

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
- Passing scores on the Praxis CORE, or 560 verbal, 540 Math on the SAT, or 23 or higher on the ACT, or 155 verbal, 156 quantitative on the GRE.

Passing scores on the Praxis CORE Academic Skills for Educators Tests, as of 9/1/19:

- Math Test #5733 Passing Score 150
- Reading Test #5713 Passing Score 156
- Writing Test #5723 Passing Score 162

Students who meet the score levels below are not required to take the Praxis CORE:

SAT Scores

- If taken before 4/1/1995: Math 520, Reading 480
- If taken between 4/1/1995 to 2/28/2016: Math 540, Reading 560
- If taken on or after 3/1/2016: Math 570, 610 Evidence-Based Reading and Writing or 30 Reading Section

ACT Scores

- If taken before 8/28/1989: Math 23, English 20
- If taken on or after 8/28/1989: Math 23, English 23

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.

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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/>)."

- Multicultural Education—Dual Certification Program in Early Childhood Education or Elementary Education and Teacher of English as a Second Language Endorsement (ESL), B.A. (<https://catalog.njcu.edu/undergraduate/education/multicultural/dual-certification-early-childhood-elementary-education-teacher-english-second-language-endorsement-ba/>)
- Multicultural Education—Dual Certification Program in Early Childhood Education or Elementary Education and Teacher of Bilingual Education Endorsement, B.A. (<https://catalog.njcu.edu/undergraduate/education/multicultural/dual-certification-early-childhood-elementary-education-teacher-bilingual-education-endorsement-ba/>)

Multicultural Education (MCC)

MCC 100 Orientation to American College Life (1 Credit)

This course is designed specifically to meet the needs of F-1 visa students. Its content includes information about NJCU and American education generally. Issues of culture shock, learning styles, and perception are treated in an effort to understand the experiences students undergo in this new multicultural society. Budgeting techniques for both time and money are analyzed. The latest immigration and naturalization laws are discussed. This course also explores the ways in which students can earn credits, e.g., credit by examination, and the ways in which students can earn or save money.

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 analyzes scientifically the nature of language and its component parts. The major contemporary theories of language are examined, including structural linguistics and transformational generative grammar. Language families, language change, and the sociology and psychology language are also examined.

Pre-requisite: MCC 404

MCC 401 Legal Interpreting I (3 Credits)

Course develops the skills necessary to function as a legal interpreter. Consecutive and simultaneous modes of interpretation are covered.

MCC 402 Legal Interpreting II (3 Credits)

Course builds on the foundation established in MCC 401. Students interpret longer segments of speech from actual court proceedings.

Pre-Requisite(s): MCC 401

MCC 403 Applied Linguistics (3 Credits)

This course examines the latest research on second language acquisition and the interaction between first and second languages.

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 linguistic, cultural, and social factors affecting the intellectual and psychosocial development of bilingual children in a culturally pluralistic environment. The analysis of these factors is used as a foundation for the consideration of their practical consequences and implications for the education of bilingual children.

MCC 409 Multi-Cultural Education & Psycholinguistics (3 Credits)

This course introduces the psychology of language through the exploration of the acquisition of syntax and semantics, the effects of language on memory and cognitive development, the neurological bases of language, learning and cognition, and views of speech and thought in at least two diverse languages.

MCC 410 Sociolinguistics (3 Credits)

This course provides an in-depth analysis of language in social contexts. It addresses such important issues as language attitudes and language choice, the significance of language varieties, and the impact of language policy and language conflict on ethnic identity. The theory and practice of language planning and the role of language in education are examined. Case studies and field work assignments familiarize students with concrete research findings.

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 612

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 ethnolinguistic children in American schools. It covers topics such as cognitive styles of bilingual children, the psychological and social factors that contribute to develop or inhibit the student's self image and his or her ability to appreciate cultural diversity. It also explores the relationship between bilingualism and intelligence, the relationship between socioeconomic factors and learn to read; and the psychological and pedagogical consequences of "immersion" strategies; the concepts of "space" and "time" as being culturally laden and their relevance to the educational bilingual setting.

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.

Pre-requisite: MCC 417