

M.Ed. - Bilingual Education

Emphasis in Dual Language Education

Master of Education in Bilingual Education with an emphasis in Dual Language Education prepares qualified Bilingual Teachers who are:

- Prepared in the practice of advocating the implementation of education policies and effective biliterate/bicultural instructional practices.
- Skillful in bilingual schooling issues such as language development, second language learning, and alternative assessment.
- Agents of change in implementing best practices and policies for a student-centered educational system.
- Scholars in the field of bilingual education.
- Current in research and professional development in educational settings.

The following are areas in which students may choose to minor: Early Childhood, Special Education, Reading, Gifted and Talented Education, Counseling and Guidance, Educational Administration, Educational Technology, Math and Science Education.

Project Culminating Experience consists of a Seminar in Bilingual Education.

Each candidate for the non-thesis Master of Education in Bilingual Education must pass a comprehensive written examination prepared by the Education graduate faculty and administered by the Graduate Office.

Students who choose the option of writing a thesis must select a thesis committee, composed of a committee chairperson and two other members of the graduate education faculty, to approve the topic and assist in the preparation of the thesis. Students must pass an oral defense of the completed thesis.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Bilingual Education are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 4.0

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified are also encouraged to apply.

Notification of decisions on graduate admission is made by the Office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available through the Office of Graduate Studies.

36-Hour Thesis/ Non-Thesis Program

Required Courses: 36 hours

Required Courses: 9 hours

EDCI	6300	Introduction to Research
EDCI	6388	Socio-Cultural Foundations of Education
EDCI	6324	Language Acquisition and Implications of Teaching

Specialization: 18 hours

BILC	6361	Issues in Dual Language Education
BILC	6362	Principles of Curriculum Development In Dual Language Programs
BILC	6363	Literatura Infantil (cross-listed with SPAN 6339)
BILC	6364	Foundations in Literacy Instruction in Spanish
BILC	6365	Action Research in Dual Language Education
EDCI	6327	ESL Techniques in the Content Areas

Students choose 3 courses from of the following areas:

Electives: 9 hours

EDEC	Early Childhood
SPED	Special Education
EDLI	Language and Literacy
EDGE	Gifted & Talented
COUN	Counseling and Guidance
EDLR	Educational Leadership
EDTC	Educational Technology
ESL	English as a Second Language
Math	Math
Science	Science

Students who desire to complete the thesis will substitute EDCI 7300 and EDCI 7301 in lieu of six semester hours of electives.

For course descriptions and other information related to Graduate Studies visit our website: <http://utb.edu/vpaa/graduate>.



Careers

- Lead Bilingual Teacher
- Bilingual Director
- Curriculum Specialist
- Campus Principal

(with minor in educational administration)



Course Descriptions

EDCI 6300 Introduction to Research

Introduction to research techniques; identification of problems, research designs and data gathering procedures. The planning and design of research proposals and projects are emphasized. The course must be completed or in progress before the student applies for the oral interview. Lec 3, Cr 3

EDCI 6388 Socio-Cultural Foundations of Education

Identifying and analyzing of cultural forces which shape the direction of American education with emphasis on the purposes of education in their social and cultural contexts. The multicultural factors in society which affect public schools and influence learning and acquiring skills important to survival and self-fulfillment will be emphasized. Particular emphasis will be placed upon understanding the culture of Mexican-American children. Lec 3, Cr 3

BILC 6361 Issues in Dual Language Education

This course focuses on the psychological, sociocultural, cognitive, and cultural factors that shape bilingual education programs. Students will analyze trends, issues and innovations in the field. Readings will provide opportunities to reflect on the current and future status of bilingual education. This course is taught in Spanish.

BILC 6362 Principles of Curriculum Development in Dual Language Programs

This course will examine the current research and best practices that shape bilingual education curricula. Students will discuss factors influencing cognitive, linguistic, and social development and apply this knowledge to instructional contexts across the curriculum. In addition, the complexities in assessing a bilingual child will be discussed. This course is taught in Spanish and English.

BILC 6363 Literatura Infantil

The focus of this course is to develop an appreciation of poems, short stories, theatre and novels for children, written originally in Spanish by authors from diverse regions of the Spanish speaking world. Students will be required to analyze and interpret texts from a literary perspective. Students will examine various strategies to incorporate children's literature into the curriculum as well as assess the ethical and aesthetic value of texts. All lectures, reading, papers, presentations and examination are in Spanish.

BILC 6364 Foundations of Literacy Instruction in Spanish

Models of reading instruction and the components of a Spanish reading program for native speakers will be investigated from multiple perspectives. Students will examine practical classroom applications, the historical development of literacy, and the processes that affect acquisition and development of literacy in the home and school. This course is taught in Spanish.

BILC 6365 Seminar in Dual Language Education

The focus of this course is for students to integrate research, pedagogy, and critical thinking in the development and implementation of dual language education programs. Students will conduct readings on critical issues in the field of bilingual education and engage in classroom debates and presentations. Students will be required to complete an action research project involving technology as well as an integrated review of the literature in bilingual education.

EDCI 6327 ESL Techniques in the Content Areas

This course will emphasize specific techniques of teaching content areas (Science, Mathematics, and Social Studies) to non-English speaking students using ESL techniques. Lec 3, Cr 3

EDEC 6310 Problems in Early Childhood Education

Topics will include analysis of theory, research, policy and practice of topics such as the following: Topic 1-Children's Play and Play Environment; Topic

2-Peer Relationships: Personality and Social Development; Topic 3-Parent and Community Involvement for the Early Childhood Classroom; and Topic 4-Early Childhood Education for the Exceptional Child. May be repeated for credit when topic varies. Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3

EDCI 6324 Language Acquisition and Implications for Teaching Linguistic, social, and cultural theories of language acquisition and learning related to bilingual students will be studied and connected to successful, research-based approaches for instruction. The courses will emphasize the needs of English language learners and review programs and practices that best meet the needs of those students. Lec 3, Cr 3