Students gain historical, political and pedagogical foundations to deliver enriched educational experiences to bilingual and emergent bilingual students.
Course Work
Certified teachers who enter the graduate elementary education – bilingual/bicultural degree programs can earn either a master of education (M.Ed.) or a master of arts (M.A.) in elementary education – bilingual/bicultural.

The 30-credit-hour M.A. degree program requires students to complete course work in bilingual/bicultural elementary education, a minor, and a written thesis.

The 36-credit-hour M.Ed. degree program requires course work in elementary education and an approved minor. This degree program requires a comprehensive exit exam.

Why choose Texas State?
Texas State University is a Hispanic-Serving Institution located in the heart of Texas, which is rich in bilingual communities. The campus is also situated in close proximity to several public schools that implement diverse bilingual education programs where students can get hands-on experiences teaching and learning in bilingual classrooms.

Students are recognized as master teachers or pre-service teachers who are making an impact in the field of bilingual education. Graduates have also been highly successful in pursuing doctoral degrees.
Department Mission

The mission of the bilingual/bicultural program is to prepare educators to advance students’ bilingualism in Spanish and English through the affirmation of their existing cognitive, cultural and linguistic resources in academically rigorous bilingual education programs. The bilingual/bicultural program is committed to providing educators with innovative pedagogical practices, research opportunities, professional development, and networking and outreach. Professionals who graduate with a master’s degree will apply research-based methodology based on critical and culturally relevant pedagogy that aims to transform the socio-political contexts in an effort to ensure equitable educational opportunities for emergent bilingual students.

Degrees Offered

» Master of Arts
» Master of Education
Faculty
Faculty are involved in timely and relevant research projects that center on teacher preparation through educational equity, race and language, biliteracy development, bilingual math education, teaching young bilinguals and the recruitment and retention of bilingual and ESL teachers. Faculty have published in top-tier journals, including *International Journal of Bilingual Education and Bilingualism*, *Journal of Latinos and Education*, *Bilingual Research Journal*, *Educational Studies in Mathematics*, *Journal for Research in Mathematics Education*, *International Multilingual Research Journal*, *Language Assessment Quarterly* and *The International Journal of Learning*.

Career Options
The master’s program in elementary education – bilingual/bicultural is designed for bilingual and biliterate (Spanish and English) individuals interested in teaching in bilingual settings in grades pre-kindergarten through grade six. Graduates can also use their degree as a pathway to doctoral programs and administrative, counseling, and higher education positions.
Important Deadlines*

Admissions
Priority Fall: February 1
Fall: June 15
Spring: October 15
Summer: April 15
Summer II: June 1

Applications will continue to be considered on a space-available basis after the deadline.

Funding: Scholarships, Fellowships and Assistantships
Applications must be complete by the priority deadline to be considered for certain types of funding.

How to Apply

For information regarding admission requirements and submission instructions, please visit:
gradcollege.txstate.edu/apply

*International applicants can view specific deadlines and requirements at:
gradcollege.txstate.edu/international

For the most up-to-date information on deadlines, admission requirements and funding, visit:
gradcollege.txstate.edu/programs/bilingual-bicultural

Brochure Information Current as of August 2018
The bilingual/bicultural master’s program was a great experience where I met supportive professors and classmates. We were afforded opportunities to dialogue about the strengths of bilingual communities and equity issues that impact bilingual education programs. This experience served as a real motivation to pursue my Ph.D.

– Dr. Kiyomi Sánchez-Suzuki Colegrove, Assistant Professor at Texas State University