

TEACHING WORLD LANGUAGES 7-12/TESOL (ALL GRADES) (MA)

Department Website (<https://steinhardt.nyu.edu/departments/teaching-and-learning/>)

NYSED: 24726 HEGIS: 1508.00 CIP: 13.1401

Program Description

This master's program prepares aspiring teachers to teach a world language (Chinese, French, Italian, Japanese, or Spanish) in grades 7-12, with an optional extension for grades K-6, and to teach English to speakers of other languages for grades K-12.

The dual-certification curriculum combines content courses and core pedagogy classes with fieldwork and supervised student teaching. Coursework focuses on innovative second and world language teaching approaches that can be adjusted to suit the needs of learners from diverse linguistic, educational, and ethnic backgrounds; second and world language pedagogy; second language acquisition research; applied linguistics in the target world language; English grammar; and intercultural or multicultural studies. Students complete two semesters of student teaching at New York City schools – at the elementary level in Teaching English to Speakers of Other Languages (TESOL), and the secondary level for the target world language – while simultaneously taking a student teaching seminar.

Study Abroad Opportunities

Students may study the interrelationship among language, culture, and learning from an intercultural perspective in the Dominican Republic (<https://steinhardt.nyu.edu/node/5546/>) and United Kingdom (<https://steinhardt.nyu.edu/node/42476/>), or take part in other NYU Steinhardt global study programs (<https://steinhardt.nyu.edu/programs/study-abroad/graduate-study-abroad/>).

Career Opportunities

This program leads to eligibility for New York State initial teaching certification in both the target world language for grades 7-12, with an optional extension for grades K-6, and TESOL, all grades. Graduates are prepared for a number of career choices, including world and/or second language teacher in elementary and secondary schools, community colleges, universities, community organizations, and immigrant resettlement agencies; curriculum developer, specialist, or evaluator; and researcher, teacher educator, trainer, or program coordinator in governmental and non-profit educational agencies and multinational corporations.

Accreditation (AAQEP)

The New York University Teacher Education Program, which is designed to prepare students to meet the challenges of teaching and leadership in today's demanding educational environment, is granted accreditation by the Association for Advancing Quality Educator Programs (AAQEP) for a period of seven years, from April 2020 to June 2027. This accreditation certifies that the fore-named professional education program has provided evidence that the program adheres to AAQEP's quality principles.

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-foreign-language-education-teaching-english-speakers-of-other-languages/how-apply/>) for admission requirements and instructions specific to this program.

Program Requirements

Course	Title	Credits
Major Requirements		
<i>Content Core</i>		
LANED-GE 2003	Linguistic Analysis	3
TESOL-GE 2205	Structure of American English	3
<i>General Pedagogical Core</i>		
TCHL-GE 2005	Field Work in Schools & Other Education Settings	0
TCHL-GE 2010	Inquiries Into Teaching & Learning III	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
SPCED-GE 2162	Ed of Std With Disab in Middle Clhd/Adole Settn	3
or BILED-GE 2103	Bilingual Exceptional Children	
<i>Electives/Pedagogical Content Knowledge Core, by advisement</i>		
Select three of the following:		9
TESOL-GE 2204	Teaching Second Language Across Content Areas	
LANED-GE 2060	Language Evaluation and Assessment	
LANED-GE 2040	Teaching Second Language in a Technological Society	
TESOL-GE 2810	Research & Practice in Academic English Writing for Eng Learners	
BILED-GE 2110	Methods of Teaching Lang Arts/Literacy with a Bilingual Approach	
WLGED-GE 2223	Teaching English as a World Language in International Settings	
WLGED-GE 2124	Advanced Chinese for Teachers of Chinese I	
WLGED-GE 2417	Applied Linguistics in Chinese	
<i>Specialization Pedagogical Core</i>		
WLGED-GE 2069	Tchnng World Languages: Theory and Practice	3
or TESOL-GE 2002	Teaching Second Language Theory & Practice	

LANED-GE 2201	The Second Language Classroom: Elementary and Secondary Schools	4
BILED-GE 2001	Bilingual Multicultural Education: Theory and Practice	3
or LANED-GE 2005	Intercultural Perspectives in Multicultural Education	
<i>Student Teaching</i>		
TESOL-GE 2901	Student Teaching in TESOL: Elementary/Secondary I	3
WLGED-GE 2922	Student Teaching World Language Education: Middle/High School II	3
TCHL-GE 2999	Drug, Alcohol Ed/Child Abuse ID/School Violence/DASA	0
<i>Culminating Experience</i>		
LANED-GE 2206	Second Language Acquisition: Research and Capstone Project	3
Total Credits		42

Extension Requirements

In addition to the requirements listed above, students may take the course below for the teacher certification in foreign language. Students complete the program with 45 credits.

Course	Title	Credits
Extension to Grades 1-6 Teacher Certification in Foreign Language		
WLGED-GE 2018	Teaching World Languages to Elementary School Children	3
Total Credits		3

Sample Plan of Study

Course	Title	Credits
1st Semester/Term		
TESOL-GE 2002 or WLGED-GE 2069	Teaching Second Language Theory & Practice or Tchng World Languages: Theory and Practice	3
TCHL-GE 2010	Inquiries Into Teaching & Learning III	3
TCHL-GE 2999	Drug, Alcohol Ed/Child Abuse ID/School Violence/DASA	0
Elective		3
Elective		3
Credits		12
2nd Semester/Term		
LANED-GE 2201	The Second Language Classroom: Elementary and Secondary Schools	4
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
TCHL-GE 2005	Field Work in Schools & Other Education Settings	0
Elective		3
Elective		3
Credits		12
3rd Semester/Term		
TESOL-GE 2901 or WLGED-GE 2911	Student Teaching in TESOL: Elementary/Secondary I or Student Teaching World Language Education: Middle/High School I	3
SPCED-GE 2162	Ed of Std With Disab in Middle Clhd/Adole Setng	3
Elective		3
Credits		9
4th Semester/Term		
TESOL-GE 2902 or WLGED-GE 2922	Student Teaching in TESOL: Elementary/Secondary II or Student Teaching World Language Education: Middle/High School II	3

LANED-GE 2206	Second Language Acquisition: Research and Capstone Project	3
Elective		3
Credits		9
Total Credits		42

Learning Outcomes

Upon successful completion of the program, graduates will be able to:

1. Build relationships with students and families with the goal of fostering student learning, engagement and well-being.
2. Integrate theory/research with pedagogical and classroom practice.
3. Develop and implement discipline-based curricula, unit plans and lessons that are coherent, use culturally relevant pedagogies, and foster experiential learning.
4. Create and apply classroom strategies that are explicit, innovative, appropriate for a specific context, and use technology to support student learning.
5. Develop a practice that is equitable and inclusive and acquire the skills of a professional educator.

Policies

Program Policies

Fieldwork Placement

Be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background.

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/>).