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 – Spring 2025 Non-Matric Selected Course Options

(The selections below are some options for Spring 2025. 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
22005	531	Science Curr: Current Apprchs	In Person	Waight, Noemi	Wed 4:10-7pm
18363	560	Language Arts Methods	Online	Campbell, Ashlee	Asynchronous
16179	599	Tech and Curr Integration	Online	TBA	Asynchronous
22089	685	Design Based Research	In Person	Thompson, Naomi	Thus 1-3:40pm
23952	685	Learning Environmts Design	Online	Chang, Yunjeong	Asynchronous
22031	800	Characteristics & Needs of Gifted Learners	Online	Yawman, Andrea; Izydorczak, Anne	Asynchronous
22032	801	Differentiated Models & Curr for Gifted Learners	Online	Bass, Veronica	Asynchronous

COURSES FOR NON-MATRICULATING STUDENTS
Spring 2025

LAI 531 – Science Curricula: Current Approaches – Reg# 22005
By using national (Science for All Americans, Benchmarks for Science Literacy, National Science Education Standards, etc.) and state (Learning Standards for Mathematics, Science, & Technology, etc.) documents, articles published in the educational literature concerning research about science curricula, electronic media, the Internet, and classroom presentations, students will actively develop and incorporate science curricula for use at the local level. Aspects of teaching, learning, and assessing will be presented within the course work. One focus will be methods and suggestions for organizing science curricula and integrating school and public science education programs. A major objective of LAI 531 is to enable science educators to be prepared to play a vital role in improving science curriculum innovation, implementation, and evolution in their own particular situation. Technology will be utilized in appropriate manners, and electronic curricular resources will be evaluated regarding reliability and validity. **In Person**

LAI 560 – Language Arts Methods – Reg# 18363
Curriculum, methods, programs and materials for listening, speaking, reading, and writing.
Remote: not real time

LAI 599 – Technology and Curriculum Integration– Reg# 16179
This class is designed to answer the following questions:
* How can technology be used in the classroom environment? How does the incorporation of technology impact classroom management practices, instructional strategies, student motivation, and assessment strategies?
* Will using technology enable students/teachers to do something that they could not do before?
* Will the use of technology enable student/teachers to do something that they could do before but can do better (differently) now?
* How do we answer educators' concerns about its use?
* When is the use of technology an appropriate and effective use of tools?
Remote: not real time

LAI 685 – Design-Based Research – Reg# 22089
Special topic of particular interest not covered in the standard curriculum. Topic titles and content may vary from semester to semester and may be offered intermittently. Students should check with department and/or advisor for details, including repeat policy.
In Person

LAI 685 – Learning Environments Design – Reg# 23952
This course is designed to review theories and research on designing student-centered learning environments and implications of such for instruction in real-world classrooms and learning environments. After an overview of key theories and concepts in student-centered learning, we will consider issues related to the design of student-centered learning environments. The course features the most recent trends in learning and learning environment design, primarily through learning sciences and instructional technologies. Learning scientists study learning as it happens in real world contexts and design resources and environments to improve learning in those contexts. This can happen in school, in informal places, and online. Thus, designing learning environments can include curricula, instructional strategies, digital and computational tools, and professional development programs. It

includes perspectives that consider: (a) who are the learners, (b) how learning environments are being designed to promote student-centered learning, (c) what design variables are needed to ensure student-centered learning that takes place in different learning environments, and (d) societal and technological influences on student-centered learning. This course has no prerequisite, but it is graduate level.
Remote: not real time

LAI 800 – Characteristics and Needs of Gifted Learners – Reg# 22031

This course is an overview of the characteristics and needs of gifted learners including: the intersections of giftedness with cultural, linguistic, socioeconomic factors and individual differences; the domains of intellectual, academic, creative, leadership and artistic giftedness; and the social and emotional development of gifted children and teens. Teachers will learn to implement evidence-based strategies, such as developing thinking dispositions and integrating approaches for twice-exceptional students, in order to help unlock potential in gifted students and to support students in learning content, adapting to different environments, developing self-efficacy, and becoming ethical leaders. Prospective teachers will develop culturally responsive collaboration strategies for working with school staff and families.
Remote: not real time

LAI 801 – Differentiated Models and Curriculum for Gifted Learners – Reg# 22032

This course will examine conceptual foundations and practical applications of service models for gifted learners, including supports needed for integration into various program placements. Teachers will analyze case studies, practice lesson and unit design that reaches each student's instructional level, learn how to become talent scouts in their schools, and explore ways to connect gifted learners to community assets. Attention will be given to analysis of different forms of research-supported curriculum modifications such as curriculum compacting, school-wide enrichment, and metacognitive models.
Remote: not real time

Updated 10.14.24