

Dear Prospective Student:

Thank you for your interest in the Department of Bilingual/Multicultural Education (BMED). If you have requested information, it is enclosed. In addition, please NOTE the following steps needed to successfully complete the application process:

- (1) Complete a university application for Office of Graduate Studies **online only** at <http://www.csus.edu/gradstudies/Apply.htm>
- (2) Complete a department application and submit it to the BMED office (Eureka 401).
- (3) Participate in a department interview process (candidates sign up for dates and times when department application is submitted).

In the process of completing the university application for graduate studies, you will need to select **Education (MultiCultural Education)** under *Enrollment Plans, Major/Program objective*.

Thank you again for your interest in pursuing graduate studies with our department. We hope to have the opportunity to work with you. Please complete the checklist provided below and attach it to your department application.

Sincerely,

Albert Lozano
Assistant Professor and
Graduate Coordinator

Application Checklist –Department of Bilingual/Multicultural Education MA Program
(Please attach a copy of this checklist to your department application)

Student Name: _____ Student ID: _____

____ My university application has been completed and submitted to the Graduate Studies Center.

____ My department application has been completed and submitted to the BMED Office.

____ The BMED office has my current address so that information about the interview can be forward to me.

Student Signature: _____ Date: _____

California State University, Sacramento
Bilingual/Multicultural Education Department
College of Education

DEPARTMENTAL APPLICATION

Masters of Arts in Multicultural Education

Intended Semester for enrollment: _____

1. Name: _____ SSN: _____
(Last) (First) (Middle)

2a. Mailing Address: _____
(Street) (City) (State) (Zip)

2b. Permanent Address: _____
(Street) (City) (State) (Zip)

3. Email Address: _____

4a. Home Phone: (_____) _____ 4b. Work Phone: (_____) _____

5. Ethnicity (Optional): _____ Sex: _____ F _____ M

6. Undergraduate Major: _____

7. Do you hold a valid teaching credential(s)? Yes _____ No _____ CLAD _____ BCLAD _____

Type: _____ State: _____

Granting Institution: _____ Year Granted: _____

8. Total Years/Months of teaching: _____

9. Please attach a statement of purpose that provides:

- (a) A description of the school(s) or educational setting(s) in which you have had experience;
- (b) A description of the kinds of responsibilities you have had as an educator;
- (c) A description of the kinds of multicultural activities and programs you have experienced as an educator;
- (d) If not detailed in a-c above, a description of the kinds of experiences you have had in multicultural and /or multilingual settings; and
- (e) A response to the question: *What are the primary professional and personal reasons that have prompted your interest in an M.A. from the Bilingual/Multicultural Education Department at this time?*

This statement of purpose should not exceed 3 pages, double spaced, 12 point font and type-written.

10. Please attach a current resumé.

11. Please include 2 letters of reference from individuals who can speak of your professional experience and competence.

Please proceed to the self-assessment portion of this application.

California State University, Sacramento
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SELF ASSESSMENT

This self assessment will aid us to determine the background information you would bring to the classes as well as help us determine if you can complete the program in a timely fashion.

Please read each of the following statements and indicate your knowledge/understanding. Please evaluate your understanding in light of each of the five descriptors explained in the key.

KEY

1. *I have little or no understanding of the concept(s) and cannot explain it.*
2. *I have slight understanding of the concept(s) and can explain it at a superficial level.*
3. *I have an average understanding of the concept(s) and can explain it at the level of a well-read individual*
4. *I have an above average understanding of the concept(s) and can explain it some depth. I can explain more than one approach as well, or explain the relative merits of differing perspectives.*
5. *I have an advanced understanding of the concept(s). I understand it at the level expected of a college graduate with a major in the subject. I can explain it in depth, citing diverse points of view and different authorities and their approaches.*

KNOWLEDGE OF CULTURE AND SOCIETY

(Circle)

- | | |
|--|-----------|
| 1. The concept of physical race or gene pool, the development of physical races, their classification, and distribution. | 1 2 3 4 5 |
| 2. The concept(s) of culture, its origin, and explanation. | 1 2 3 4 5 |
| 3. Culture contact and how groups change because of it. | 1 2 3 4 5 |
| 4. The concepts of racism, prejudice, discrimination as manifested in legal, institutional and personal situations | 1 2 3 4 5 |
| 5. Primary social institutions and their role in society-especially the school and its social functions. | 1 2 3 4 5 |

KNOWLEDGE AND UNDERSTANDING OF SPECIFIC ETHNIC GROUP

(Circle)

- 6. Historical patterns of migration of the group and the reasons for coming to the U.S. 1 2 3 4 5
- 7. Present social, economic, and education, etc., circumstances of the group. 1 2 3 4 5
- 8. Changes that have occurred in the group as a result of immigration and contact with the dominant U.S. culture. 1 2 3 4 5
- 9. A historical perspective on the political and legal reaction to the group by the dominant society. 1 2 3 4 5
- 10. History, heroes, holidays and other historical cultures facts of the group. 1 2 3 4 5

KNOWLEDGE OF BILINGUAL/ELD-SDAIE METHODOLOGY AND CURRICULUM

- 11. The Concepts of psycho and/or sociolinguistic perspectives for Bilingual Programs and ELD/ sheltered programs. 1 2 3 4 5
- 12. Maintenance versus transfer programs. 1 2 3 4 5
- 13. Knowledge of (1) Federal and State guidelines and regulations for Bilingual Education and (2) significant court cases. 1 2 3 4 5
- 14. Knowledge of Bilingual/ELD-SDAIE Curriculum designs. 1 2 3 4 5
- 15. Knowledge of Bilingual/ELD-SDAIE Teaching Methods. 1 2 3 4 5

KNOWLEDGE OF MULTICULTURAL METHODOLOGY AND CURRICULUM

- 16. The theoretical foundations of critical pedagogy. 1 2 3 4 5
- 17. The continuum of multicultural models beginning with the Human Relations model and progressing to the Social Reconstructionist model. 1 2 3 4 5
- 18. Knowledge of specific strategies to empower students from language and cultural minority groups. 1 2 3 4 5
- 19. Knowledge of Multicultural Curriculum designs, including critical thinking curricula. 1 2 3 4 5

LANGUAGE SELF-ASSESSMENT

(NOTE: Knowledge of a language other than English is not required)

The language I am assessing below is _____

Name the language(s) you studied in college (or equivalent)? _____

How many semesters? _____

Check the appropriate items below to indicate your level of reading and speaking proficiency in

SPEAKING

- _____ 1. Able to satisfy routine travel needs and minimum courtesy requirements (order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.)
- _____ 2. Able to satisfy routine social demands and limited work requirements (e.g., can handle most social situations, including introductions and casual conversations about current events, as well as, work; family, and autobiographical information; do not have thorough or confident control of grammar)
- _____ 3. Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics
- _____ 4. Able to use language fluently and accurately on all levels normally pertinent to professional needs.

READING

- _____ 1. Able to read some personal and place names, street signs, office and shop designations, numbers, and isolated words and phrases.
- _____ 2. Able to read simple prose, in a form equivalent to typescript or printing, on subjects within a familiar context.
- _____ 3. Able to read standard newspapers items addressed to the general reader, routine correspondence, reports and technical material in my special field.
- _____ 4. Reading proficiency equivalent to that of an educated native.