

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 – Summer 2026 Non-Matric Selected Course Options

(The selections below are some options for Summer 2026. However, please visit [the Registrar's page](#) for a fuller listing of summer sessions. 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
11367	514	Adolescent Writing Across Curriculum	Online	Jarmark, Christopher	Asynchronous
11726	549	Childhood Development and Learning	Online	Sheridan, Michael	Asynchronous
12072	552	Mid Chld/ Adolesnt Literacy Methods	Online	Bender, Maureen	Asynchronous
12073	576	Literacy and Technology	Online	Monaco, Cara	Asynchronous
10636	580	Literature for Young Adults	Online	Bruce, David	Asynchronous
12100	766	Sel Topic: Composing & Arranging for Music Teachers	Online	Marshall, Herbert; Etopio, Elisabeth	Asynchronous
12319	767	Sel Topic: Musicianship	Online	Bacon, Terry	Asynchronous

COURSES FOR NON-MATRICULATING STUDENTS

Summer 2026

LAI 514 Adolescent Writing Across the Curriculum

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.

LAI 515 Action Research to Improve Teaching and Learning

The purpose of this course in action research is threefold: (1) to understand promising practices in the teaching and learning based on current scholarship; (2) to become competent, critical readers of action and interpretive research on teaching and learning; (3) to engage in a small-scale classroom study (or small-group adolescent study) to explore action research as a means of pursuing questions of teaching and learning to improve practice. Emphasis throughout will also be on understanding the assumptions and theories underlying research and drawing implications for teaching and learning in diverse classroom contexts. This class is appropriate for Ph.D. and Master's students interested in the role of action research to improve classroom practice. (Note: those who are not currently teaching, you will have opportunities to collaborate with currently practicing teachers or developing a practical plan, given your situation.)

LAI 550 Literacy Acquisition and Instruction, Pre-K to Primary

Reviews typical developmental progressions in the acquisition of oral language and print literacy in early childhood, including the sociocultural, cognitive, and motivational influences on literacy acquisition. Also includes a focus on developmentally appropriate instruction and assessment techniques, with an emphasis on observation of children engaged in authentic literacy activities.

LAI 552 Middle Childhood/Adolescent Literacy Methods

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.

LAI 560 Language Arts Methods

Curriculum, methods, programs and materials for listening, speaking, reading, and writing.

LAI 574 Teaching the Exceptional Learner

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

Examines the connection between technology and the teaching of literacy; integration of technology into literacy curriculum.

LAI 578 The Teaching and Learning of AP Statistics

This course is designed for secondary mathematics teachers interested in teaching the Advanced Placement (AP) Statistics course in secondary schools or instructors of similar courses in colleges or universities. Throughout the course students will investigate the concepts of statistics and can expect to deepen their own understanding of statistics as they study how to teach it and how students learn it. Key components of this course include students' difficulties and common misconceptions, the role technology plays in the course, and the rationale for offering AP Statistics in high school.

LAI 579 ESL Literacy/Focus Reading

Focus upon Theory, Research and Practice in the "Teaching of Reading" The focus of this course is theory, research and practice in the teaching of reading to adolescent and adult non-native speakers of English. Topics of the course are: 1) models of reading in first and second language; 2) theoretical issues in first and second language reading; 3) developing literacy by combining the teaching/learning of all four skills--listening, speaking, reading and writing; 4) methodologies of teaching reading in a Variety of ESL contexts; 5) embedding literature in reading classes; 6) critical literacy; 7) assessment of literacy including standards, and computers and reading.

LAI 580 Literature for Young Adults

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.

LAI 587 Methods in ESL Through Content Areas

This course focuses on the analysis of topics on teaching English as a second language through the content areas. Topics include theories and frameworks which explain the relationship between content teaching, cognition and language learning. Emphasis is given to instructional strategies used to teach ESL through mathematics, science and social studies to LEP students. Students complete a unit with lesson plans that include objectives and hands-on-activities designed to teach and assess English acquisition and content learning. A field-based project about teaching ESL integrated with a content area and based on both, a NYS content area curriculum and the Regents Learning Standards, is also required.

LAI 593 Teaching Foreign Languages Grades 1-6

This course is meant to prepare teachers for language instruction in early grade levels in alignment with research and theory in the field as well as NYS and national standards for language teaching. Upon completion of the course teachers will be able to: (1) articulate various rationales for early world languages study; (2) describe current program models and processes for organizing and implementing early programs; (3) discuss current research findings regarding early language learning; (4) identify the developmental stages of pre-school and elementary age children and create developmentally-appropriate objectives and activities for specific age groups; (5) discuss current trends in world languages methodology and apply these to planning in the early grades classroom; and (6) demonstrate advocacy skills through a simulated new program proposal.

LAI 603 Developing Curricula for Emerging Adolescents

Focuses on 3 areas: (1) differences of young adolescents as learners from children and older adolescents; (2) the physical, social, emotional, and intellectual characteristics of young adolescents as learners; and, (3) implications of those characteristics for developing effective middle-level school curricula and school practice.

LAI 606 Curricular and Instructional Foundations of Music Education

A study of the current role and practice of music education considered in historical, philosophical, psychological and sociological perspective. During the semester, students will develop professional rationales for broadly used music education practices that involve information derived from relevant historical, psychological, sociological and philosophical research; analyze and critique music education programs, practices, curriculums and policies such as National Voluntary Music Standards and the New York State Standards for Music Education. Students will write an extended paper that reviews and critiques a broad area of practice in music education and recommends policy alternatives.