

SECONDARY EDUCATION AND YOUTH SERVICES

Queens College



SEYS Fully Online Post-Master's Advanced Certificate Program in Ethical and Equitable Practice (15 Credits)

INCREASE YOUR SALARY

New York State certified teachers who already hold master's degrees desire incremental raises for a master's plus additional credits. Most teacher contracts, including the New York City Department of Education (NYCDOE) contract, reward teachers financially for attaining 15 credits and 30 credits beyond their master's. It is never too soon to begin thinking about how to increase your salary, while also continuing to improve your teaching practice! Queens College is currently offering a streamlined 15-credit **Post-Master's (Advanced Certificate) Program in Ethical and Equitable Practice**. The program consists of only five classes, all of which are fully online, asynchronous courses. You can apply and enter the program in either the fall or spring semesters.

ONLINE PROGRAM FEATURES

The SEYS Post-Master's Advanced Certificate Program in Ethical and Equitable Practice is designed to offer integrated, theoretically grounded views of teaching and learning that address the needs of students and teachers in diverse communities. Program faculty promote rigorous scholarship and research, contextualized learning, and service in school and community settings. We encourage critical reflection on the roles of teachers in society and about our responsibilities as educators. The courses are aimed at expanding experienced teachers' knowledge of teaching literacy in their content areas, better supporting special education students, teaching diverse learners successfully, engaging more effectively in data-driven assessment and instruction, and employing current and innovative pedagogies in classrooms.

ONLINE POST-MASTER'S ADVANCED CERTIFICATE PROGRAM COURSEWORK

1. SEYSL 702. Literacy in Content Areas. 3 hr.; 3 cr. This course is designed to help all teachers facilitate middle and secondary classrooms where reading, writing, listening, and speaking are effective tools for learning; where collaboration and communication are valued and enhanced in the learning process; and where young people are encouraged to develop critical perspectives and strong voices. Students will examine issues of literacy in different subject areas and the varied demands on readers and writers as the range of literate activities changes according to context.

2. SEYS 703. 3 hr.; 3 cr. **Philosophies of Education: Critical Approaches and Ethical Practices.** This course is designed to explore philosophical dimensions of educational policy and practice. Teachers will study major philosophical orientations of education, knowledge, and ethics, focusing on the concepts of justice, equity, and other ideas that guide decision making in public education. They will critically engage

with key philosophical texts, both classic and contemporary, and use case studies from a variety of educational contexts to grapple with "real life" ethical dimensions of education and schooling.

3. SEYS 719: Understanding Group Behavior and Cultural Differences in Schools. 3 hr.; 3 cr. A fundamental goal of education is to promote the intellectual, social, and personal development of all students to each one's fullest potential. A key assumption of this course is that educational planning and intervention adaptive to the diverse needs of learners are primary mechanisms for enabling this goal attainment. Themes such as equity, pluralism, acculturation, and identity will be used to promote teachers' understanding of discipline-based teaching and learning for students from diverse linguistic, racial, gender, and religious backgrounds and students with diverse sexual orientations.

4. SEYS 764. The Secondary School Curriculum: Current Theories and Controversies. 3 hr.; 3 cr. This course will explore the complexities of teaching and learning from multiple perspectives. Assignments and class discussions will encourage teachers to view current educational theories and controversies through various overlapping, dynamic lenses so that they will be better prepared to facilitate learning in their secondary classrooms. The relationships between current theories and controversies, as well as issues of class, race, power, and social justice in secondary school curriculum design and instruction are the major topics that will be addressed.

5. SEYS 768. Measurement and Evaluation in Education. 3 hr.; 3 cr. This course requires teachers to examine major issues in measurement and evaluation that inform discipline-specific teaching and learning for students from diverse backgrounds. Current measurement and evaluation models are anchored to a traditional commitment to meritocratic values and a preoccupation with the important problem of accountability in policy circles in public education.

REQUIREMENTS FOR ADMISSION

Admission is limited, competitive, and open to individuals who hold initial or professional New York State Teaching Certification and a master's degree in any secondary or elementary content area including literacy, English, social studies, mathematics, science, music, art, physical education, TESOL, world languages, special education, and elementary education. Applicants must complete the online graduate application. An overall GPA of 3.0 is required. The GRE examination is not required.

Please contact Jacqueline Darvin, deputy chair of the SEYS Department, via email at JDarvin@QC.CUNY.edu with any questions and for additional information.