ELEMENTARY AND EARLY CHILDHOOD EDUCATION DEPARTMENT
QUEENS COLLEGE CITY UNIVERSITY OF NEW YORK
TEACHER EDUCATION PROGRAM REGISTRATION

PROGRAM TITLE: Content Area Literacy Across the Curriculum: A Sabbatical Program for New York City Teachers

DEGREE AWARDED: Certificate of Advanced Study for New York City Sabbatical

PROGRAM DESCRIPTION:

The Elementary And Early Childhood Education Department’s Sabbatical Program consists of five three credit courses with a one credit of independent study. Completion of the course of study will result in a Certificate of Advanced Study. This program is an addition to the Queens College Elementary and Early Childhood Education Department’s existing 15 Credit Post Masters Certificate Program. The existing program consists of advanced certificates in the fields of Early Childhood Education (Birth to Second Grade), Language Minority Education, Child Developmental Psychology, Science Education, Social Studies Education, Math Education, and Children’s Literature.

The purpose of this program is to create an integrated course of study in the Queens College Elementary and Early Childhood Education Department that is only available to teachers in the New York City schools, who have been awarded a sabbatical for the academic year. This program is designed to address the current challenges faced by elementary school teachers to provide rigorous, standards-based instruction across the content areas of science, math and social studies. Emphasis is placed on aligning content in these subject areas with national standards (Common Core State Standards in ELA and Mathematics, Next Generation Science Standards, The College, Career, and Civic (C3) Framework for Social Studies State Standards) and state and New York City scope and sequence documents. The emphasis is on bringing a disciplinary perspective into the classroom, enabling teachers and students to think like a scientist, mathematician, and historian. Drawing on the Elementary and Early Childhood Education Department’s long-term commitment to literacy instruction and children’s literature, courses also introduce quality fiction and nonfiction literature as well as strategies for using oral and written language to learn. All courses are designed to provide teachers with up-to-date knowledge in elementary education and practical strategies for applying this knowledge.

The Elementary and Early Childhood Education Department Sabbatical Program for New York City Teachers is designed to reflect the New York City Board of Education’s requirements for approval of an application by an eligible teacher for a sabbatical. These requirements specify an integrated program with courses offered during a normal board of education school day.

The New York City Board of Education’s sabbatical requirements (Personnel Memorandum # 7, February 14, 2013):

1) All courses for study sabbatical and the project selected for the educational research project must be job-related courses.
2) The project must be significantly rigorous and must have evident links that translate into improved instructional delivery of content to students.
3) Elementary school teachers must include courses or complete a project that promotes growth in a range of potential assignments
4) Programs and projects devoted exclusively to literacy are acceptable for all elementary school teachers.
5) The majority of courses in each semester must be taken during normal Department of Education school hours when staff member would otherwise be on duty.

How the Elementary and Early Childhood Education Department Sabbatical Program for New York City Teachers meets the requirements of the New York City Board of Education:

Based on the New York City Board of Education’s requirements for teacher sabbaticals, the new Elementary and Early Childhood Education Department’s sabbatical program meets teacher’s needs in the following ways:
The sabbatical program consists of sixteen credits as required by the New York City Board of Education, rather than the fifteen credits of other Elementary and Early Childhood Education Department post masters programs.

At least two of the courses will be offered in the daytime during the fall and spring semesters. Most of the graduate courses in the Elementary and Early Childhood Education Department are offered in the evening.

The courses in the sabbatical program are rigorous with links to the four major content areas of the elementary curriculum: language arts, math, science, and social studies.

All courses are designed for integrated content and instruction in grades one to six.

Admission Requirements:

To be admitted to the sabbatical program, the student must be a New York City Board of Education appointed teacher in the elementary grades, who is applying for sabbatical leave. The student must have an earned master’s degree and teacher certification. Although no specific GPA is required for admission, once in the program students will be expected to maintain a B average.

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EECE 796</td>
<td>Problems in History Through Literature: 3 cr.</td>
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<td>This course takes an interdisciplinary approach to curriculum by combining the content and process of “doing history” with the focused use of language arts (reading, writing, speaking, and listening) as a means of learning in the elementary school. By applying the critical perspective of historians to the study of quality children’s literature dealing with the past, this course engages teachers in curricular issues of both content and process. Content topics include (1) developing a questioning approach to biography, (2) learning to use historical photographs, (3) developing academic vocabulary, and (4) learning strategies for making sense of history.</td>
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<td>EECE 797</td>
<td>Queens as a Learning Lab: 3 cr.</td>
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<td>Working with organizations, institutions, and historical sites within the borough of Queens, students investigate and reflect on teaching and learning strategies for a study of Queens in their classrooms. Emphasis is on historical, geographical, political, economic, and social development of the borough.</td>
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<td>EECE 750</td>
<td>Modern Learning Technologies across the Content Areas: 3cr.</td>
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<td>Students learn to use modern technology to enhance the learning of core curriculum subjects.</td>
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Technology literacy is acquired through classroom laboratory experiences, readings, and writing requirements. Students learn to apply modern technology tools to school curriculum.

EECE 798  Reading and Writing for Learning in Science: 3 cr.

This course is designed to promote engaged learners who demonstrate curiosity, search for understanding in self-guided ways, communicate with others to share and test their ideas, contribute to the creation of a community of learners, and bring an enthusiastic quality to the classroom. Students learn to create science-learning environments that promote engaged readers and writers, and develop strategies that promote reading and writing in science.

EECE 799  Exploring Mathematical Ideas Through Literature: 3cr.

This course explores the idea of literature in an elementary school mathematics program. Students discuss criteria for selecting books and address issues of equity in children’s literature such as gender and multicultural perspectives. Students examine a wide range of mathematical literature and develop effective instructional strategies for using these books to explore important mathematical concepts.

EECE 800  Final Project: 1 cr.

In this course, students engage in a project that applies ideas encountered in previous courses to their specific teaching assignment and interests.

To apply go to the following link on Queens College’s Graduate Admissions site:

http://www.qc.cuny.edu/admissions/graduate/degree/Pages/degreedetail.aspx?DegreeID=137