

Education Minor

Learning and Instruction

Graduate School of Education
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Overview

* A nondegree program

**Because New York State education requirements may change, program requirements may be altered according to state specifications.

For undergraduate students at the University at Buffalo interested in pursuing initial teacher certification to be able to teach in New York State preK-12 public schools, the education minor functions as an introduction to the education profession so that undergraduate students may explore the possibility of a career in teaching. The education minor provides an opportunity for undergraduate students to begin to develop pedagogical knowledge essential for effective teaching and it allows a head start on the coursework leading to initial teacher certification through the University at Buffalo's graduate-level initial teacher certification program. This minor cannot in itself lead directly to initial teacher certification.

The Graduate School of Education (GSE) offers the University at Buffalo's initial teacher certification program at the post-baccalaureate level and is dedicated to preparing qualified, committed, and caring teachers who can work effectively with students from various cultures with a wide variety of abilities and needs. The Department of Learning and Instruction (LAI) is devoted to the education of teachers and to the pursuit of research in all areas of learning. LAI offers graduate degree programs at the master's and doctoral levels, graduate-level certification programs in teacher education, and administers the undergraduate education minor.

Acceptance Information

Students must formally apply to the education minor (see <http://gse.buffalo.edu/programs/edminor>.) The minimum GPA for admission is 2.5.

Degree Options

At the undergraduate level, the education minor introduces students to the profession of education and provides them an opportunity explore the possibility of a career in teaching. Additionally, it allows a head start on the coursework leading to initial teacher certification through the University at Buffalo's graduate-level initial teacher certification program.

At the graduate level, the Graduate School of Education offers Certificates of Advanced Study in Adolescence Education (Grades 7-12) in the following areas: English, Languages Other Than English (French, German, Latin, and Spanish), Mathematics, Science (Biology, Chemistry, Earth Science, and Physics), and Social Studies, as well as in Music (preK-12). Master of Education degrees are also offered in the above certification areas, as well as in Early Childhood Education (birth-grade 2) with or without the bilingual extension, Childhood Education (grades 1-6) with or without the bilingual extension, English to Speakers of other Languages (preK-12), and Literacy Specialist (birth-grade 6 and grades 5-12).

In addition to the above, many other graduate programs in education are offered by the [Graduate School of Education](#).

Degrees Offered

Undergraduate: Minor

Education - Minor

Acceptance Criteria

For Undergraduate Minor in Education

Education Minor

Minimum GPA of 2.5.

Advising Notes

The education minor consists of 19 credits: three required courses and three elective courses. The first course in the education minor, [LAI 350](#), is an introductory course that provides a foundation for the other education coursework and includes early field experiences. The remaining courses may be applicable to the graduate-level program leading to initial teacher certification. For example, students who successfully complete [CEP 400](#), [ELP 405](#), and [LAI 414](#), and who later enroll in the graduate-level program leading to initial teacher certification for adolescence (grades 7-12) education, may include these courses in their coursework toward initial teacher certification, thus reducing by nine credits the required coursework in the graduate-level program.

Required Courses

[LAI 350](#) Introduction to Education
[CEP 400](#) Educational Psychology
[ELP 405](#) Sociology of Education
 Three elective courses

Summary

Total required credit hours for the minor...19

Recommended Sequence of Program Requirements

Sophomore or Junior Year

[LAI 350](#)

Junior and Senior Years

[CEP 400](#), [ELP 405](#), and three elective courses

Electives and Course Groupings

[CEP 401](#) Introduction to Counseling
[CEP 404](#) Introduction to the Rehabilitation of Substance Abuse & Addiction
[CEP 453](#) Introduction to Rehabilitation
[LAI 205](#) Introduction to Child Development and Learning
[LAI 414](#) Language, Cognition, and Writing
[LAI 416](#) Early Childhood Education Theory and Practice
[LAI 474](#) Teaching the Exceptional Learner
[LAI 490](#) Seminar and Practicum in Early Childhood

CEP 400: Educational Psychology

Credits: 3

Semester(s): Fall, Spring, Summer

Type: LEC

Covers psychological principles and research relevant to educational practice, human growth and development, the learning process, educational measurement, individual differences, and mental health in the schools.

CEP 401: Introduction to Counseling

Credits: 3

Semester(s): Fall, Spring, Summer

Type: LEC

Provides an overview of the counseling professions. Covers history and origins, theoretical approaches to counseling and psychotherapy, techniques, group counseling, marriage and family counseling, grief counseling, and vocational counseling.

CEP 404: Introduction to the Rehabilitation of Substance Abuse and Addiction

Credits: 3

Semester(s): Fall

Type: LEC

Introduces the field of rehabilitation counseling and its application to substance abuse and addiction. Examines the social, psychological, and biological bases of addiction; assessment, diagnosis, and treatment issues; and understanding of the functional limitations of substance addiction, especially as they relate to work and independent living.

CEP 453: Introduction to Rehabilitation

Credits: 3

Semester(s): Fall

Type: LEC

Education Minor

Explores basic history, concepts, and practices in the rehabilitation of persons with physical, mental, or emotional disabilities. Emphasizes modern vocational rehabilitation, and considers rehabilitation careers.

ELP 405: Sociology of Education

Credits: 3
Semester(s): Fall, Spring
Pre-requisites: [LAI 350](#)
Type: LEC

Students examine and clarify a number of the important concepts and principles in terms of which core educational issues can be understood; e.g., intelligence and rationality, perception and bias, authority, and socialization. Students also explore common assumptions about knowledge, values, and human nature that underlie educational theories and practices. In addition, students examine the influence of diverse cultural perspectives, personal beliefs, and values on several essential aspects of teaching; e.g., an appreciation of distinctive learning styles, and the hidden curriculum.

LAI 205: Introduction to Child Development and Learning

Credits: 3
Type: LEC

Examines developmental milestones, needs, and characteristics of children from infancy through the early school years; including child-care play, personality, learning activities, and family relationships. Also discusses controversial areas of child rearing, and current trends.

LAI 350: Introduction to Education

Credits: 4
Type: LEC

Intended for students contemplating a career in education. Provides information and a forum for discussion of American education. Among the topics covered are a brief history of American education, the learning environment, teachers, diverse learners (ethnically, economically, and of differing abilities), classroom management, and issues facing all schools. In addition, students become generally familiar with the New York State Learning Standards. A group school visit is also a course component as are 20 supervised classroom contact hours.

LAI 414: Language, Cognition, and Writing

Credits: 3
Type: LEC

Begins with an overview of theory and research in cognitive strategies and sociocognitive views of reading, writing, speaking and listening processes. The course 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 simply unmotivated. Evaluation includes a midterm report and a final project concerned with

designing strategy-based literacy instruction.

LAI 416: Early Childhood Educational Theory and Practice

Credits: 3
Type: LEC

Undergraduate students explore their role as reflective teachers. Examines curriculum based on early childhood theories. Teaches methods of designing appropriate EC environments, and examines the teacher's role in documenting children's learning. Guides students toward active membership and involvement in professional organizations.

LAI 474: Teaching the Exceptional Learner

Credits: 3
Type: SEM

Aids 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 are provided with techniques designed to enhance academic performance, classroom behavior, and social acceptance for students with disabilities and special needs. Students 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 490: Seminar and Practicum in Early Childhood Programs

Credits: 3
Type: SEM

Actively involves students, one morning or afternoon per week, in a preschool classroom experience at the Early Childhood Research Center. Offers students guided learning experience as teachers in a NAEYC accredited preschool multicultural setting. The weekly one-hour seminar provides the support needed by teachers in understanding and applying a constructive play curriculum, which fosters children's social, emotional, physical and cognitive development. Child observation and naturalistic assessment are major course components.