

University of San Francisco
Program Student Learning Assurance Plan

International & Multicultural Education (IME) Department

Academic Cycle:	2011-12
Plan Date:	12/28/11
School/College:	School of Education
Department/Program:	International & Multicultural Education
Person completing the Plan:	Stephen Cary, IME Department Chair

IME Programs

- Master of Arts in IME
- Master of Arts in IME with concentration in Human Rights Education
- Master of Arts in TESL (Teaching English as a Second Language)
- Master of Arts in TESL with concentration in DML (Digital Media/Learning)
- Ed.D. in IME
- Ed.D. in IME with concentration in Human Rights Education
- Ed.D. in IME with concentration in Second Language Acquisition

Department Mission Statement:

The International and Multicultural Education (IME) Department uses critical social theory in education to analyze and address local, national and global inequalities towards the goal of advocacy for social change and social justice. Our Master of Arts and Doctoral programs are designed to provide students with the conceptual knowledge, theoretical tools, and application skills essential for becoming effective social change agents. Our programs reflect the core mission of USF and the School of Education to educate leaders with a global perspective who will strive to fashion a more humane and just world.

Program Student Learning Goals:

The goal of each IME program is to develop professional practitioners with expertise in three key areas:

- 1) Conceptual knowledge: including human rights education, urban education, language and literacy education, emotional intelligence and

cultural competency.

- 2) Theoretical knowledge: including critical social theory, critical pedagogy, multicultural theory, critical race theory, feminist critical theory.
- 3) Application skills: analysis, synthesis, and evaluation skills for teaching and research, program/policy development and administration, and local/global social justice/human rights activism.

Program Student Learning Outcomes:

The IME programs are designed to enable students, upon graduation, to:

- 1) use theory as a lens for thinking critically about social inequities in local/global contexts.
- 2) be a knowledgeable consumer of educational literature.
- 3) be skillful in applying research-based teaching practices.
- 4) use a wide range of instructional materials, approaches, and methods for learners at different stages of development and from differing cultural and linguistic backgrounds.
- 5) use a wide range of assessment tools including informal/formal, individual/group, formative/summative instruments.
- 6) design, implement, and assess K-12 and post-secondary classroom/community programs focused on human rights, multicultural, and/or language/literacy education.

Evidence-Based Evaluation Measures:

Program goals

Program goals are evaluated using an online Exit Survey (Please see Appendix A) administered upon graduation from the program. Students rate the effectiveness of program elements in supporting them to meet program goals using a 4-point Likert scale. Results are tabulated and used to inform program improvement.

Student learning outcomes

Student learning outcomes are evaluated using the following performance assessments:

MA students

- 1) Course presentations, projects, papers, grades
- 2) MA Thesis Rubric (Appendix B)
- 3) MA Field Project Rubric (Appendix C)

Ed.D. students

- 1) Course presentations, projects, papers, grades
- 2) Dissertation Rubric (Appendix D)

Program Student Learning Rubrics:

Please see Appendices B, C, D