

# MULTICULTURAL EDUCATION

Professional Studies Building, Room 345  
201-200-3380

The Department of Multicultural Education (<https://www.njcu.edu/academics/schools-colleges/deborah-cannon-partridge-wolfe-college-education/departments-0/>) 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.

THE REQUIREMENTS FOR ADMISSION TO THIS CONCENTRATION ARE:

- A minimum cumulative undergraduate grade point average (CGPA) of 3.0.
- A minimum of B- or better on all education courses
- Praxis Core Requirements as per the NJDOE

For more information on Praxis exams: <https://www.ets.org/praxis/nj/requirements> (<https://www.ets.org/praxis/nj/requirements/>)

THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE TRACK ARE:

- Completion of NJCU General Education requirements or equivalent
- Successful completion of major in intended content area
- Passing scores on appropriate Praxis II Exam
- A minimum cumulative GPA of 3.0
- Successful completion of clinical experience and clinical practice (student teaching)

This includes successful submission of the performance assessment, edTPA, as required by the New Jersey Department of Education.

*Note:* For the most updated information on this teaching certification program, students are directed to contact the College of Education as changes may have occurred since publication.

Jeong Alexis Kim, Chairperson ([akim@njcu.edu](mailto:akim@njcu.edu))  
Assistant Professor of Multicultural Education  
Skidmore College, B.S.; New York University, M.A., Ph.D.

Donna Farina ([dfarina@njcu.edu](mailto: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

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional undergraduate/graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Undergraduate Degree Requirements (<https://catalog.njcu.edu/undergraduate/undergraduate-degree-requirements/>)."

- For those candidates in the K-6 Certification program, ESL and Bilingual Endorsement can be attained as Concentrations. Interested candidates should reach out to the department chairperson at [akim@njcu.edu](mailto:akim@njcu.edu)

Multicultural Education (MCC)

## MCC 218 Diversity: Civil Debate in Contentious Times (3 Credits)

Students explore history and causes of a number of issues that are contentious in our contemporary diverse society. The course prepares students to express their ideas clearly and argue in a civil manner while collaborating with diverse teams.

## MCC 350 Immigrants and Immigration: Dialog and Debate for Our Diverse Future (3 Credits)

This course examines U.S. immigration, U.S. immigration policy, and case histories of U.S. immigrants. It investigates immigration issues from an international perspective. Students explore social justice advocacy related to immigration issues.

## MCC 400 General Linguistics & Multicultural Education (3 Credits)

This course introduces the field of linguistics, focusing on phonetics, phonology, morphology, syntax, and semantics. Students learn about similarities and differences among languages, which connect linguistic theory to language learning and teaching. Also covers how languages are influenced by socioeconomic status, region, ethnicity, gender, age, etc.

## MCC 403 Applied Linguistics (3 Credits)

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

## MCC 404 Phonology & 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:** MCC 400

## MCC 405 Introduction to Bilingual/Bicultural Education (3 Credits)

The course provides a comprehensive analysis of the current state of bilingual education in the United States. It discusses the legal and educational aspects of bilingual policy making and implementation, the impact of evaluation on program design and funding, the reliability of assessment instruments, and the future of bilingual education from the viewpoint of demographic trends and social equity. The course emphasizes the relationship between English as a second language issues and bilingual education.

## MCC 407 Teaching Bilingual Children Content Area (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 408 Lang Cult & Communication (3 Credits)

This course examines the difference between cultural value systems, including the melting pot theory and the theory of cultural pluralism, and their educational implications. 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 409 Multi-Cultural Education & Psycholinguistics (3 Credits)**

Psychology of language is explored through the effects of language on memory and cognitive development, and the neurological bases of language, learning and cognition. Native language acquisition, second language acquisition by children and adults, as well as the nature of language comprehension and production are covered.

**MCC 410 Sociolinguistics (3 Credits)**

This course explores how social and cultural history influences language development. It explores the origins of linguistic varieties, such as standard language, dialects, slang, pidgins and Creoles. Issues of language choice and attitude, impact of language policy and conflict on group identity, self-esteem, and academic achievement are also explored.

**MCC 411 Theory 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:** MCC 412

**MCC 412 Observation of English as a Second Language (1 Credit)**

This course is offered concurrently with 411 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:** MCC 411

**MCC 417 Field Experience in Bilingual/Multicultural Education (3 Credits)**

Candidates are given an opportunity to observe and participate in an ESL and/or bilingual classroom at the early childhood, elementary, or secondary level. They are supervised on the job and meet in seminar groups to evaluate and reflect on their experience.

**Pre-requisite:** MCC 455

**MCC 427 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 of ELLs; the psychological and social factors that facilitate development of or inhibit their self-image within a culturally diverse society; psychological and pedagogical consequences of schooling; and the role of assessment in bilingual schooling.

**MCC 455 Methods of Teaching English as a Second Language (3 Credits)**

Students observe, practice, and develop practical techniques for teaching listening, speaking, reading, and writing skills to learners of English as a second language. Students are involved in peer teaching and demonstrations of various methodologies. Emphasis is placed on classroom management, testing, and developing creative materials that foster communication.