

**Ed.M. Childhood Education: LITERACY EMPHASIS**

For those who hold a NYS Initial Teacher Certificate in Childhood Education (grades 1-6) as a prerequisite for admission. This program does NOT lead to certification as a reading teacher/literacy specialist. LAI offers the Ed.M. Literacy Specialist that is designed for teachers who desire to add a literacy certification.

Name: \_\_\_\_\_

Person Number: \_\_\_\_\_

**Professional Certification/ Ed.M. (Grades 1-6)**

	Date*	Credit	Grade
<b>MAJOR AREA REQUIREMENTS</b>		<b>21</b>	
LAI 549 Child Development & Learning ( <i>FALL ONLY</i> )		3	
LAI 628 Literacy Acquisition & Instruction Pre-K/2		3	
LAI 629 Childhood Literacy Methods		3	
LAI 560 Improving Instruct in Elementary Language Arts		3	
LAI 563 Language, Literacy, and Culture (synchronous)		3	
LAI 662 Elementary Education Research ( <i>SPRING ONLY</i> )		3	
LAI 574 Teaching Exceptional Learners in the Reg. Ed. Classroom		3	
<b>Take the following. Note prerequisites.</b>		<b>3</b>	
LAI 556 Classroom Literacy Assessment & Instruction		3	
<b>LITERACY ELECTIVES: Consult with advisor to select 2 (See attached list for descriptions &amp; prerequisites).</b>		<b>6</b>	
LAI 539 Science of Reading Instruction		3	
LAI 544 Selected Topics		3	
LAI 665 Middle Childhood/Adolescent Literacy Methods		3	
LAI 565 Diverse Children's literature		3	
LAI 576 Literacy and Technology		3	
LAI 580 Literature for Young Adults		3	
LAI 651 Research Seminar in Reading		3	
LAI 653 Special Problems in Literacy		3	
LAI 685 Selected Topics		3	
<b>CHILDHOOD ELECTIVE – any 1 course approved by advisor</b>		<b>3</b>	
<b>ELECTIVE</b>		3	
<b>CAPSTONE EVENT</b>		<b>0</b>	
Portfolio		0	
<b>Total credits (minimum)</b>		<b>33</b>	

## Special Notes Ed.M. Childhood Education: Literacy Emphasis

1. Students who successfully complete the program will be awarded an Ed.M. degree from the University at Buffalo. Successful completion includes individual program course grades of B- or higher and an overall GPA of at least 3.0. Additionally, successful completion includes any applicable conditions of admission and/or any applicable conditions of continued enrollment.
2. This program requires a Literacy Faculty advisor. Please contact your advisor upon acceptance to the program.
3. Contact your faculty advisor to discuss electives.

### SUGGESTED LITERACY ELECTIVES

LAI 539	SCIENCE OF READING INSTRUCTION
LAI 552	MIDDLE CHILDHOOD/ADOLESCENT LITERACY METHODS
LAI 565	LITERATURE FOR CHILDREN & YOUNG PEOPLE.
LAI 576	LITERACY AND TECHNOLOGY (Prerequisite, ONE of the following: LAI 550, LAI 551, LAI 552, OR 560).
LAI 580	LITERATURE FOR YOUNG ADULTS.
	EFFECTIVE ORAL LANGUAGE PRACTICE IN MAINSTREAM AND ELL CLASSROOM CONTEXTS
	OR OTHER COURSES *PRE-APPROVED* BY ADVISOR

#### 4. Apply for Graduation via the HUB Student Center:

Notify the University of your expected conferral (graduation) date via the HUB Student Center. The “apply for graduation” link is on the “My Academics” tab. The deadlines listed below are firm. If you miss the deadline, you will need to apply for the next conferral (graduation) date.

Final Semester	File your application via the HUB by:	Degree Conferral
Fall	October 15	February 1
Spring	February 22	June 1
Summer	July 15	September 1

#### 5. Transfer Credits:

No more than six master's-level credits may be transferred from another accredited college or university. The student's advisor must approve all transfer credits. Only classes with a grade of B or better can be transferred.

#### 6. Capstone:

All Master's-level literacy students complete a capstone. During your final year or final semester, you will put together a Portfolio demonstrating your learning and growth in the Literacy Emphasis Program. You will use artifacts (assignments from classes) and create a 10-page reflection papers on how the program has strengthened your understanding of research, theories, and practices in literacy education.

#### 7. Applying For Teacher Certification:

Program completion does not automatically lead to a University at Buffalo recommendation for the issuance of a professional teacher certificate and a University at Buffalo recommendation does not automatically lead to the issuance of this certificate. To apply for a professional teacher certificate, you must meet the program requirements of the University at Buffalo (as specified within this document, as well as all applicable prerequisite distribution requirements and any other requirements specified at the point of admission or thereafter as a condition of continued enrollment) and the certification requirements of the New York State Education Department (such as the applicable New York State Teacher Certification Exams). For more information, contact the Office of Educator Preparation (716-645-2461, <https://ed.buffalo.edu/edprep.html>).

***Ed.M. Literacy Emphasis Course Descriptions***

LAI 628	Literacy Acquisition and Instruction PreK-2	This course focuses on inclusive teaching strategies for diverse literacy learners from birth to grade 2. Topics addressed include diverse language and literacy practices, observation and assessment, emergent literacy, oral language development, print concepts, and differentiated reading instruction addressing phonemic awareness, phonics, word recognition, fluency, vocabulary, and comprehension.
LAI 629	Childhood Literacy Methods	This course focuses on research-based, culturally responsive literacy instruction for diverse learners in grades 1-6. Topics addressed include motivation and engagement, culturally informed text selection, family involvement, promoting translanguaging with multilingual learners, and differentiated literacy instruction addressing word recognition, fluency, vocabulary, comprehension, and writing.
LAI 560	Improving Instruction in Elementary Language Arts	Instructional theory and practice focusing on developing familiarity with the major concepts and approaches of language arts education, focusing on written language development, with attention to critical connections between reading, writing, listening, and speaking; the teaching of phonics and spelling; and the development of generative and word specific vocabulary, both spoken and written. Topics dealing with instructional connections between classroom writing and spelling instruction and writing and spelling assessments, as well as stages of orthographic development, and vocabulary development are explored. Students will read course material and engage in activities throughout the semester to learn how to create student-friendly learning environments that affirm racial, linguistic, and cultural identities in a language arts classroom.
LAI 563	Language, Literacy, and Culture	The role of society and culture in language and literacy learning across the lifespan, with emphasis on K-12 teachers and students; explores the impact of society and culture in the literacy classroom, curriculum, methods, and definitions of achievement and equity; explores culturally sustaining and asset-based literacy, race and racism, class, poverty and other equity, justice, diversity, and inclusion aspects of literacy.
LAI 574	Teaching Exception Learners in the Regular Education Classroom	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 556	Classroom Literacy Assessment and Instruction	Available to students enrolled in a literacy Master's or Adv. Certificate program only. This course: (1) examines the nature of the reading process, (2) teaches how literacy assessments guide instructional decisions, (3) uses several informal literacy assessments to determine an individual's reading abilities, and (4) examines instructional strategies to improve literacy abilities. Students will consider how assessments can support an asset-focused instructional framework honoring cultural, racial, linguistic, and cognitive diversities.
LAI 539	Science of Reading Instruction	The Science of Reading Instruction addresses advanced theories in the science of reading and scientifically based reading instruction for beginning readers and students with reading difficulties. The course emphasizes relevant research and evidence-based practices for teaching phonemic awareness, phonics, oral language and vocabulary, reading fluency, reading comprehension, and motivation to read.

LAI 565	Literature for Children & Young People	<p>Children's literature can provide both a window into, and mirror of, our worlds and the worlds of others, past and present. What we read, how we make sense with literature, and how we talk about books together, can shape the values of our classroom communities. The children's literature we include, and do not include, sends messages of who and what counts in our classroom community, and how people and ideas are to be considered. In this class we explore purposeful selection of individual and collections of texts. We read and talk about children's literature across genres and formats, as we consider not only the traditional elements of literature and illustrations, but also the myths and ideological assumptions of authors and illustrators. In addition, we explore the potential of children's literature as linguistic modeling for language use, as contextual anchoring for content and ideas, and as a platform for dialogic classroom talk. Topics include: the definition and depiction of families, diversity, gender roles, connecting with current events, inclusion and representation, visual literacy.</p>
LAI 576	Literacy and Technology	<p>Explores new literacies and technologies as integrated into literacy curriculum in K-12 settings. Theory, research, and real world practices involving digital literacies and digital multimodality are explored. Teachers are positioned as learners and doers in this interactive class. Explorations of digital literacies include how digital literacies can support students who are diverse in ability, class, race, culture, gender, and linguistic ability.</p>
LAI 580	Literature for Young Adults	<p>Literature for young adults is designed as a multicultural literature course and centers on methods of literary response, including written and multimodal representations. A broader goal is to better enable pre- and inservice teachers to enhance their understanding about literary theory and practices regarding reader response and its contribution to adolescents' reading comprehension, multiliteracies, writing, multimodal composing, critical thinking, and their overall learning and academic achievement. Censorship issues, concerns, and queries, and the influence of challenge and banned books on pedagogy and learning is examined.</p>
LAI 651	Research Seminar in Reading	<p>This doctoral seminar surveys both historical and recent research in reading, writing and literacy broadly interpreted. Areas of research concentration vary in this course due to advancement in the field and/or interest of a cohort of doctoral students. Examples of concentrations are: (a) reading, writing, and literacy pedagogical practices; (b) multimodal communication; (c) processes of reading, writing and/or literacy development; (d) professional development and teacher education; and (e) reading and writing connections.</p>
LAI 653	Special Problems in Literacy	<p>This doctoral seminar examines how policy and practice in literacy (broadly conceived) and teacher education are inextricably linked to historical, social, cultural, political, and economic circumstances. The political and social circumstances of teacher education and literacy have consequences for how we educate students, and their futures. An ideological approach that presumes teacher education and literacy practices to be about power relations and structures will be explored. This course will assist doctoral students in developing ongoing critical inquiry about teachers, students, teaching.</p>