



Ed.M. Literacy Education Studies

This program does NOT lead to certification as a reading teacher/literacy specialist certification in the state of New York. If you are seeking certification, please contact your advisor.

Name: _____

UB Person Number: _____

LITERACY EDUCATION STUDIES Ed.M.

	Date*	Credit	Grade
MAJOR AREA REQUIREMENTS		15	
*LAI 628 Literacy Acquisition & Instruction Pre-K/2		3	
*LAI 629 Childhood Literacy Methods		3	
*LAI 665 Middle Childhood/Adolescent Literacy Methods		3	
*LAI 560 Improving Instruct in Elementary Language Arts		3	
*+LAI 563 Language, Literacy, and Culture (fall & spring only; synchronous)		3	
Take the following. Note prerequisites.		3	
*LAI 556 Classroom Literacy Assessment & Instruction		3	
ADDITIONAL LITERACY COURSES:		9	
*LAI 539 Science of Reading Instruction		3	
*LAI 565 Diverse Children’s Literature OR LAI 580 Literature for Young Adults		3	
*LAI 576 Literacy and Technology		3	
ELECTIVE – any 1 course approved by advisor		3	
ELECTIVE		3	
CAPSTONE EVENT		0	
Portfolio		0	
Total credits (minimum)		30	

* Required Course- a substitute course is not allowed

+ Synchronous classes will meet virtually at a set time/date. It is your responsibility to be available during that day and time

Special Notes Ed.M. Literacy Education Studies

1. GPA:

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. Advisor:

This program requires a Literacy Faculty advisor. Please contact your advisor upon acceptance to the program.

3. Elective:

Contact your faculty advisor to discuss electives and for pre-approval.

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 credits of master’s-level literacy coursework 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: Portfolio

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 Education Studies Program. You will use artifacts (assignments from classes) and create a 10-page reflection paper on how the program has strengthened your understanding of research, theories, and practices in K-12 literacy education.

Ed.M. Literacy Education Studies 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 665	Middle Childhood-Adolescent Literacy Methods	This course addresses instructional theory and practices focusing on building literacy for diverse learners in grades 5-12 and supporting equitable learning from texts across content areas. Topics covered include text complexity, assessment, motivation and engagement, vocabulary and background knowledge, comprehension strategies, discussion, text-based writing, and inquiry.
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 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 OR LAI 580	Diverse Children's Literature OR Literature for Young Adults	<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> <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 in-service 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 576	Literacy and Technology	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.