

MULTICULTURAL EDUCATION

Professional Studies Building, Room 345
201-200-3380

<http://www.njcu.edu/department/multicultural-education> (<http://www.njcu.edu/department/multicultural-education/>)

The Department of Multicultural Education is an academic department that prepares teachers for careers in ESL, bilingual, and multicultural settings. Multicultural education recognizes and supports different perceptions of the world as equally valid; enables teachers to clarify their values and perceive their attitudes and stereotypes about other groups of people; and develops respect for linguistic and cultural differences.

Program Options

- The Master of Arts in Urban Education can be taken with Specialization in ESL or Specialization in Bilingual/Bicultural Education
- Non-degree, Certification Only program in ESL Endorsement, Bilingual/Bicultural Endorsement, Dual Endorsement, or ESL Certification (NPTNJ-ESL)

Language Proficiency

It is a New Jersey State requirement that all candidates seeking ESL certification be tested in oral and written English language proficiency. Candidates seeking bilingual endorsement must be tested in oral and written English language proficiency, and in oral/written second language proficiency. Tests are given by the American Council of Teachers of Foreign Languages (ACTFL). ACTFL Language Proficiency Assessment Tests for ESL and Bilingual Certification can be arranged directly by visiting the ACTFL website at www.actfl.org. NJCU is an ACTFL test site and if chosen, the OPI and WPT tests can be administered in the Advisement Center.

THE REQUIREMENTS FOR ADMISSION TO THE ESL AND BILINGUAL/BICULTURAL ENDORSEMENT PROGRAM ARE:

1. B.A. degree with GPA 3.0 or higher OR a post Bachelor degree or completed program with GPA 3.0 or higher
2. NJDOE issued standard content area certification OR current ESL Provisional License
3. Passing scores in ACTFL OPI or OPIc and WPT tests as set forth by the NJDOE

ESL Certification as part of NPTNJ-ESL program

1. B.A. degree with GPA 3.0 or higher OR a post Bachelor degree or completed program with GPA 3.0 or higher
2. NJ Certificate of Eligibility or Provisional License in ESL
3. Dual enrollment in the NPTNJ program

Bilingual/Bicultural Endorsement:

1. B.A. degree with GPA 3.0 or higher OR a post Bachelor degree or completed program with GPA 3.0 or higher
2. NJDOE issued standard content area certification (Note: World Language certification is not eligible)
3. Passing scores in ACTFL OPI or OPIc and WPT tests in English and Target Language as set forth by the NJDOE

Jeong Alexis Kim, Chairperson (akim@njcu.edu)

Assistant Professor of Multicultural Education
Skidmore College, B.S.; New York University, M.A., Ph.D.

Donna Farina (dfarina@njcu.edu)
Professor of Multicultural Education
George Washington University, B.A.; Université des Sciences Humaines (Strasbourg, France) Licence, Maitrise; University of Illinois, A.M., Ph.D.

Vesna Radanovik-Kocic

Assistant Professor of Multicultural Education
Univerzitet u Sarajevu, B.A.; University of Illinois, M.A., Ph.D.

- Urban Education—ESL Specialization, M.A. (<https://catalog.njcu.edu/graduate/education/multicultural/urban-education-esl-specialization-ma/>)
- Urban Education—Bilingual/ Bicultural Education Specialization, M.A. (<https://catalog.njcu.edu/graduate/education/multicultural/urban-education-bilingual-bicultural-education-specialization-endorsement-ma/>)
- English as a Second Language, Certification (<https://catalog.njcu.edu/graduate/education/multicultural/esl-certification/>)
- Bilingual/Bicultural Education Endorsement (<https://catalog.njcu.edu/graduate/education/multicultural/bilingual-bicultural-education-endorsement/>)

Multicultural Center (MCC)

MCC 600 General Linguistics (3 Credits)

This course analyzes scientifically the nature of language and its component parts. The application of linguistic analysis to language learning and teaching is emphasized. The major contemporary theories of language are examined, including structural linguistics and transformational generative grammar. Language families, writing systems, language change, and the sociology and psychology of language are also studied.

Pre-requisite: MCC 404

MCC 603 Applied Linguistics with Emphasis on Second Language Experience (3 Credits)

This course examines the latest research on second language acquisition, similarities between first and second language development, the interaction between first and second language and their respective environments, levels of communicative competence in second language learners, and the implications of language attitudes, socio-cognitive variables, and ethnolinguistic identity for curriculum planning and classroom procedure.

MCC 604 Phonology and Structure of American English (3 Credits)

This course analyzes the sound system and grammatical structure of American English as it applies to the teaching of English as a second language. It focuses on common learner language errors, sources of errors, and ways to teach grammar structures in their typical context, through communicative and interactive activities.

Pre-Requisite(s): MCC 600, General Linguistics

MCC 605 Introduction to Bilingual/Multicultural Education (3 Credits)

This course examines the history of bilingualism and the status of bilingual legislation in New Jersey and the United States. Various types of bilingual programs, the rationale for bilingual education, as well as ongoing research development in the field are discussed.

MCC 607 Theory and Practices of Teaching Bilingual Children (3 Credits)

This course deals with the theory and practice of education for ethnolinguistic minority students at both elementary and secondary levels. Emphasis is placed on the approaches to the teaching of language arts, mathematics, science, and social studies. Relevant materials are presented to illustrate the classroom implementation of bilingual instruction.

MCC 608 Language Culture and Communication (3 Credits)

This course examines the difference between cultural value systems, such as the melting pot theory and the theory of cultural pluralism, and their educational implications. In addition, it also examines the relationship between cultural values and both cognitive styles and communication styles. Other relevant issues of the culture-language relation are discussed as well.

MCC 609 Multicultural Education and Psycholinguistics (3 Credits)

This course examines the psychological nature of language. Native language acquisition, second language acquisition by children and adults, as well as the nature of language comprehension and production are covered. The application of theoretical findings to language teaching is emphasized.

MCC 610 Sociolinguistics (3 Credits)

This course explores the development of language in relation to social and cultural history, social issues, and gender. It covers a variety of topics concerning the social, political, and regional origins of linguistic varieties, such as standard language, dialects, pidgins and Creoles. Phonetic, syntactic and lexical differences and universal characteristics, and issues of language choice and attitude are also discussed. Other topics include the impact of language policy and conflict on group identity, self-esteem, and academic achievement. The history of Sociolinguistics and ongoing research development in the field are discussed as well.

MCC 611 Theories of Language Teaching (2 Credits)

This course presents second language teaching in historical perspective. The major language teaching theories of the twentieth century are studied and their impact on current pedagogical practices examined.

Co-Requisite(s): MCC 612

MCC 612 Observation of English as a Second Language (1 Credit)

This course is offered concurrently with 611 Theories of Language Teaching. Students are asked to observe approved ESL and/or bilingual classrooms taught by experienced teachers and share their observations in class.

Co-Requisite(s): MCC 611

MCC 615 Experience in Learning Another Language (3 Credits)

Students experience learning a language other than English through student-centered approaches. While acquiring the ability to function in that language, students gain insights into the psychology of language learning and teaching through personal experience.

MCC 616 Soc Psych Biling Chld (3 Credits)**MCC 617 Field Experience in Bilingual/Multicultural Education (3 Credits)**

The in-service teacher is given an opportunity to observe and to participate in a field experience in bilingual/multicultural education. Experienced teachers are supervised "on the job" and meet in seminar groups to discuss and evaluate their experience. Videotaped data may be utilized in the evaluation.

Pre-Requisite(s): MCC 655

MCC 618 Human Relations and Multicultural Education (3 Credits)

This course in intergroup education is concerned primarily with fostering better understanding and relationships among individuals and groups of different sexes, races, national origins, and socio-economic backgrounds.

MCC 619 Americans in the World Community (3 Credits)

This course develops students' knowledge and understanding of world issues from a global perspective. Particular emphasis is given to the economic, cultural, social, and political interdependence of all people. Students also become acquainted with curriculum materials in global education for use in K-12 classes.

MCC 620 Workshop in Open Classroom Education (3 Credits)

Some theory behind openness is explored, but emphasis is on setting up learning centers and developing curricula for individual and small group learning. Participants share task cards and centers they have developed with their children and develop techniques of record keeping and evaluation.

MCC 621 Multicultural Values in the Urban Community (3 Credits)**MCC 623 Contemporary Issues in Bilingual Curriculum Development (3 Credits)**

This course examines contemporary issues in bilingual/multicultural education as they apply to curriculum planning and development. Emphasis is on the assessment of needs and the evaluation designs of bilingual/bicultural curricula. The nature of objectives in bilingual/multicultural education programs is examined. Models and methods of implementation of bilingual/multicultural programs as well as the relationship between curriculum designs and bilingual legislation are discussed.

MCC 624 Bilingual Students and Special Education Intervention and Assessment (1 Credit)**MCC 625 Advanced Topics in ESL (3 Credits)**

This course offers an in-depth study of aspects of ESL and Bilingual Education. The primary focus is on exploring the latest instructional strategies, pedagogy, and best practices for diverse learners in the classroom.

MCC 626 Survey and Development of English as a Second Language Material (3 Credits)

Through the review of the most recent printed and electronic materials available for use in schools, students explore the relationship between the current trends in theories of language teaching and available classroom materials. They evaluate, adapt, and create original materials for ESL classes.

MCC 627 Historical and Cultural Background of Limited English Proficient Students (3 Credits)

This course examines the acculturation of language minority students in American schools. Topics include: socialization and discourse practices that contribute to the variety of cognitive styles of ethnolinguistic and bilingual students; the psychological and social factors that facilitate development of or inhibit their self-image, as well as the ability to function within a culturally diverse society; the relationships between bilingualism and intelligence, socioeconomic factors and psycholinguistic processes that affect ways in which children develop literacy skills; psychological and pedagogical consequences of schooling, including bilingual programs, immersion, and submersion strategies; the concepts of "space" and "time" as being culturally imbedded and their relevance to the bilingual educational setting; and the role of assessment in bilingual schooling.

MCC 628 Approaches to Teaching English Writing Skills to ESL and Bilingual Students (3 Credits)

This course provides ESL and bilingual teachers or teacher candidates with the knowledge, experience, and skills that they need to assess student writing; develop appropriate writing assignments and teaching techniques; and use technology (e-mail, the Web, etc.) to teach writing. The course will also explore research on writing and attitudes toward writing. There are no prerequisites for this course.

MCC 629 Pedagogical Strategies for Native Language Instruction in the Spanish Bilingual Classroom (3 Credits)**MCC 631 Teaching American Language and Culture to ESL Students in Higher Education (3 Credits)**

Course examines how the cultural mores of contemporary America society are expressed through the medium of American English. Candidates examine how the English language expresses mostly unspoken cultural assumptions and develop strategies for teaching college students various aspects of pragmatics that are governed by cultural norms.

MCC 632 Fieldwork in ESL Programs for College Students (3 Credits)

This course gives candidates the opportunity to observe and conduct ESL classes at the post-secondary level. The candidates evaluate their experience in class discussions and reflect on that experience in their observation logs. The course provides practical tools and strategies for teaching adult learners at post-secondary levels.

Pre-Requisite(s): MCC 631

MCC 633 Teaching ESL in Higher Education (3 Credits)

Course prepares candidates to teach ESL to college students. Candidates will identify pedagogical and linguistic needs for academic success of ESL college students and adult learners. Candidates will develop a repertoire of instructional strategies for teaching various aspects of English for Academic Purposes.

MCC 634 Assessment and Evaluation for ESL Learners (3 Credits)

This course provides key concepts and ideas of classroom-based assessment for ESL students of P-12, aligning to the New Jersey English Language Proficiency Standards and the WIDA Standards. Students will examine and create authentic assessment measures for standards-based ESL classrooms for the purpose of diagnosing and monitoring students' progress.

MCC 635 Effective Literacy Teaching for English Language Learners (3 Credits)

Course offers ESL and mainstream classroom teachers instructional strategies for developing the literacy skills of K-12 and adult English Language Learners. The course provides teachers with an overview of best literacy practices and assessment tools and suggests texts appropriate to readers of different cultures, levels and abilities.

MCC 650 Research Urban Education in ESL/Bilingual Education (3 Credits)

This course introduces students to different research techniques so as to allow them to work on topics relevant to the fields of bilingual/multicultural education and the teaching of English as a second language.

MCC 655 Methods of Teaching ESL (3 Credits)

Students observe, practice, and develop practical techniques for teaching listening, speaking, reading, and writing skills to English Language Learners through the content areas of math, science and social studies. Students conduct peer teaching to demonstrate various second language teaching techniques and methodologies. Emphasis is on classroom management, testing, and developing creative materials and approaches that promote the acquisition of academic English language skills through content instruction.

Pre-requisite: MCC 617

MCC 656 Clinical Experience in ESL/Bilingual Education (1 Credit)

Candidates spend 50 hours in different schools, focusing on the application of the current theory of second language teaching and assisting teachers in implementing strategies and techniques for differentiated instruction across various proficiency levels and learner needs. During regular weekly meetings, students become familiar with various aspects of the ED TPA assessment.

Pre-Requisite(s): MCC 655

MCC 660 Internship In ESL (5 Credits)

This internship is a full-semester field experience in a school with a recognized ESL and/or bilingual program. Students are assigned to work with a cooperating teacher certified in their field of specialization. They observe, tutor, and then teach children, under the supervision of the cooperating teacher. Interns assume the full responsibilities of a classroom teacher during the course of the semester and are responsible for in-class and out-of-class activities normally assigned to teachers.

Co-Requisite(s): MCC 661 and Department Consent

MCC 661 Seminar in ESL (1 Credit)

Students attend this weekly seminar to share, analyze, and evaluate their student teaching experiences. They help find solutions to problems faced by themselves and others.

Pre-Requisite(s): MCC 617