (LAI) Department who **have not been formally accepted** to a program.

Students interested in taking classes in LAI on a non-degree (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. Students may take up to 12 credits as a non-degree student. Non-degree students are allowed to enroll in the courses below.

**PLEASE NOTE: Application fees are NON-REFUNDABLE. Course offerings are subject to change without notice. Please contact the department before registering for a course to be sure the course is available and will run and avoid losing application fees. LAI reserves the right to drop a non-matriculated student registered for a course if the spot is needed for a student in a LAI program. Students may choose to seek non-degree enrollment in a different course if availability exists.

Tentative – Fall 2024 Non-Matric Selected Course Options

(The selections below are some options for Fall 2024. However, please visit the Registrar's page for a fuller listing in the fall term. Any course offered online may be possible, as long as the instructor agrees to your joining the class).

Reg. No	LAI	Course Title	Room	Instructor	Day/Time
15919	508	Educational Uses of Internet	Online	Kase, Mitchell	Asynchronous
24075	519	Research in Writing	Online	Bruce, David	Asynchronous
18619	537	Language Diversity & Literacy	Online	TBD	Asynchronous
	676	Pedagogy of Programming	Online	Proctor, Chris	Asynchronous
23675	802	Instruction and Assessment of Gifted Learners	Online	TBD	Asynchronous
22228	803	Curriculur Leadership and Advocacy for Gifted Learners	Online	Bass, Veronica	Asynchronous

COURSES FOR NON-MATRICULATING STUDENTS
Fall 2024

LAI 508 - Educational Uses of Internet - Reg # 15919
This class is an exploration of ways the Internet can be utilized in instructional settings. Beyond acquiring hands-on experience with Web searching, using Web-based tools, and developing Web-based modules, we will investigate related technical, pedagogical, cultural, and social issues, to clarify what the Internet means in the context of educational experiences: How might teaching and learning practices change with Internet uses? What is needed for successful experiences using the Internet in education? What new concerns does the Internet bring? How does the Internet relate to the cultural context of the classroom and the cultural background of teacher and learner? **Remote: not real time**

LAI 519 – Research in Writing – Reg # 24075
This course explores research in writing and the teaching of writing. The course examines research methods and findings from selected studies. Our objectives are to build an understanding of scholarly inquiry in written composition, especially in the area of cognition and writing, to develop an understanding of some of the theoretical foundations scholars bring to writing research, and to explore how pedagogical knowledge may be generated from such scholarship. **Remote: not real time**

LAI 537 – Language Diversity & Literacy – Reg # 18619
Most educators agree that basic grammar and usage should be taught in some shape or form, what specifically do students need to know? Why and for what purposes? How does the notion of linguistic correctness fit into the intelligent teaching of reading and writing? How does grammar teaching fit into standards and standards-based assessment, and how does it mesh with issues in multicultural education and urban schooling? Finally, what, realistically, can we expect to gain from the time we spend teaching language and usage? To answer these questions, this course offers a view of language diversity and literacy based in sociocultural and sociolinguistic theories of literacy learning. The course pays special attention to what sociocultural approaches tell us about the ongoing debate over the teaching of grammar and usage. It discusses the language and literacy-learning strategies students bring from home and how these strategies can be used for facilitating the learning of academic writing, grammar, and usage. The practical side of the discussions and readings focuses on two separate issues: what teachers should know about grammar, usage, style, and mechanics; and what, how, and why teachers should teach grammar, usage, style, and mechanics. **Remote: not real time**

LAI 676 - Pedagogy of Programming – Reg #
This course teaches beginners the fundamentals of computer programming while using that learning experience as a context for developing K-12 pedagogical content knowledge of how programming is most effectively taught and learned. The course is for future CS teachers or future teachers interested in interdisciplinary CS as well as graduate students in social sciences, arts and humanities who want to use computational methods in research or art. Programming topics include variables, data types, control flow, planning, debugging, collaboration, abstraction and modularization. Pedagogical topics include debugging, misconceptions and assessment.

LAI 802 - Instruction and Assessment of Gifted Learners – Reg # 23675
This course introduces students to methods for the assessment, evaluation and instruction of gifted learners with special attention to minimizing bias in identification and placement. Teachers will learn to use multiple assessment methods in order to understand student readiness, interest, strengths and learning profile when creating goals for learners. Teachers will learn strategies for selecting, adapting, and creating materials in order to enhance creativity, acceleration, and complexity while meeting standards, and creating safe, inclusive and culturally responsive environments in the general education classroom. **Remote: not real time**

LAI 803 - Curriculur Leadership and Advocacy for Gifted Learners – Reg # 22228
This course provides a broad overview of gifted education, including its historical roots, basic terminology, theories and models. Different perspectives on curriculum, its use, and usefulness are considered along with issues and trends in the field of gifted education. Teachers will explore teacher-peer mentoring, ethical and inclusive referral, community needs, and potential policies for gifted programming, as they develop advocacy plans and prepare to be school or district leaders in gifted education. Professional organizations and opportunities for continued growth will be introduced. **Remote: not real time**