Steinhardt School of Culture, Education, and Human Development
Programs and Policies Update for 2008-2009

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Policy Changes Affecting Graduate Degree Requirements

Effective for graduate students matriculated beginning fall 2006, all “E” course work must be taken no lower than the 2000 level.

Effective for doctoral students matriculated beginning fall 2006, all Ph.D. and Ed.D. students must complete a minimum of 36 points in residence beyond the master’s degree.

Updated August 15, 2008
The Program in Educational Leadership, Politics, and Advocacy (ELPA) prepares students who want to work toward social and educational equity through leadership, politics/policy, and advocacy positions in and around schools. Students critically assess issues of leadership and policy at the federal, state, and local levels using a variety of approaches to inquiry and research, including economic analysis, policy analysis, demographic studies, action research, survey design, and ethnographic and case study inquiry.

This program of study is unique in that it brings together faculty in educational leadership, higher education, and educational technology to better serve students who are interested in policy and advocacy at all levels of education. This interdisciplinary approach provides students with extraordinary opportunities to learn how leaders and education advocates can use media and technology, for example, to capture critical issues in schools and communities and communicate these issues through video, documentaries, and case study or ethnographic methods.

Course work examines multiple theoretical perspectives, themes of equity and social justice, a focus on the needs and experiences of impoverished children and youth, and implications for leadership within and outside of educational settings. Based on the recommendations of faculty advisers, students pursue additional study relevant to one of the three major foci of the program: leadership, politics, or advocacy. Field-based experiences and internships are a core feature of the program of study.

The curriculum offers students considerable flexibility in creating a program of study that will best serve each student’s purposes and goals. The program is designed to accommodate either full-time or part-time study. Course work starts each September (summer course work is also available and encouraged), and full-time students can complete the program in just three semesters.

CAREER OPPORTUNITIES
Graduates work in child and community advocacy organizations; policy and research centers; private, charter, and independent schools; and international/nongovernmental organizations (NGOs). Graduates interested in doctoral study may go on to pursue further study in educational leadership, education policy studies, educational law, public administration, or other related fields.

DEGREE REQUIREMENTS
The M.A. degree program requires a minimum of 36 points. Core courses (18 points): Advocacy and Education E95.2203; Field Study: Educational Leadership, Politics, and Advocacy E65.2160; Organizational Theory I E95.2053; Politics of Education E65.2341; Participatory Action Research E10.2130; Demographic Analysis and Long-Range Planning E65.2367. Internship (3 points): All students participate in an internship in community-based advocacy organizations, schools, or research centers. Placements take into consideration each student’s interests. Additional field-based opportunities are also embedded in course work throughout the program. Electives (15 points): Based on the recommendations of faculty advisers, students pursue additional study relevant to one of the three major foci of the program: leadership, politics, or advocacy.

ADMISSION REQUIREMENTS
Applicants must follow the schoolwide application requirements for NYU Steinhardt master’s degree programs. In doing so, applicants should specify professional experiences and service, including volunteer work with nonprofit organizations, service learning projects, community organizing activities, or any other leadership activities in schools, the community, and/or other relevant or related experiences on their résumé; address an interest in and potential for educational leadership and advocacy-related work in their statement of purpose; and provide two letters of recommendation, written by people who have been responsible for evaluating academic or professional work such as professors and workplace supervisors.

FINANCIAL AID OPPORTUNITIES
Scholarships are available for full-time students.
The Program in Education and Jewish Studies prepares teachers, practitioners, researchers, and aspiring administrators for leadership positions in a wide range of Jewish educational settings, such as schools, informal education programs, community organizations, and other nonprofit organizations, curriculum agencies, museums, foundations, and colleges and universities. Students benefit from the rich resources and course offerings of the Program in Education and Jewish Studies in the Steinhardt School of Culture, Education, and Human Development and the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science (GSAS). While providing a core of academic, research, Jewish education, and Hebrew and Judaic studies, the program is also tailored to its students’ individual needs and interests. Close and personalized mentoring is provided by faculty from the Steinhardt School and GSAS, as well as by expert practitioners in the field of Jewish education working in the New York City area.

The master’s and doctoral programs prepare students for leadership in Jewish educational settings. Job prospects for program graduates include administrator or teacher at a Jewish day or supplementary school; official at a bureau of Jewish education or a national or local Jewish educational organization; professor of Jewish education at a seminary, college of Jewish studies, or university; researcher in Jewish education at a foundation or communal service organization; director of a Jewish informal education program; director of a Jewish adult education program; administrator of a Hillel or other organization that reaches out to college students; museum educator; curriculum developer, designer of instructional materials, and/or author of textbooks for Jewish educational settings; staff developer; and educational consultant.

** DEGREE REQUIREMENTS

**Master of Arts**

The M.A. program requires a minimum of 38 points, including a 13-point core that covers the history of Jewish education in the modern period, the social context of Jewish education, sociology of education, and historical perspectives on the Jewish community. Students choose 12 points of electives from three areas of study: Curriculum and Instruction, Leadership and Administration, or Foundations of Education. Students also complete 6 points of electives taken in the Skirball Department of Hebrew and Judaic Studies in GSAS and 3 points in Steinhardt outside the chosen area of study. A yearlong, 4-point culminating seminar in Jewish education supports the terminal project—a traditional M.A. thesis or a capstone project. Students may enroll in this program for full-time or part-time study.

**Dual M.A. (Master of Arts, Education and Jewish Studies, and Master of Arts, Hebrew and Judaic Studies)**

Students in the dual M.A. program complete two M.A. degrees concurrently for a total of 38 points: a Master of Arts degree in education and Jewish studies from NYU Steinhardt and a Master of Arts degree in Hebrew and Judaic studies from the NYU Graduate School of Arts and Science. Six points of Hebrew and Judaic studies electives count toward the requirement for the M.A. in education and Jewish studies, and 6 points of Steinhardt School electives will count toward the requirements for the M.A. in Hebrew and Judaic studies, which reduces the length of study and tuition.

Dual M.A. students must complete 38 points for the NYU Steinhardt M.A., as described above, with 6 points counting toward the M.A. in Hebrew and Judaic studies. Students earn the M.A. in Hebrew and Judaic studies by successful completion of the following four requirements: 32 points, with 6 points counting toward the M.A. in education and Jewish studies; demonstrated competence at the second-year level of college Hebrew via departmental examination; an original essay on a topic in American Jewish life; and a written examination in Jewish history. Students are expected to enroll full time in the dual degree program.

**Doctor of Philosophy**

The Ph.D. program is conceptualized in terms of three sets of academic experiences: (1) Courses in the Program in Education and Jewish Studies of the Steinhardt School of Culture, Education, and Human Development (42 points), which include a combination of foundational courses, research courses, specialization courses, and cognate courses appropriate to the individual student’s particular career interests and needs (see Career Opportunities, above). (2) Courses in the Skirball Department of Hebrew and Judaic Studies of the Graduate School of Arts and Science (24 points), including core courses in Judaic studies and specialization electives covering a wide range of Jewish history and tradition. Students are also required to demonstrate advanced Hebrew language competence in an exam administered by the department. (3) The education and Jewish studies cohort component of the program (12 points), which involves a
two-year doctoral seminar focused on issues in Jewish education. Students entering with a B.A. must complete the entire 78 points of course work. Graduate study in education, Judaic studies, Jewish education, or allied subjects, completed at an accredited institution, may be presented for consideration of exemption from certain course work. This may reduce the total number of points required for the degree, as follows: Students entering with an M.A. in education may be exempted from up to two courses in education, reducing the total degree requirement to 72 points. Students entering with an M.A. in Jewish studies may be exempted from up to 21 points of Judaic studies course work, reducing the total degree requirement to 57 points. Students entering with an M.A. in Jewish education may be exempted from up to two courses in education and four courses in Judaic studies, reducing the total degree requirement to 60 points. Students entering with an M.A. in a field other than education, Jewish studies, or Jewish education may be exempted from up to two courses of equivalent and relevant course work, reducing the total degree requirement to 72 points. In addition to successful completion of course work, all students must pass a Hebrew language proficiency exam and complete a candidacy paper. The program culminates in a doctoral dissertation on a substantive topic in Jewish education.

ADMISSION REQUIREMENTS
No specific undergraduate major is required to gain admission to the M.A. or dual M.A. programs, but applicants should demonstrate a commitment to a career in the field of Jewish education and an understanding of the aims and content of the program. All applicants to the Steinhardt School of Culture, Education, and Human Development are evaluated based on the relevance and quality of prior professional work, prior academic achievement, Graduate Record Examination scores, letters of reference, and a personal statement.

The completed education and Jewish studies M.A. admissions application package must include the Steinhardt School admissions application form, a curriculum vitae, an official Graduate Record Exam score report, official transcript(s), a personal statement, and three letters of recommendation. Applicants to the M.A. program should specify in their admissions essays their intended area of specialization in education: Curriculum and Instruction, Leadership and Administration, or Foundations of Education.

Applicants to the dual M.A. program must apply to both the Steinhardt School and the NYU Graduate School of Arts and Science individually and must meet the respective admissions standards for each school. No special admissions standards will apply to dual degree applicants. A student will quality for the dual degree program only once admitted to the Steinhardt School and the Graduate School of Arts and Science. Applicants to the GSAS Skirball Department of Hebrew and Judaic Studies are evaluated according to prior academic achievement, letters of recommendation, Graduate Record Examination scores, and a personal statement.

Ph.D. applicants should exhibit outstanding personal qualities and excellent academic training. A minimum of two years’ employment experience in education, Jewish education, or Jewish communal service is required. Students specializing in administration or curriculum must have a minimum of two years of full-time classroom teaching experience in addition to or as part of this employment experience. An M.A. degree in either education or Jewish studies is useful, but not required.

The completed education and Jewish studies Ph.D. admissions application package must include the Steinhardt School admissions application form, a curriculum vitae, an official Graduate Record Exam score report, official transcript(s), a personal statement, a research focus essay, and three letters of recommendation. Applicants to the Ph.D. program should specify in their admissions essays their intended area of specialization in education: Administration, Teaching and Learning, or Humanities and Social Sciences. All applicant finalists are interviewed by the program faculty.

FINANCIAL AID
Steinhardt provides a variety of ways to help master’s students finance their graduate education, including scholarships, fellowships, work-study, and loans.

All applicants for the dual degree program leading to an M.A. in education and Jewish studies and an M.A. in Hebrew and Judaic studies will automatically be considered for the Jim Joseph Foundation Fellowship. The fellowship provides generous tuition support for up to four new students matriculating as full-time students each academic year. The fellowship supports the preparation of the next generation of leaders and innovators in education and Jewish studies.

All applicants for doctoral study are considered for the merit-based Steinhardt Fellowship in Education and Jewish Studies. This fellowship provides up to three years of full-time tuition support and a living stipend. All applicants are also automatically considered for the Jim Joseph Foundation Fellowship. This fellowship provides generous tuition and stipend support over a five-year period of study. Both fellowships support the preparation of the next generation of leaders and scholars in education and Jewish studies.
Music Technology

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Music technology is a rapidly expanding and exciting field. The University’s location in New York City—the world’s center for the performing arts—offers students valuable opportunities for direct experience in their field while pursuing advanced study. Students work in professionally equipped, multitrack recording studios and electronic music laboratories located on campus.

CAREER OPPORTUNITIES
There is a need in the music industry for individuals who can methodically apply musical concepts, technology, and music theory to problems that combine elements of production, aesthetics, technical expertise, and experiential learning to create and develop artistic works more effectively. Graduates of the M.M. program are prepared to assume responsibility in studio production and operation and may consider career opportunities in recording, producing, publishing, and the allied music industries, including computer software design and multimedia. Ph.D. graduates are additionally prepared for careers in academia and research.

DEGREE REQUIREMENTS

Master of Music
The M.M. program requires 45 points for completion. Music technology courses address the technical aspects of computer music synthesis, digital recording, and editing. Supportive courses add to the student’s critical and aesthetic understanding of the structure of artwork, the quality and components of sound, and the combination of computer music with other media. Electives include an internship, participation in the composers’ forum, guided course work in computers and computer programming, music business, composition, performance, video technology, video art, and additional research in the student’s area of interest.


Supportive Courses (15 points): Offerings include guided course work in computers, composition, and performance on the related arts. Cognate elective in arts, humanities, or computer programming.

Electives (12 points): Courses may be chosen from music, music business, or Graduate Internships in Music Technology E85.2605. Students complete a major final project that integrates theory and practice, E85.2616.

TONMEISTER SEQUENCE
Selected second-year graduate students may apply for the Stephen F. Temmer Tonmeister Recording Studies Sequence. Tonmeister studies emphasize a coordination of musical and technical skills, enabling participants to direct live concert recordings with a sensitivity to the demands of both disciplines. The skills of Tonmeister students are honed during intensive workshop sessions, where participants record concerts by professional concert artists under the supervision of international recording technology specialists. A final examination is required of Tonmeister students.

Doctor of Philosophy
This Ph.D. program focuses on research in the fields of computer science, music theory, music cognition, machine learning, mathematics, and artificial intelligence as related to problems in the recording, performance, analysis, perception, and composition of music.

Doctoral students are required to complete a minimum total of 48 points beyond the master’s level, including 36 points in general degree requirements established for all doctoral students in NYU Steinhardt (educational foundations, research, cognate studies, content and dissertation proposal seminar, electives) and 12 points in specialization electives (courses in the music technology program). All degree candidates are required to take at least three courses (12 credits) in mathematics and computer science, to be selected from the list of available courses at the Courant Institute of Mathematical Sciences. These courses may be either research or specialization electives, by advisement.

Doctoral candidates are expected to complete at least one semester as a teaching assistant working with a full-time faculty member in preparing and teaching a class, as well as providing assistance to the students in that class. The student will further be expected to fulfill at least one semester of independent teaching after completing their experience as a teaching assistant. This experience is intended both to prepare students for teaching careers in higher education, as well as to further foster the mentoring relationship between the candidates and the faculty with whom they will be working on curricular development and teaching.

Doctoral degree candidacy in music technology is based on an oral examination and a written examination. The student will be required to take the doctor-
al candidacy exam after completing no more than 30 points toward the degree.

SPECIAL FACILITIES
The Program in Music Technology maintains 14 recording and computer music studios. Two multiple-format recording suites allow students to gain experience with the latest industry-standard equipment, including dozens of professional-level microphones and a fully automated 48-channel SSL mixing console. Students also use four additional Macintosh-based computer music laboratories, an A/V and film music editing studio with video projection and THX surround sound systems, an analog synthesis studio, and a video digitizing and DVD authoring studio, as well as two research and development facilities that use Macintosh and Windows computers, plus two complete 20-bit Sonic Solutions digital editing rooms. The studios are all wired with 100-megabit network connections, facilitating quick file transfers between studios and high-speed Internet2 projects. We suggest that students purchase a Macintosh laptop computer to facilitate their work for the program.

Music technology students also have access to the arts technology facilities, maintained by NYU’s Information Technology Services, where they can gain exposure to advanced hardware platforms for computer music, graphics, animation, and multimedia.

Collaborative projects can be realized by students from the Program in Music Technology and other NYU programs that combine the arts and technology, such as the Tisch School’s Kanbar Institute of Film and Television and Interactive Telecommunications Program.

The Program in Music Technology has taken a leading position in interactive music software implemented on personal computers and digital audio platforms. Students can learn programming using C or Java or in graphic environments such as Max/MSP. Sophisticated synthesis possibilities may be realized through real time digital signal processing, SMPTE handling, software synthesis such as Csound, Jsyn, PD, Kyma, and an extensive collection of sampling, effects, synthesis modules, and controllers.

ADMISSION REQUIREMENTS
Master of Music
Applicants must hold a B.A., preferably in music or a related program. In addition, all students entering this program must have the experience or course work equivalent to graduates of the music technology track in the undergraduate program in music technology at NYU.

Doctor of Philosophy
Applicants must complete the standard NYU Steinhardt application and submit Graduate Record Examination (GRE) scores to the Office of Graduate Admissions. Applicants must also submit directly to the program three letters of recommendation that address the applicant’s ability to pursue and complete doctoral studies successfully and are written by former professors, faculty advisers, academic administrators, or employers knowledgeable about the applicant’s academic work or professional accomplishments. Candidates must also submit a statement of objectives (2-3 pages, doubled-spaced) discussing their ideas for doctoral research, their context and potential impact, and an argument as to how the candidate’s expertise and interests qualify him or her as the best person to pursue this research. Additional required supplemental application materials include samples of previous scholarly work on music technology or related fields; submission of at least three papers that best represent the candidate’s ability to conduct research and write effectively about their area of specialization (applicants are encouraged to submit published work as evidence); and, if relevant to the application, a portfolio of the candidate’s work in one or more of the following formats: audiovisual materials (e.g., CD, CD-R, DVD), printed materials (maximum of 8 pages, letter or A4-sized), and a URL.
The Program in Multilingual Multicultural Studies is a unit in the Department of Teaching and Learning that includes three distinct but related programs: Bilingual Education, Foreign Language Education, and the Teaching of English to Speakers of Other Languages (TESOL). We are committed to an additive approach to multilingualism, cultivating an appreciation for cultural diversity in various educational settings. The programs are open to qualified pre- and in-service teachers at the elementary, secondary, college, and adult levels. We welcome teacher-educators, researchers, supervisors, program coordinators, and curriculum and materials specialists for schools and other related settings. Graduates of our teacher certification programs may receive certification in New York State with reciprocity in most other states throughout the country.

Students can avail themselves of an innovative course of study designed around a core of subjects shared by the three programs. Depending on individual interests, programs allow for courses in any of the following related areas: English education, applied linguistics, early childhood and elementary education, literacy, anthropology, foreign languages, and linguistics. Our programs also include seminars and workshops in materials and curriculum development and language through content and assessment. Field experiences consist of classroom observation, supervised student teaching or internship, study abroad, and research opportunities.

CAREER OPPORTUNITIES

Graduates of our programs are in great demand as language teachers, program coordinators, curriculum specialists, and evaluators in elementary and secondary schools, community colleges, and universities throughout the New York metropolitan area, across the country, and worldwide. Doctoral graduates are sought by research institutions, colleges, and universities. As immigration increases, more people are seeking to broaden their skills through language learning and cultural awareness. Opportunities are rapidly growing in many nonschool settings as well, such as community organizations, immigrant resettlement agencies, publishing houses, training programs for multinational corporations, and international educational agencies both here and abroad.

ADMISSION REQUIREMENTS

Note: All MMS programs require TOEFL scores for international students who have not received bachelor’s degrees from institutions in English-speaking countries. Upon arrival, all international students have their English assessed by NYU’s American Language Institute. The ALI may recommend additional English development.

Bilingual Education

Postbaccalaureate Advanced Certificate. Applicants must have an undergraduate degree in liberal arts or sciences. There are additional requirements for those desiring the bilingual extension.*

M.A. Program. Applicants should have completed a bachelor’s degree with a major in one of the liberal arts or sciences and must demonstrate advanced proficiency in English and an additional language. To obtain the bilingual extension, the candidate must be eligible for certification in his or her primary area.

Students not seeking the bilingual extension for New York State certification should have completed a bachelor’s degree with a major in one of the liberal arts or sciences and demonstrate advanced proficiency in English and an additional language.

Post-Master’s Advanced Certificate Program. Applicants for the Post-Master’s Advanced Certificate must have completed a master’s degree in a related area.

Ph.D. Program. Applicants must present a master’s degree, current GRE scores, two letters of recommendation, and a sample of written work in English.

Foreign Language Education (Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish)

M.A. in Foreign Language Education. Students seeking New York State certification should have completed a bachelor’s degree in the target foreign language, a bachelor’s degree in one of the liberal arts and science areas with a concentration in the target foreign language, or an equivalent of 30 points in the target foreign language. These students should apply for the M.A. Program in Teachers of Foreign Languages 7-12. Students not seeking New York State certification should have completed a bachelor’s degree with a major in one of the liberal arts or sciences, have a strong GPA in their undergraduate studies, and demonstrate advanced proficiency in the target language. These students may enroll in the M.A. Program in Teachers of Foreign Language (FLED) only.

*Bilingual extension: Applicants must be eligible for New York State certification in their primary areas such as early childhood education; childhood education; middle childhood education; adolescence education; a specialized subject area, such as math, science, or social studies; literacy education; speech pathology; psychology; and career or technical education.
M.A. Program in Teaching French as a Foreign Language 7-12. Applicants must hold a baccalaureate degree with a minor or major in French language or literature or an equivalent degree. To be recommended for teacher certification upon completion of this M.A. program, applicants must have completed at least 25 college credits in French prior to admission. Applicants who are deficient in credits should take the CLEP exam to earn an equivalency of 12 college credits or take the language proficiency test of NYU's American Language Institute to earn an equivalency of up to 16 college credits. Interested candidates apply through NYU Steinhardt. Applicants must submit GRE scores, three letters of recommendation, and an academic writing sample in French that may not exceed 25 pages. The in-office deadline for all materials is April 15.

Dual Teacher Certification Program in Teaching a Foreign Language and Teaching English to Speakers of Other Languages (FLTS). Applicants must have completed a bachelor's degree with a major in the target language or have 30 points or equivalent. In addition, students must have taken as part of their general education courses at least 3 points each in mathematics, science, and social studies.

Post-Master's Certificate of Advanced Study. Applicants must hold a master's degree in a related area with a strong GPA and must demonstrate advanced proficiency in the target language.

Teaching English to Speakers of Other Languages (TESOL) Post-baccalaureate Advanced Certificate in TESOL. Applicants must have completed a bachelor's degree in an accredited college or university.

M.A. in TESOL (All Grades) Leading to New York State Teacher Certification. Applicants should have completed a bachelor's degree with a major in one of the liberal arts or sciences. In addition, students must have taken as part of their general education course work or an equivalent for 3 points in mathematics, science, and social studies and 12 points of a language other than English or an equivalent of language proficiency.

M.A. in TESOL Not Leading to New York State Teacher Certification. Applicants should have completed a bachelor's degree with a major in English or one of the liberal arts or sciences.

Post-Master's Advanced Certificate. Students must have completed a master's degree in a related area.

Ph.D. Program in TESOL. Applicants must present a master's degree in a related area, current GRE scores, two letters of recommendation, and a sample of written work in English.

**DEGREE REQUIREMENTS**

Satisfactory completion of many Department of Teaching and Learning degrees includes field experiences.

**Bilingual Education**

Master of Arts. The Master of Arts program (34 points) prepares teachers to use bilingual approaches with their students in such areas as early childhood education, childhood education, middle childhood education, adolescence education, special subject (mathematics, science, social studies), literacy education, career education, and technical education.

**Doctoral Program.** The Doctoral Program in Bilingual Education (Ph.D.) prepares teacher educators, supervisors, and researchers for bilingual and bicultural settings. The program emphasizes research in language acquisition, bilingualism, and pedagogy in linguistically diverse environments in addition to the foundations of education, research methods, departmental content seminars, and dissertation proposal seminars. Students are required to take 54 points of course work and 1 point per semester for advisement while preparing their doctoral dissertations.

**Bilingual Extension.** The 12- to 15-point bilingual extension program includes courses in linguistics, culture, bilingual and second language pedagogy, and language through content.

**Foreign Language Education**

(Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish)

M.A. Program in Teaching a Foreign Language 7-12. Students seeking certification must complete 44 points of course work. Courses include foundations in linguistics, target language, methods, culture, second language research, and student teaching placement at the secondary level. Students may also take Teaching Foreign Languages to Elementary School (50 hours) and interact closely with teachers and students in France. Students complete their remaining course work at NYU’s Washington Square campus in New York City on a full- or part-time basis. Curriculum includes core courses covering general pedagogical issues as well as knowledge critical to foreign language teaching and learning. Students complete their required two semesters of student teaching at New York City public schools, with one semester in a middle school and a second semester in a high school. Students seeking initial certification must complete 47 points of course work to teach French, grades 7-12, in New York State. Students also have the option of taking an additional summer course to extend their certification to little more than a calendar year, commencing early in the summer, followed by fall and spring semesters, and concluding the following summer.

M.A. Program in Teachers of Foreign Languages. Students wishing to teach at the college or adult level may earn an M.A. without achieving state certification. The program requires the completion of 34 points.

M.A. Program in Teaching a Foreign Language 7-12 and Teaching English to Speakers of Other Languages (All Grades). This dual teacher certification program enables students to learn to teach English as a second language and to teach a foreign language. The program of study integrates second/foreign language pedagogy, linguistics, cross-cultural studies, and second language acquisition research. Students have to do student teaching at the elementary level for ESL and the secondary level for the target language. Students who complete this 51-point program will be certified in teaching ESL (All Grades) and a foreign language (7-12). Students may also take the course, Teaching Foreign Languages to Elementary School (Children 29.2018), to extend their certification to grades K-6.

M.A. Program in Teaching French as a Foreign Language 7-12. This unique transatlantic program, offered jointly with NYU in Paris, Department of French, Graduate School of Arts and Science, combines two semesters in Paris and two semesters in New York City. The two full-time semesters (fall and spring) spent in Paris allow students to immerse themselves in French language and culture under the mentorship of faculty from NYU in Paris and from French universities. Field experiences in Paris allow degree candidates to observe French language classes at various levels (50 hours) and interact closely with teachers and students in France. Students complete their remaining course work at NYU’s Washington Square campus in New York City on a full- or part-time basis. Curriculum includes core courses covering general pedagogical issues as well as knowledge critical to foreign language teaching and learning. Students complete their required two semesters of student teaching at New York City public schools, with one semester in a middle school and a second semester in a high school. Students seeking initial certification must complete 47 points of course work to teach French, grades 7-12, in New York State. Students also have the option of taking an additional summer course to extend their certification to
include teaching foreign languages at the K-6 level.

Post-Master's Certificate of Advanced Study. The certificate program in foreign language education consists of 30 points beyond the master's degree and three years of relevant education experience. Students are required to take courses in teaching methodology, curriculum development, and research methods.

Teachers of English to Speakers of Other Languages (TESOL)

The TESOL Program prepares teachers of English to speakers of other languages at elementary, secondary, and college levels.

Postbaccalaureate Advanced Certificate in TESOL. This 15-point program is designed for those who are interested in teaching English abroad and who decide to choose a second career in teaching English as a second/foreign language and those who either do not seek a master’s degree or are undecided about matriculating for a master’s degree. Course work includes foundation in methods, structure of American English, and internship.

M.A. Program in TESOL (Not Leading to New York State Teacher Certification). Students wishing to teach at the college level or abroad may earn an M.A. degree without achieving New York State teacher certification. The program requires the completion of 34 points of course work, which includes foundations in linguistics, structure of American English, methods, culture, second language research, and field experiences.

Doctoral Program. The Doctoral Program in TESOL (Ph.D.) prepares teacher educators, supervisors, and researchers for TESOL and bicultural 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. Students are required to take 54 points of course work and 1 point per semester for advisement while preparing their doctoral dissertations.

Post-Master's Certificate of Advanced Study. The certificate program in foreign language education consists of 30 points beyond the master’s degree and three years of relevant education experience. Students are required to take courses in teaching methodology, curriculum development, and research methods.

SPECIAL OPPORTUNITIES

The Programs in Multilingual Multicultural Studies and in International Education jointly offer a three-week, 6-point graduate summer study abroad program in Shanghai, China. The curriculum offers educators an opportunity to examine intercultural perspectives in multilingual multicultural education in China and to explore the teaching of language, particularly English and Chinese, across all school levels. The program is designed for graduate students, teachers, and curriculum specialists in TESOL, bilingual education, foreign language education, English education, and international education. Teaching and learning activities include classes and seminars taught by NYU faculty members and lectures by faculty members from local higher education institutions such as Shanghai Normal University. Internship opportunities are also available in Shanghai. In addition to the Shanghai program, foreign language majors may also take advantage of other study abroad programs offered by the Department of Teaching and Learning, such as our summer program in Brazil, winter session in Mexico, etc.