

BILINGUAL EDUCATION FOR TEACHERS (MA)

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

NYSED: 24727 HEGIS: 899.00 CIP: 13.9999

Program Description

The MA program in Bilingual Education for Teachers prepares teachers to use bilingual approaches with their students in such areas as early childhood education, childhood education, middle childhood education, adolescence education, a special subject (mathematics, science, social studies), literacy education, career education, and technical education. This program leads to New York State certification in bilingual education and is open only to applicants already holding teacher certification in a primary area (except in TESOL or World Language Education) in New York State or another US state.

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/ma-bilingual-education-teachers/how-apply/>) for admission requirements and instructions specific to this program.

Program Requirements

Course	Title	Credits
Major Requirements		
<i>Foundation</i>		
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3
LANED-GE 2005	Intercultural Perspectives in Multicultural Education	3
BILED-GE 2103	Bilingual Exceptional Children	3
TESOL-GE 2002	Teaching Second Language Theory & Practice (Fall only)	3
TESOL-GE 2205	Structure of American English	3
<i>Classroom Practice</i>		
LANED-GE 2201	The Second Language Classroom: Elementary and Secondary Schools (Spring only)	3-4
or TESOL-GE 2204	Teaching Second Language Across Content Areas	
BILED-GE 2110	Methods of Teaching Lang Arts/Literacy with a Bilingual Approach (Spring only)	3

Student Teaching

BILED-GE 2991	Student Teaching Bilingual Education: Elementary/Secondary (1)	3
or BILED-GE 2992	Student Teaching Bilingual Education: Elementary/Secondary (2)	

Culminating Experience

LANED-GE 2206	Second Language Acquisition: Research and Capstone Project	3
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Electives 6-7

WLGED-GE 2223	Teaching English as a World Language in International Settings	
LANED-GE 2003		
LANED-GE 2060	Language Evaluation and Assessment	
TESOL-GE 2810	Research & Practice in Academic English Writing for Eng Learners	
WLGED-GE 2417	Applied Linguistics in Chinese	
WLGED-GE 2124	Advanced Chinese for Teachers of Chinese I	

Total Credits 34

Sample Plan of Study

Course	Title	Credits
1st Semester/Term		
TESOL-GE 2002	Teaching Second Language Theory & Practice	3
TESOL-GE 2205	Structure of American English	3
BILED-GE 2001 or LANED-GE 2005	Bilingual Multicultural Education: Theory and Practice or Intercultural Perspectives in Multicultural Education	3
Credits		9
2nd Semester/Term		
BILED-GE 2110	Methods of Teaching Lang Arts/Literacy with a Bilingual Approach	3
LANED-GE 2201	The Second Language Classroom: Elementary and Secondary Schools	4
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3
Specialization Elective		3
Credits		13
3rd Semester/Term		
BILED-GE 2103	Bilingual Exceptional Children	3
Credits		3
4th Semester/Term		
BILED-GE 2991	Student Teaching Bilingual Education: Elementary/Secondary (1)	3
LANED-GE 2206	Second Language Acquisition: Research and Capstone Project	3
Specialization Elective		3
Credits		9
Total Credits		34

Learning Outcomes

Upon successful completion of the 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

Department of Teaching and Learning

Policy on Academic Progress

Students are expected to maintain satisfactory progress each semester per Steinhardt's policy on academic progress. The minimum required GPA for satisfactory academic progress is a 3.0 (equivalent to a B) for Master's and Advanced Certificate students in the Department of Teaching and Learning. A grade minimum of B- in student teaching seminar courses is required for students in teacher certification track programs.

Students with a grade point average below this will be considered not making satisfactory progress and will be reviewed by the Steinhardt Committee on Student Progress. Please review Steinhardt's Academic Policies and Procedures (<https://steinhardt.nyu.edu/current-students/academic-policies-and-procedures/>) page for more information.

Pass/Fail Grading Option

MA and Advanced Certificate students in the Department of Teaching and Learning are not permitted to take required courses Pass/Fail. Elective courses may be taken Pass/Fail with program approval. The Pass/Fail option must be chosen by the fifth week of classes for the Fall and Spring semesters and the fifth day of Summer session classes.

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/>).