Prospective Non-Degree 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.

Summary 2024 Non Matric Course Schedule

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

Reg. #	LAI	Course Title	Room	Instructor	Day/Time
11442	514	Adolescent Writing Across Curriculum	Online	Jarmark, Christopher	Asynchronous
13038	517	Media, Pop Culture, and ELA	Online	Bruce, David	Asynchronous
13045	529	Computers in Early Primary Education	Online	Daley, Denise	Asynchronous
11830	549	Childhood Development and Learning	Online	Sheridan, Michael	Asynchronous
12526	551	Childhood Literacy Methods	Online	King, Christina	Asynchronous
11701	552	Mid Chld/ Adolesnt Literacy Methods	Online	Towle, Brenna Renee	Asynchronous
11537	574	Teaching the Exceptional Learner in the Regular Education Classroom	Online	Williams, Richard	Asynchronous
10719	574	Teaching the Exceptional Learner in the Regular Education Classroom	Online	Fiorello, Liza	Asynchronous
12238	576	Literacy and Technology	Online	Monaco, Cara	Asynchronous
10665	580	Literature for Young Adults	Online	Bruce, David	Asynchronous
12269	766	Sel Topic: Composing & Arranging for Music Teachers	Online	Marshall, Butch	Asynchronous
12533	767	Sel Topic: Musicianship	Online	Bacon, Terrence	Asynchronous

COURSES FOR NON-MATRICULATING STUDENTS

Summer 2024

LAI 514 – Adolescent Writing Across the Curriculum 6/24-8/2/24 – Reg# 11442
This course begins with an overview of theory and research in cognitive strategies and sociocognitive views of reading, writing, speaking and listening processes. It then describes an approach to the teaching of reading and writing called strategic literacy instruction. The focus throughout is on discovering ways to help struggling readers and writers: students usually referred to as "low performing," "general," or "developmental;" students perceived as learning-disabled, resistant, at-risk or lower-track; students in special education classes or in classes where special students are mainstreamed; or kids who are just plain unmotivated. Evaluation includes a midterm report and a final project concerned with designing strategy-based literacy instruction. ***REMOTE: Not Real Time***

LAI 517 – Media, Popular Culture and ELA 5/28-7/8/24 – Reg# 13038
This online course is designed to provide teachers with the opportunity to critique popular media in the classroom. Grounded in critical media literacy, socio-cultural theory, and multimodality and new literacy theories, this course takes a thematic arc to the intersection of canonical and popular media texts. We will actively engage in our own personal inquires around popular media as well viewing and responding to numerous texts. Given the modality of our online collaboration, the form of our responses will take the form of the texts we are studying. ***REMOTE: Not Real Time***

LAI 529 – Computers in Early and Primary Education 7/9-8/16/24 – Reg# 13045
Information and communication technologies (ICTs) are inundating the daily lives of young children. In this course, we will explore various issues related to ICT and young children's learning and development, and help you develop knowledge and competencies in teaching with ITC in PreKindergarten through Grade 3. Specifically, this course is designed for participants to achieve these four objectives:
1) understand the debate about appropriateness of ICT for young children, and related policy, gender, and equity issues;
2) gain understanding of how young children experience ICT in different contexts;
3) explore how young children's ICT experiences affect their physical, social, and cognitive development;
4) practice technology integration into classroom teaching and familiarize with local and online resources related to teaching and learning with ICT, as well as develop basic skills of selecting and evaluating technology and software programs.
The content of this course is organized around these four broad themes and corresponding readings are drawn from research journals, practitioner magazines, web publications, and books. To achieve the four objectives, the participants will engage in a wide range of experiences, from hand-on work with computer program, to readings and discussions, to actual teaching experiences using computers. Course work will include collecting local and online resources related teaching with ICT, investigating young children's ICT experiences, evaluating technology or software for young children, and a teaching experiment with ICT. ***REMOTE: Not Real Time***

LAI 549 – Childhood Development and Learning 7/9-8/16/24 – Reg# 11830
This course introduces child development as a scientific, applied and interdisciplinary field. Participants will gain a fundamental knowledge of the history and theories of child development, examine research on children's physical, cognitive, and social/emotional development, and study diverse paths of child development in different contextual, cultural and social settings. Furthermore, participants will explore the implications of child development research for social, political and educational issues. Finally, in order to connect one's knowledge of child development to practice, each participant will be required to conduct a case study of a child's development in multiple settings. Through the case study, participants will practice observational and interview skills, learn how to interpret and reflect on the results, and provide suggestions to facilitate the child's development and learning. ***REMOTE: Not Real Time***

LAI 551 – Childhood Literacy Methods 5/28-7/8/24 – Reg# 12526
Instructional theory and practice focusing on teaching, reading and writing in Grades 1-6 emphasizing: teaching literacy with literature; teaching literacy from reader response, critical, and interactive perspectives; and integrating instruction across content areas. Topics dealing with techniques for improving comprehension and word identification, creating a literate environment, creating interest and motivation, and creating authentic forms of assessment and evaluation as part of ongoing instruction are explored. ***REMOTE: Not Real Time***

LAI 552 – Middle Childhood/Adolescent Literacy Methods 6/24-8/2/24 – Reg# 11701
Instructional theory and practice focusing on literacy in Grades 5-12 emphasizing building literacy in the content areas. Topics dealing with techniques for creating interest and motivation for literacy, study strategies, strategies for building comprehension, constructing meaning, and assessing students' literacy performance are explored. ***REMOTE: Not Real Time***

LAI 574 – Teaching the Exceptional Learner in the Regular Education Classroom
5/28-7/8/24– Reg# 11537 *REMOTE: Not Real Time*
7/9-8/16/24– Reg# 10719 *REMOTE: Not Real Time*
The purpose of this course is to aid in understanding diversity by preparing teachers to offer direct and indirect services to students within the full range of disabilities and special health-care needs in inclusive environments. Students will be provided with techniques designed to enhance academic performance, classroom behavior, and social acceptance for students with disabilities and special needs. Students will learn skills enabling them to (1) differentiate and individualize instruction for students with disabilities and special needs, (2) become familiar with instructional and assistive technologies, (3) implement multiple research-validated instructional strategies, (4) formally and informally assess learning of diverse students, (5) manage classroom behavior of students with disabilities and special needs, and (6) collaborate with others and resolve conflicts to educate students with disabilities and special needs.

LAI 576 –Literacy and Technology 6/24-8/2/24 – Reg# 12238
Examines the connection between technology and the teaching of literacy; integration of technology into literacy curriculum. ***REMOTE: Not Real Time***

LAI 580 – Literature for Young Adults 5/28-7/8/24 – Reg# 10665
The purpose of Literature for Young Adults is to read, study, and respond to a variety of literature for young adults in a variety of ways. Genres studied include historical fiction, contemporary realistic fiction, autobiography/memoir, short stories, science fiction, and fantasy. Multicultural literature is also studied to examine critical literacy, as well as sociocultural/sociohistorical, stereotypes, and gender. Censorship concerns, issues, and queries, and the influence challenged, banned, or censored books have on pedagogy and learning is examined. ***REMOTE: Not Real Time***

LAI 766 – Sel Topics - Composing & Arranging for Music Teachers 5/28-7/26/24– Reg# 12269

This course will focus on teacher-created repertoire, aligned with the pedagogy and process of Gordon and Orff. Teachers will bring rhythmic and melodic ideas from their own curricula that can be arranged and orchestrated for any common media: classroom percussion, voices, winds, concert percussion, strings, and electronic media. Likewise, all genres and styles are appropriate. The process will encourage noodling and improvisation to generate complementary parts. Next, we will use arranging and orchestration techniques to create chamber or large ensemble pieces as teaching vehicles or performance pieces. We will consider ways to mirror this process in the classroom for young people, but the main goal is to nurture the educator-arranger. *REMOTE: Not Real Time*

LAI 767 – Sel Topics - Developing Personal Musicianship for Student Engagement – 5/28-8/7/24– Reg# 12533

Guiding musical development and learning in students requires exposure to songs and chants in a variety of tonalities and meters. This course will focus on developing personal musicianship in multiple tonalities and meters, building a repertoire of songs and chants, establishing a vocabulary of tonal and rhythm patterns using solfège and rhythm syllables, and procedures for teaching songs and bass lines by rote. These skills provide the foundation for facilitating aural/oral literacies, creativity, improvisation, and composition skills in students. *REMOTE: Not Real Time*

Updated 3-1-24