Program Overview
This degree is designed for teachers who wish to address the demanding literacy needs of their students or who wish to serve in Birth-Grade 6 settings at some time in their careers. The degree provides teachers with extended research-based knowledge in the areas of literacy processes, diagnosis and remediation of literacy difficulties, supervision of reading and literacy programs, and other literacy education issues. The program is offered on the main campus and can be completed in as little as 12 months.

Information about Certification
The degree in Childhood Literacy requires candidates to have met all requirements for initial teacher certification in a matching area (Early Childhood, Childhood) prior to admission to the degree program and, therefore, is not a path to initial teacher certification. The MSED in Literacy does meet the criteria for, and may be used in partial fulfillment of, the requirements for professional teacher certification in the state of New York. The degree meets the requirements for an additional certification area in New York. The only candidates recommended for literacy certification in N.Y. by the School of Education are those who have completed the master’s degree in its entirety. All others apply for certification through BOCES (NY).

Admission Requirements*
Admission to this degree program is based on:
1. Teaching Certificate in matching area (Early Childhood, Childhood)
2. Official transcripts of all prior college work (3.00 GPA out of 4.00 is the working standard)
3. References (2) indicating: a. Ability to do graduate work b. Success as a teacher
4. Interview
5. Writing sample
6. Additional information, if requested by program director
7. GRE or MAT score

*State law requires SBU to collect immunization records from students taking 6 or more credit hours in any semester.

Exit Criteria
In order to be awarded the degree in Childhood Literacy, a student will be evaluated on the following:
1. A cumulative GPA of at least 3.0
2. Successful completion of Literacy Coaching Internship
3. Successful completion of a portfolio showing professional growth and accomplishments
4. Successful completion of the comprehensive exam
5. Diversity experience

Degree Requirements* (30 credits)
- EDUC 500 Research Methods
- SPED 510 Instructional Design & Strategies for Inclusive Educ.
- READ 501 Theories and Foundations of Literacy
- READ 520 Language Arts
- READ 540 Supervision and Curriculum Issues in Literacy
- READ 550 Teaching Linguistically & Culturally Diverse Learners
- READ 560 Literacy in the Content Areas
- READ 570 Assessment and Diagnosis of Literacy
- READ 575 Literacy Instruction for Individuals and Small Groups – Childhood
- READ 580 Clinical Practicum in Literacy – Childhood
- READ 599 Literacy Coaching Internship (0 credits)
- EDUC 599K Culturally Diverse Experience (0 credits)
- READ Comp Comprehensive Examination and Portfolio (0 credits)

*For course descriptions, go to www.sbu.edu/graduate and click on the Graduate Catalog link on the lower right.

Field Experiences
The supervised practicum experience consists of READ 580 (above). Consistent with the program’s philosophy, purposes, and objectives, the clinical practicum allows candidates to assess thoroughly the literacy proficiencies, skills, and strategies of clients at both the middle and the adolescent levels, to create individualized plans for instruction, and to provide such instruction for those students for a period of at least 50 clock hours.

The practicum is always supervised by SBU faculty from the program and is accompanied by seminars that focus on the various issues experienced by clients. Candidates write diagnostic and instructional reports that are shared with clients’ families and/or school personnel. Students are placed in settings that provide them the opportunity to work with students from diverse backgrounds who reflect a broad range of learning needs.

Additional field experiences are provided to candidates through completion of READ 599 (above). This involves a 60-hour (minimum) in-school field placement. Candidates are matched with certified literacy teachers who facilitate their work with school personnel, students, and resources. Across their internships, candidates complete projects that meet the literacy coaching standards set by the International Reading Association.

These projects will be assigned and graded within the context of other courses candidates take during the program. Details about project requirements are provided by program faculty and are available on the program’s Moodle Group website. While the literacy coaching internship is not credit-bearing, successful completion is an exit requirement for the program.