

M.Ed. - Bilingual Education

Emphasis in Dual Language Education

The M.Ed. Program in Bilingual Education is intended to prepare educators to be scholars in the field of bilingual education including language development, second language acquisition, models of effective practice, and assessment. Drawing on current research in bilingualism and Biliteracy, students will be able to advise administrators and provide professional development in districts. Students will become agents of change by advocating for bilingual learners, successful programs for them, and appropriate implementation of education policy.

36-Hour Thesis/ Non-Thesis Program

Required Courses: 36 hours

Required Courses: 36 hours

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

Electives: 9 hours

Students choose 3 courses from of the following areas:

EDLI	Language and Literacy
EDLR	Educational Leadership
ESL	English as a Second Language
SPED	Special Education
EDEC	Early Childhood
COUN	Counseling and Guidance
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.

Thesis or Comprehensive Exam

Students have the option of completing the M.Ed. Degree by taking a comprehensive exam or writing a thesis.

Students who choose the thesis option take only one elective course and six thesis units. Students choose a thesis committee following the graduate office university thesis guidelines.

Students must pass an oral defense of the completed thesis. The comprehensive exam is taken after students complete all coursework. The exam is prepared by graduate faculty.

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
- Must have a valid Teaching Certificate

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.

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



Careers

- Facilitator
- Bilingual Director
- Bilingual/ ESL Teacher/ Mentor
- Biliteracy Coordinator
- Bilingual Director
- Curriculum Specialist or Writer
- Regional Service Center Staff
- Advisor to Schools on Bilingual/ ESL Issues



Advisors

Dr. Yvonne Freeman • EDBC 1.120 • 882-5725 • yvonne.freeman@utb.edu
Dr. Sandra Mercuri • EDBC 1.112 • 882-5842 • sandra.mercuri@utb.edu

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 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

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