

APPLIED LINGUISTICS AND MULTILINGUAL EDUCATION (PHD)

Department Website (<http://steinhardt.nyu.edu/teachlearn>)

NYSED: 08282 HEGIS: 1508.00 CIP: 13.1401

Program Description

The doctoral program in TESOL prepares teacher educators, supervisors, and researchers for TESOL and bi-cultural settings. The program emphasizes research in second language acquisition and pedagogy in linguistically diverse environments. Courses include foundations of TESOL, research methods, departmental content seminars, and a dissertation proposal seminar.

Admissions

Admission to graduate programs in the Steinhardt School of Culture, Education, and Human Development requires the following minimum components:

- Résumé/CV
- Statement of Purpose
- Letters of Recommendation
- Transcripts
- Proficiency in English

See NYU Steinhardt's Graduate Admissions website (<https://steinhardt.nyu.edu/admissions/how-apply/graduate-students>) for additional information on school-wide admission. Some programs may require additional components for admissions.

See How to Apply (<https://steinhardt.nyu.edu/degree/phd-teaching-english-speakers-other-languages/how-apply>) for admission requirements and instructions specific to this program.

Program Requirements

Course	Title	Credits
Core Requirements		
TCHL-GE 3037	Prosem I Teach/Learn	3
<i>Specialization Electives</i>		
Select 18 credits of specialization electives		18
<i>Specialized Methods of Research</i>		
Select 3 credits of specialized methods of research		3
<i>Research Electives</i>		
Select 15 credits of research electives. Must include one quantitative course and one qualitative course.		15
Dissertation Proposal Seminar		
RESCH-GE 3001	Dissertation Proposal Seminar	3
Doctoral Seminar		
Select 3 credits of doctoral seminar		3
Total Credits		45

Additional Program Requirements

Research Experience

Purpose and Apprenticeship

The Research Experience is a core requirement for all full-time PhD students during the fall and spring semesters of their first three years. Designed as a mentored apprenticeship, this experience moves beyond standard coursework to provide foundational training in the research process, including ethical community engagement, data collection, grant writing, and scholarly publication. Students collaborate with their advisor or a research mentor to tailor activities to their dynamic learning goals, ensuring that the work focuses on professional development rather than administrative or project management tasks. This requirement is intended to be synergistic, often supporting the concurrent completion of candidacy requirements, such as the oral and written exams, or the development of the dissertation proposal.

Scope and Administration

To document this requirement, students enroll in a 0-credit Independent Study (2300) on a Pass/Fail basis each semester, which does not count toward the program's general Pass/Fail credit limit. While the workload is substantial, it is capped at 20 hours per week, with any intensive periods—such as field research or conferences—requiring advance negotiation to protect student wellness. The experience can be integrated with existing Research Assistantships (RAs) or teaching roles, provided the focus remains on mentored inquiry rather than basic labor. At the start of each new experience, the student and mentor must formally review program guidelines and sign a research agreement to establish clear expectations for the semester.

Candidacy Requirement

Written Requirement

The Written Requirement is a student-led scholarly project, appearing as an empirical study, theoretical argument, or literature review formatted for professional journal publication. The doctoral student is responsible for initiating the process, documenting goals, and selecting an NYU-based doctoral faculty member to serve as a second reviewer alongside their advisor. The work must be completed independently or as a lead author outside of standard coursework, though it may utilize existing data and can—but is not required to—relate to the eventual dissertation. Following a provisional timeline for formative feedback, two reviewers provide a peer-review quality evaluative summary. The paper is then assigned a grade of Pass with Distinction, Pass, Revise, or Fail (the latter only after two unsuccessful revisions); a passing grade is required to advance in the program.

Oral Requirement

The Oral Requirement is a student-coordinated performance centered on a two-hour critical dialogue with a faculty panel consisting of an advisor and a second doctoral faculty member. The student is responsible for managing the logistics, including establishing a reading list and a set of discussion questions that align with program-specific standards and field-related trends. During the session, the student may use notes to respond to questions and present original ideas, followed by a private faculty deliberation during the final 20–30 minutes of the meeting. Performance is evaluated based on the student's mastery of the material and assigned a status of Pass with Distinction, Pass, Redo, or Fail. Similar to the written work, a "Redo" status triggers a mandatory feedback conference to reset the timeline, while a "Fail" after two attempts results in program dismissal.

Dissertation Proposal Proposal Planning and Submission

The Dissertation Proposal process begins only after the dissertation committee is officially appointed and on file with the Office of Doctoral Studies. The student must draft a proposal, generally not exceeding 40 pages (excluding appendices), and host at least one group meeting with their committee prior to submission. To move to the review stage, a Proposal Cover Sheet must be signed by all committee members, certifying their approval of the research design, the student's completed research coursework, and the proposed human subject (IRB) protocols. While the Office of Doctoral Studies handles the final dissertation defense, the proposal review is scheduled internally through the student's specific program or department. Documentation, including the signed cover sheet, must be submitted electronically to the Office of Doctoral Studies either immediately before or after the formal review session.

Proposal Review and Outcomes

The Proposal Review is an advisory session attended by the candidate, the committee chairperson, and at least two external faculty reviewers who are not part of the dissertation committee. During this meeting, the panel evaluates the project's viability and provides substantive feedback. The review results in one of three outcomes: a "Pass," allowing the student to proceed; a "Deferred Pass" or "Pass with Conditions," which requires written responses to panel concerns or a revised proposal; or a "Fail," necessitating a complete rewrite and a second review. Because the panel's role is advisory, the dissertation committee may choose to decline specific recommendations, provided the student and chairperson submit a signed written rationale to the Office of Doctoral Studies. All results, including the panel's notes and the student's responses, are documented and may be shared with the outside readers during the final dissertation defense.

Dissertation Defense Defense Scheduling and Documentation

To initiate the final oral examination, the doctoral candidate must coordinate with their entire commission—including the chair, committee members, and two outside readers—to agree upon a defense date within the university's specified graduation windows (January, May, or August). This process requires submitting an Approval Form for Final Oral Examination to the Office of Doctoral Studies, signed by the committee to certify the dissertation is ready for defense. Accompanying this form, the student must provide a chairperson-approved abstract of no more than 350 words and a signed Copyright Disclaimer Statement. This legal statement guarantees the originality of the work and indemnifies the university against copyright or libel claims, though it may be modified if portions of the dissertation have been previously published in scholarly journals.

Dissertation Submission and Review

The final complete dissertation must be submitted to the Office of Doctoral Studies and the two outside readers at least four weeks prior to the scheduled defense date. While the Office of Doctoral Studies receives an electronic version, outside readers may request either digital or hard copies based on their preference. This four-week window serves as a critical quality control period; if the committee determines the manuscript is not prepared to their satisfaction within this timeframe, they reserve the right to withdraw their approval and cancel the scheduled oral exam. In such cases, the candidate must address the necessary revisions and restart the filing process for a subsequent deadline.

Sample Plan of Study

Please note that Foundations, Specialized Electives, and Cognate courses can be taken in different sequences, based on availability of course offerings and by advisement. Students take between 9 and 12 credits a semester, so their progress across semesters varies from this sample. Students can also use a full time equivalence to remain full-time with fewer than 9 credits in semesters when they are devoting significant time to benchmarks and other research work.

Course	Title	Credits
1st Semester/Term		
TCHL-GE 3037	Prosem I Teach/Learn	3
Specialization Course		3
Specialized Methods of Research		3
Research Independent Study		0
		Credits
		9
2nd Semester/Term		
Research Elective		3
Doctoral Seminar		3
Specialization Course		3
Research Independent Study		0
		Credits
		9
3rd Semester/Term		
Specialization Course		3
Specialization Course		3
Specialization Course		3
Research Independent Study		0
		Credits
		9
4th Semester/Term		
RESCH-GE 3001	Dissertation Proposal Seminar	3
Specialization Course		3
Research Elective		3
Research Independent Study		0
		Credits
		9
5th Semester/Term		
Research Elective		3
Research Elective		3
Research Elective		3
Research Independent Study		0
		Credits
		9
6th Semester/Term		
Research, Dissertation		0
		Credits
		0
		Total Credits
		45

Following completion of the required coursework for the PhD, students are expected to maintain active status at New York University by enrolling in a research/writing course or a Maintain Matriculation (MAINT-GE 4747) course. All non-course requirements must be fulfilled prior to degree conferral, although the specific timing of completion may vary from student-to-student.

Learning Outcomes

Upon successful completion of this program, graduates will:

1. Demonstrate expertise in theories, concepts, and critical issues in their program specialization.
2. Apply research designs and methodologies appropriate to their research questions.

3. Demonstrate effective written and oral communication of scholarship to multiple audiences.

Policies

NYU Policies

University-wide policies can be found on the New York University Policy pages (<https://bulletins.nyu.edu/nyu/policies/>).

Steinhardt Academic Policies

Additional academic policies can be found the Steinhardt academic policies page (<https://bulletins.nyu.edu/graduate/culture-education-human-development/academic-policies/>).