

**International &
Multicultural
Education**

**Program
Review**

Acknowledgements

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Overview of the Department

Brief History of the Department

The International and Multicultural Education Department, housed in the School of Education at the University of San Francisco, began in the mid 1970's as the Multicultural Education Program. The first program director was Dr. Jose Llanes, followed by Dr. John Tsu. The program was initiated to take advantage of federal monies available for the promulgation of bilingual education. Thus, all faculty members were originally on grant money. Monies were available to train bilingual teachers in Filipino, Chinese (Cantonese), Spanish, and Japanese. In addition, another grant was obtained for the training of teachers, administrators and counselors in the area of adult, bilingual vocational education. Title VII monies were also available for the doctoral studies of potential bilingual teacher educators. From this beginning, the department evolved, changing with changing federal legislation and with the needs and goals of the School of Education and the University of San Francisco.

The first major change was from program status to Department status. At about the time this happened, the faculty successfully grieved their soft money, term appointment status, and several were granted tenure track positions. The first department chair was Dr. Dorothy Messerschmitt. The department soon developed a Masters degree in Teaching English as a Second Language (TESL). The Bilingual Vocational Education grant dried up. Bilingual teacher training in Japanese and Cantonese was dropped and the focus of the department for many years was on doctoral level training, bilingual

credentials for teachers in Spanish and Filipino, along with a masters degree in Multicultural Education, and the Masters degree in TESL. Ultimately, the credentialing aspects of the program were integrated into the Teacher Education Department. The department name changed to Department of International and Multicultural Education. A third masters degree in Multicultural Literature for Children and Young Adults was developed by Dr. Alma Flor Ada (emerita). Thus, the current department offers three masters degrees and the Ed.D degree.

Departmental Philosophy

The department has never crafted a formal mission statement. Over the years, the faculty has chosen to be guided by the words, “Equity, justice and peace.” The guiding concepts behind the work of the department involve assuring equal access to educational opportunity at all levels and all aspects of education. The department celebrates diversity in all educational settings. That is, the department concerns itself not only with K-12 education, but also higher education, pre-school, corporate educational programs, and community based programs. It examines issues of educational equality for African Americans, linguistic minorities and others, women, and gay/lesbian populations. (The department does not address the needs of the physically challenged student since this area is housed in the Learning and Instruction Department.) Inclusion for all in the educational process is vital not only for the United States but also for the global society in which we live. This philosophy is in line with both the mission of the School of Education and the University (see Appendix A).

At this point it is necessary to discuss the name of the department. The term “international” in the title has a slightly different meaning than is normally assumed. The program does not examine international education in a comparative way, but rather looks at issues of multiculturalism and inclusion from an international perspective. The faculty feel strongly that the United States is not the only country dealing with issues of multiculturalism and minority education. Examples can be found with the French in Canada, the Roma in Eastern Europe, the Burakumin in Japan, and numerous others.

We are attempting to deepen the international component of the program in several dimensions. First, we are re-offering “Asian Educational Systems” in the spring of 2005 and hopefully will offer “International Perspectives in Area Studies” in the fall. For spring 2005, we have hired two new adjuncts with specializations in international education. In addition, we will begin a search for a new faculty member. At press, Dean Gmelch is planning to take a group of students to Austria in the intersession. Finally, there was the “Xiamen Project” to work with English teachers in the People’s Republic of China. One program was completed. Unfortunately, additional programs are on hold due to changes in the international situation and restructuring at the local educational level in Xiamen.

Structure

The department offers four different degrees. First, we offer the Ed.D. in International and Multicultural Education. An emphasis in Second Language Acquisition is also available. An additional emphasis in Multicultural Literature for Children and Adolescents (MLCA) is pending. This degree is designed for those students who may

wish to become college or university faculty, administrators and/or educational leaders in the area of multicultural education.

Second, the department offers three masters degrees. The first is the Master of Arts in International and Multicultural Education (IME). This degree appeals to many mid level university administrators who wish to obtain a better understanding of multicultural issues in their work place. It is also useful for classroom teachers who wish to obtain a masters degree focusing on multicultural issues in the classroom.

The Master of Arts in Teaching English as a Second Language (TESL) has four strands. The first is a fairly standard degree in the field. The second is a degree with an emphasis in Educational Technology. The third is the Language Development Strand designed for international students who do not quite meet the TOEFL requirements for regular admission, but who, otherwise, appear to be well qualified candidates. These students are required to begin with study in the Intensive English Program in their first semester. This program is not advertised in any School of Education materials. The fourth strand combines the TESL MA with either the Preliminary Single Subject or Multiple Subjects teaching credential.

Finally, the Master of Arts in Multicultural Literature for Children and Young Adults is the newest masters degree. It is designed to appeal to classroom teachers, potential authors, reading specialists, and librarians who have an interest in getting children to read a wide variety of good literature.

These degree programs are listed below.

1. Ed.D. in International and Multicultural Education-emphasis in Second Language Acquisition is available

2. Master of Arts
 - a. International and Multicultural Education
 - b. Teaching English as a Second Language
 - i. Basic degree program
 - ii. Emphasis in educational technology
 - iii. Language development strand
 - iv. Combined credential programs
 - c. Multicultural Literature for Children and Young Adults

Faculty

Full Time

The department currently has three full time faculty members, Dr. Susan Katz, chair, Fr, Denis Collins, S.J. who will retire at the end of the current academic year, and Dr. Dorothy Messerschmitt who will also retire at the end of this academic year. There are also two faculty members who hold joint appointments with Teacher Education. These are Dr. Rosita Galang, and Dr. Miguel Lopez. In the 2005-06 academic year, Dr. Galang will return to the department full time. All hold a doctoral degree. Only one is not yet tenured. Faculty vitae can be found in Appendix B.

Recent faculty publications include:

1. Collins
 - a. Collins, D. (1998). From oppression to hope: Freire's journey toward Utopia. *Anthropology and Education Quarterly*, 29,1 115-124.
 - b. Collins, D. (2000). *Paulo Freire: Una filosofia educativa para nuestro tiempo*. Publicaciones Universidad La Salle: Mexico, DF.
2. Galang
 - a. Galang, R.(1999). Promoting educational success for Filipino-American students. In C.C. Park and M. M. Chi (Eds.) (pp. 154-182), *Asian American education:Prospects and challenges*. Westport, CT:Bergin and Garvey.
 - b. Galang, R.(2000). Language planning in Philippine education in the 21st century: Toward language as resource orientation. In M.L.S. Bautista, t.A. Llamzon, and Bonifacio P. sibayan (Eds.), *Parangal Cang Brother Andres:*

Festschrift for Andrew Gonzalez on his sixtieth birthday (pp. 267-276).

Manila, Philippines: Linguistic Society of the Philippines.

3. Katz

- a. Katz, S.R. (1999). Teaching in tensions: Latino immigrant youth, their teachers and the structures of schooling. Teachers College Record, 100 (4), 809-840.
- b. Katz, S.R. (2004). Does the No Child Left Behind Act leave the U.S. behind in bilingual teacher education? English Education 36 (2). 141-152.
- c. Katz, S.R., Kyuchukov, H., & Graziano, K. (In press, 2004). The complexity of language issues in school desegregation: Case studies of Latino students in the U.S. and Roma students in Bulgaria. In R. Hoosain & F. Salili (Eds.), Language and multicultural education. Greenwich, CT: Information Age Publishing.

4. Lopez

- a. Lopez, M.G. (2002). The Language situation of the Hmong, Khmer, and Loatian communities in the United States. In S.L. McKay & S.C. Wong (Eds.), *New immigrants in the United States: Readings for second language educators*. Cambridge: Cambridge University Press.
- b. Wong, S.L. & Lopez, M.G. (2002). English language learners of Chinese background: A portrait of diversity. In S.L. McKay & S.C. Wong (Eds.), *New immigrants in the United States: readings for second language educators*. Cambridge: Cambridge University Press.

5. Messerschmitt

- a. Hafernik, J., Messerschmitt, D. & Vandrick, S. (2002). *Ethical issues for ESL faculty: Social justice in practice*. Mahwah, NJ.: Erlbaum.
- b. Messerschmitt, D. & Murray, D. (Eds). (1988-93). *The CATESOL Journal*. (Available from CATESOL, Orinda, CA).

Photographs of the full time faculty follow.



Dennis E. Collins, S.J., Ed.D.



Rosita Galang, Ph.D.



Susan Roberta Katz, Ph.D.



Miguel G. López, Ph.D.



Dorothy S. Messerschmitt, Ph.D.

Part Time

In addition the department is serviced by several exceptional adjuncts. In order to be hired as an adjunct, an individual must apply to the department and include a letter of intent, a resume, and three letters of recommendation. All applications are reviewed by the faculty as a whole at a department meeting before a recommendation to hire is made to the dean. The School of Education has also recently instituted an orientation for all adjuncts. A list of adjuncts utilized in the past two years is included in Appendix C.

Curriculum

The Ed.D. Degree

The Ed.D. degree is designed for working professionals who wish to enhance and develop their understanding of issues of inclusion in today's diverse world. Many students also seek the career enhancement that accompanies a doctoral degree.

The program consists of sixty units of course work and includes the successful completion and defense of a dissertation. A list of dissertations from the department can be found in Appendix D. Students may opt for an emphasis in Second Language Acquisition (SLA). An emphasis in Multicultural Literature for Children and Young Adults (MLCA) is pending. An emphasis consists of 12 units of coursework within a given area.

To complete the program, students are required to take 12 units in General Education, including a basic research class, a statistics course, a foundations class and an advanced research course. Simultaneously, students work on completing their 24 unit IME major. If a student has selected an emphasis, it is included within the major. Toward the completion of the major they focus on courses related to their dissertation. In general, students have administrative steps that they must follow, but academically, they are encouraged to integrate their learning experience from the beginning of their studies.

For the dissertation, students form a committee consisting of a chair and a second reader from within the department and a third reader from the university faculty as a whole. Faculty are given credit for dissertation advisement according to a School of Education formula. Faculty are encouraged to keep their doctoral load equivalency at 3

units and thus earn an equivalency for one course of traditional delivery per semester.

The current (fall 2004) doctoral advisement load for the IME faculty is as follows:

1. Collins- 3.25 units
2. Galang-3.75units
3. Katz-3.0units
4. Lopez-3.25units
5. Messerschmitt-2.5units (retiring)

At present, these loads are either at or above the three-unit limit, and students are beginning to have difficulty finding a faculty member to chair a dissertation. The department is considering capping admissions. With a rolling admission schedule, however, that is difficult since there may be no way to compare one applicant with another at the same time. We may need to return to admissions deadlines.

The doctoral degree (Ed.D.) in International and Multicultural Education (IME) is designed for individuals who are committed to furthering the ideals of equity, justice and peace. The program is designed to prepare leaders in the field of education who are knowledgeable, skilled, and effective in areas of anthropological, sociological, psychological, linguistic, cultural, philosophical, and educational theory, practice and research. Furthermore, the IME doctoral program is aimed toward professionals seeking advanced education and training to enhance their academic understanding and skills in cross-cultural communication, bilingual education, intercultural literacy, transformative education and critical pedagogy, multicultural literature, English instruction and second language acquisition. The program focuses on contemporary and future educational

issues with specific concern for the socio-cultural needs of our multifaceted, pluralistic and democratic society, and inclusion for all in the educational process.

The dissertation process itself involves the development and defense of a proposal. University policies for the Protection of Human Subjects must be followed. The student defends the dissertation in the final semester of study. Further discussion of the process can be found in the section on assessment of student learning.

Working closely with a faculty advisor, doctoral students are expected to complete original research. Much of the dissertation research in the IME department is qualitative in nature, including training in participatory research. However, students are welcome to undertake quantitative studies as well. Students normally complete the degree in four to five years. Classes are offered on alternate weekends to accommodate the schedule of working professionals. The following is a flowchart depicting the degree requirements.



International & Multicultural Education Doctor of Education Program Overview

Phase 1 Acceptance and Conditional Admittance to the IME Doctoral Program and Preparation for the Portfolio

All students are conditionally admitted to the Doctoral Program until the successful completion of the portfolio. Prior to the start of their first semester, newly admitted students are expected to attend the orientation session, meet with their advisor and register for classes.

For Completion of the Portfolio Process:

- Application for Full Admission to the Doctoral Program with submission of a Portfolio to the IME Department Chair (obtain application form from advisor or the IME program assistant).

12 units of coursework required:

One General Education course:

- 0704-708 Research Methods in Education

3 of 5 of the IME core courses, specifically

- 0705-702 Research in Bilingualism and Bilingual Education
- 0705-773 Multicultural Literature for Children and Adolescents: Narrative
- 0705-768 Discourse, Pragmatics and Language Teaching
- 0705-715 Education for Inclusion
- 0705-737 Critical Pedagogy

Phase 2 Continuation of Coursework, Proposal Seminar & Preparation for the Qualifying Presentation

After Completion of a Minimum of 24 Units of Coursework (the IME major):

- May begin Dissertation Proposal Development, Research and Writing Coursework by enrolling in 0705-709 Dissertation Proposal Seminar:

Required:

Completion of:

- 0704-708 Research Methods in Education
- 0704-706 Applied Educational Statistics
- 0704-____ General Education Foundations course (page 18 of Doctoral Handbook)
- Minimum GPA of 3.0 and no Incomplete (I) or In-progress (IP) grades
- Approval from the Associate Dean (obtain purple Request to Web-Register for Dissertation Courses form from the Doctoral Program Assistant)

After Completion of 709:

- May apply to present a Qualifying Presentation of intended research project to the IME Faculty (obtain instruction sheet and application form from the IME program assistant or your advisor).

Required:

- Authorization to present signed by advisor (form to be turned in to program assistant).
- Copies of Project Presentation for total number of faculty plus program assistant due, two weeks prior to presentation

Phase 3 Formation of Student's Dissertation Committee & Proposal Development

Prior to enrollment in Proposal Development (and before or after the Qualifying Presentation):

- Application for the appointment of a Doctoral Dissertation Committee on determination of readiness made jointly with advisor (obtain instruction sheet from the Doctoral Program Assistant).

After Completion of a Minimum of 45 Units of Coursework:

- May enroll in 0705-790 Dissertation Proposal Development:

Required:

- Approved application to appoint a dissertation committee
- Minimum GPA of 3.0 and no Incomplete (I) or In-progress (IP) grades
- Approval from the Associate Dean (see purple Request to Web-Register for Dissertation Courses form)

Student may schedule Dissertation Proposal Review (schedule with committee, then contact Doctoral Program Assistant)

Phase 4 Advancement to Candidacy, Dissertation Research & Writing & Defense

After Completion of a Minimum of 51 Units of Coursework:

- Application for Advancement to Candidacy may be made (see instructions on form):

Required:

- Minimum GPA of 3.0 and no Incomplete (I) or In-progress (IP) grades except 790
- Must have received research approval from the Institutional Review Board for the Protection of Human Subjects for the proposal if required
- Must have approved dissertation proposal

- May enroll in 0705-791 Dissertation Research and Writing:

Required:

- Must have taken 790 and submitted a corrected dissertation proposal approved by the dissertation committee
- Minimum GPA of 3.0 and no Incomplete (I) or In-progress (IP) grades
- Must be Advanced to Candidacy
- Approval from the Associate Dean (see purple Request to Web-Register for Dissertation Courses form)

- Submission of Petition to Graduate

Student may schedule Final Dissertation Defense (schedule with committee, then contact Doctoral Program Assistant)

- Final Procedures Packet issued on scheduling of Final Dissertation Defense

After Completion of 60 Units of Coursework & Completion of Final Defense:

- Degree Posting

Required:

- All grades have been posted
- Final dissertation with other paperwork must be submitted by deadline (see Doctoral Program Assistant)

The Masters Degree Programs

The masters degree programs all require between 30-33 semester units of study. Each requires a culminating project. A list of M.A projects can be found in Appendix E. Occasionally, an M.A. is offered at an off campus site. Off campus cohorts, since the inception of the department, include:

1. M.A. TESL at the Defense Language Institute, Presidio of Monterey; Castroville; Cupertino satellite campus (2 cohorts); Santa Rosa satellite campus; Xiamen Education College, People's Republic of China
2. M.A. in IME at Pacific Bell, San Ramon, CA.

The three degree programs are detailed below.

Masters Degree in International and Multicultural Education

The Master of Arts in International and Multicultural Education (IME) is comprised of 30 units from a wide variety of courses, ranging from linguistics to cross-cultural literacy. Students may, with the prior, written approval of their advisor, elect courses (maximum of 3 courses = 9 units) to make a focal area of teaching, research or service. This MA program can be completed in three semesters or two semesters and a summer, full time. Courses are offered in the late afternoons and weekends to accommodate working professionals.

The Master of Arts in IME is useful for classroom teachers who wish to develop their content knowledge and expertise in order to advance professionally and to specialize in curriculum development. It is also for those who want to build a career in nonprofit organizations with a focus on international and multicultural education, and for students

who eventually want to pursue doctoral study in international and multicultural education.

30 units for the M.A. in IME are drawn from the courses described below:

* **Foundations (6 Units):**

Philosophical Foundations of Education

Basic philosophical principles underlying the field of education, the relationship between philosophy and education, critical analyses and evaluation of philosophers of education, and implications for practice.

Methodology of Educational Research

An introduction to the process and methods of educational research articles and to developing a preliminary plan or proposal for research in the field.

* **Core Curriculum (12 Units) - Select four of the following IME courses:**

Theory and Methods in Bilingual Cross-Cultural Education

Examination and discussion of the theories and methods of bilingual/cross-cultural education in the United States in general, and California in particular. Course focuses on these aspects of bilingual education: historical development, legal evolution and bases, and empowerment and deficit issues; program types, characteristics, and effectiveness; placement of students in instructional programs; and instructional strategies.

Anthropology and Sociolinguistics

Study of the origin and development of language; the relation between language and culture; language and society; language diversity; language mobility and social theory. Implications of anthropology and sociolinguistics as well as the importance of language for all our public and social institutions are considered. Course aims to disambiguate the processes of communication, speech, nonverbal language and culture.

Applied Linguistics

Discussion of the concepts, principles, theories and research in selected major areas of linguistic studies. Focus is on language structure and language use (including the structure of English) and first- and second-language development.

Intergroup Similarities and Differences

Examination of similarities and differences in cultures and the implication for intergroup relations and communications. Identifies similarities and differences within and across groups. Course covers study of Asians, Europeans, Hispanics, African-Americans, Native Americans and mainstream Americans.

Language and Culture of Emphasis (Filipino/Spanish)

Prerequisite: Oral and written language proficiency in language of emphasis. Study of the language and culture of Filipino and Latino populations in the U.S. Focuses on Filipino/Spanish language characteristics and Filipino/Latino culture, both origin and contemporary: origins and characteristics, migration and immigration in U.S. and California, contributions, relationship between Filipino/Latino culture and the dominant culture, relationships among different Filipino/Latino groups. Instruction is conducted bilingually in English and Filipino/Spanish.

Methods and Materials in the Language of Emphasis

Study of methodology and materials in primary language instruction. Focuses on the teaching of Filipino/Spanish as a subject and using it as a medium of instruction. Instruction is conducted solely or primarily in Filipino/Spanish.

Critical Pedagogy

Analysis of the tenets of critical pedagogy and its implications for transforming schools into a societal space where the ideals of democracy and a socially just society can be formulated and practiced.

Cross-Cultural Literacy

Examination of culture; its nature and manifestations, and the changing demographics and cultural diversity that make up California. Attention is given to aspects of culture that teachers should learn about their students, ways to learn about their students' cultures, and ways teachers can use cultural knowledge, cultural contact, and cultural diversity in California, and the U.S.

Introduction to the Study of Immigration, Migration, Refugees and Exiles

Study of immigration, migration, refugee status and their international dimensions. This course will seek to embark upon a more functional, applied understanding of who we are and who they are, as well as how we may enhance the educational experiences of newcomers from all parts of the world.

* **Applications (9 Units) - Select three of the following IME courses:**

Multicultural Curriculum and Instruction

Study of curricular and instructional guidelines for implementing multicultural education in pre-school and K-12 programs with provisions for post secondary multicultural education. Instructional and learning strategies cover planning, implementing, and evaluating classroom processes and materials in meeting specific and unique needs of students coming from diverse educational, cultural and linguistic backgrounds.

Pan-African Language and Culture

Educational equity demands that there be a systematic effort to provide an understanding of the linguistic, cultural and communication history of African descent Americans. This course seeks to provide some first steps toward that understanding.

Teaching English as a Second Language

Examination of theory and methods of instruction for English language development and theory and methods of specifically designed academic instruction delivered in English. Language and content area assessment are also covered.

Preparation and Evaluation of ESL Instructional Materials

Discussion of the various commercial materials available to the ESL teacher: books, tapes, machines, kits, etc. Focus on evaluation of these and teacher-prepared materials.

Technology and Diverse Learners

This course focuses on the use of computer technology for diverse learners in the United States. Students will explore issues surrounding the use of computers to enhance learning for all students. Through critical reading, the use of software, and hands-on activities, students will study the relationship between technology and equity, the way technology is changing culture, gender equity, inclusion, and educational computing as a social practice. The class is both theoretical and practical. Students are required to have access to the Internet outside of class time. Knowledge of basic computer software is recommended but not required.

The Young Adult Novel: A Multicultural View of Society

Introduction and analysis of a body of literature deemed appropriate for adolescent readers, focusing on its development, significant writers in the field, and viewing the many voices and views of societies presented. Focus on genre, strategies, current issues, and censorship.

Asian Americans: History, Culture and Contemporary Issues

Study of the historical background and the early immigrant experience in the U.S.; their culture-traditional and contemporary; the socio-economic, political, educational and legal development of major Asian immigrant groups, including their contributions to American society; changes and adaptations made; and contemporary issues. Covers Chinese, Filipino, Japanese, Korean, Asian Indian and the Vietnamese refugees.

Latinos: History, Culture and Contemporary Issues

Study of the cultural, political, economic, educational and historical aspects of the life of Latinos in the United States, their historical experience and their contributions to American society.

Community Field Experience

Community research and participation in activities which will provide a comprehensive orientation to the local community in which the participant will serve, and provide services to community resources. The student will begin to develop an appreciation for research which is inclusive, unobtrusive and meaningful to all parties involved. This course serves as a hands on learning experience which will guide the knowledge base development for future and present work in various cultural, linguistic and social environments.

The Educator as Author: Writing for Children and Adolescents

In a highly literate society writing conveys leadership and power. Modeling is a very effective teaching tool. By becoming authors themselves, educators can best inspire and guide their students to discover the joy and self-realization inherent in writing. They can also contribute to the wealth of literature for children and young adults in contemporary topics and issues of cultural identity, peace, equality and social justice.

Teaching Through Literature for Children and Adolescents

The good literature written for children and adolescents is one of the greatest educational gifts society has to offer any child in our schools. The awareness of the significant role good literature can play in the curriculum has continued to grow. This course offers an opportunity to learn how literature can be best used to support multiple educational goals.

Multicultural Literature for Children and Adolescents: Poetry and Plays

An analysis of the best poetry and plays for children and adolescents, reflecting the values of the various cultures who make up the pluralistic American society.

Multicultural Literature for Children and Adolescents: Narrative

An analysis of some of the examples of narrative for children and adolescents reflecting the values of the various cultures who make up the pluralistic American society.

Literature in Education

Learning to analyze the subtle messages in text facilitates uncovering the complexity of reality. In this course the analysis of narrative written for all ages and various cultural perspectives provides insight to the ever present questions of identity and the search for justice.

Reading the Multicultural Picture Book: A Study of Art, Story, and Voice

This course examines the practice of reading storybooks as works of art, stories, and the voices of authors, illustrators, and readers. Grounded in the fields of aesthetics, literary theory, art appreciation, the course challenges educators to consider how the picture book is a unique literary form that promote diversity and social justice.

Contemporary Authors and Illustrators

This course will provide an opportunity for content and critical analysis of the body of work of a selected group of prominent, contemporary authors and illustrators in the field of children's and young adult literature. Students will become acquainted with major works as well as corollary readings and criticism on each writer and/or artist.

Contemporary Issues in Literature for Children and Young Adults

This course will examine contemporary issues in the field of children's literature, including creative and marketing perspectives, censorship and publishing trends. The course serves to further the goal of bringing children and books together through the collaborative efforts of authors, illustrators, storytellers, publishers, booksellers, students, teachers, and librarians to promote innovative programs using multicultural children's literature as a creative tool to encourage literacy and critical thinking.

Directed Study

Independent, in-depth study of a specific educational topic.

Special Topics

Special topics in the area of multicultural education.

*** Master's Thesis/Research Project (3 Units):**

Development of a thesis or a comprehensive project in teaching or research.

Masters Degree in Teaching English as a Second Language

The MA degree in Teaching English as a Second Language has four variations. First is the basic degree program, consisting of 30 units of coursework. Second, an emphasis in technology is also available. The program is 33 units of course work. There is also a language development strand which consists of 32 units of course work, and finally, a combination credential and TESL MA program. Advisement sheets for all of the strands follow.

The Basic MA in TESL

The basic MA in TESL is 30 units and requires nine units of foundational work in basic linguistics type courses. In addition, there is a research class, two TESL methodology courses (one is a materials course), a culture course, two electives and a field project class. The latter meets formally only once and then students are expected to work independently in consultation with their advisor, on a project of their own. The program can be completed in two semesters and a summer, although most students opt for longer time frames.

The MA in TESL with an Emphasis on Technology

This program is 33 units, but is essentially the same as the basic program. The difference is that in place of the research methods class, students must take a technology class. Both electives must be in educational technology and one additional educational technology class must be selected. Field projects should be in the area of the applications of educational technology to second language acquisition.

The Language Development Strand

Within the International and Multicultural Education Department there is a 570 TOEFL requirement (230 computer version) for international students. In reviewing application files, however, we often find students whose scores are close to the required scores and, in all other respects, they appear to be well qualified. It seems like a loss to the department to turn down these potentially good students. Therefore, in conjunction with the College of Arts and Sciences, the department created a language development strand within the TESL MA to serve these students.

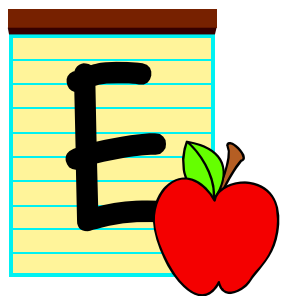
The strand consists of 32 units. The department discussed the options at length. English is now taught around the world by nationals whose native language is not English. Many of the applicants to the program who might have been denied admission are already English teachers in their home countries. Therefore, it seems that we are in a position to assist them in furthering their knowledge about the field and improving their teaching and language skills.

The program offers international applicants whose TOEFL scores fall between 550 and 570 (213-230 computer) a slightly more comprehensive program with an initial

focus on language development skills. These students take a pronunciation course as a pre-requisite and a graduate level speaking and writing course in one of their elective slots. Both courses are offered in the College of Arts and Sciences. The program is in its first year. It is not advertised anywhere. Two new students began in fall 2004.

The Combined Credential and TESL MA Degree

When the State of California overhauled the basic teacher credentialing requirements, it included several competency areas that overlap with those in the TESL MA. Therefore, in conjunction with the Teacher Education Department, a list of equivalencies was developed. The IME Department then added 4 other courses to round out the TESL MA. The program is generally completed after the students have finished their basic credential requirements.



Master of Arts in **TESL** Teaching English as a Second Language

30 units

I. FOUNDATIONS: (3 COURSES; 9 UNITS)

1. a. 0705-600 Theory & Methods in Bilingual Cross-Cultural Education **OR**
b. 0705-602 Anthropology and Sociolinguistics **OR**
c. 0705-668 Discourse, Pragmatics and Language Teaching **OR**
d. 0705-711 Language and Culture
2. 0705-603 Applied Linguistics
3. 0705-632 Structure of American English

II. METHODS (3 COURSES; 9 UNITS)

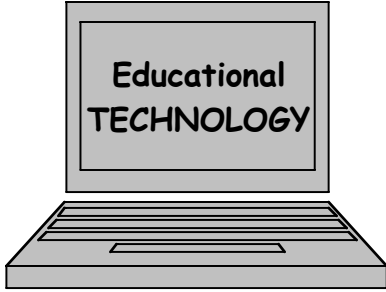
4. a. 0704-603 Methodology of Educational Research **OR**
b. 0704-605 Practitioner Research **OR**
c. Any 3-unit Ed. Technology Course
5. 0705-630 Teaching English as a Second Language
6. 0705-633 Preparation and Evaluation of ESL Instructional Materials

III. CULTURE: (1 COURSE; 3 UNITS)

7. a. 0705-617 Intergroup Similarities & Differences
b. 0705-627 Pan African Language and Culture
c. 0705-639 Cross Cultural Literacy
d. 0705-640 Introduction to the Study of Immigration
e. 0705-647 Technology and Diverse Learners
f. 0705-650 Asian Americans: History, Culture, and Contemporary Issues
g. 0705-653 Latinos: History, Culture, and Contemporary Issues
h. 0705-712 Ethnicity & Cultural Identity
i. 0705-715 Education for Inclusion
j. 0705-720 Latin American Thought & Society
k. 0705-724 African American Educational History in the United States
l. 0705-___ One course from the Multicultural Children's Literature Series:
648, 670, 671, 672, 673, 674, 677, 678, 680

IV. ADDITIONAL COURSES: (9 UNITS)

8. Elective
9. Elective
10. 0705-638 TESL Field Project



Master of Arts in
TESL
*with Emphasis in Educational
Technology*

33 units

I. FOUNDATIONS: (3 COURSES; 9 UNITS)

1. a. 0705-600 Theory & Methods in Bilingual Cross-Cultural Education **OR**
b. 0705-602 Anthropology and Sociolinguistics **OR**
c. 0705-668 Discourse, Pragmatics and Language Teaching **OR**
d. 0705-711 Language and Culture
2. 0705-603 Applied Linguistics
3. 0705-632 Structure of American English

II. METHODS (3 COURSES; 9 UNITS)

4. Any 3-unit Educational Technology Course
5. 0705-630 Teaching English as a Second Language
6. 0705-633 Preparation and Evaluation of ESL Instructional Materials

III. CULTURE: (1 COURSE; 3 UNITS)

7. a. 0705-617 Intergroup Similarities & Differences
b. 0705-627 Pan African Language and Culture
c. 0705-639 Cross Cultural Literacy
d. 0705-640 Introduction to the Study of Immigration
e. 0705-647 Technology and Diverse Learners
f. 0705-650 Asian Americans: History, Culture, and Contemporary Issues
g. 0705-653 Latinos: History, Culture, and Contemporary Issues
h. 0705-712 Ethnicity & Cultural Identity
i. 0705-715 Education for Inclusion
j. 0705-720 Latin American Thought & Society
k. 0705-724 African American Educational History in the United States
l. 0705-___ One course from the Multicultural Children's Literature Series:
648, 670, 671, 672, 673, 674, 677, 678, 680

IV. ADDITIONAL COURSES: (12 UNITS)

8. Educational Technology Course
9. Educational Technology Course
10. Educational Technology Course
11. 0705-638 TESL Field Project



Master of Arts in **TESL** *with a Language Development Strand*

32 units

I. FOUNDATIONS: (5 COURSES; 14 UNITS)

1. First Semester Required Course (prerequisite)
0129-132 Pronouncing American English (2 units)
2. First Semester Required Course
0129-601 Graduate Writing/Speaking Practicum
3.
 - a. 0705-600 Theory & Methods in Bilingual Cross-Cultural Education **OR**
 - b. 0705-602 Anthropology and Sociolinguistics **OR**
 - c. 0705-668 Discourse, Pragmatics and Language Teaching **OR**
 - d. 0705-711 Language and Culture
4. 0705-603 Applied Linguistics
5. 0705-632 Structure of American English

II. METHODS (3 COURSES; 9 UNITS)

6.
 - a. 0704-603 Methodology of Educational Research **OR**
 - b. 0704-605 Practitioner Research **OR**
 - c. Any 3-unit Ed. Technology Course
7. 0705-630 Teaching English as a Second Language
8. 0705-633 Preparation and Evaluation of ESL Instructional Materials

III. CULTURE: (1 COURSE; 3 UNITS)

9.
 - a. 0705-617 Intergroup Similarities & Differences
 - b. 0705-627 Pan African Language and Culture
 - c. 0705-639 Cross Cultural Literacy
 - d. 0705-640 Introduction to the Study of Immigration
 - e. 0705-647 Technology and Diverse Learners
 - f. 0705-650 Asian Americans: History, Culture, and Contemporary Issues
 - g. 0705-653 Latinos: History, Culture, and Contemporary Issues
 - h. 0705-712 Ethnicity & Cultural Identity
 - i. 0705-715 Education for Inclusion
 - j. 0705-720 Latin American Thought & Society
 - k. 0705-724 African American Educational History in the United States
 - l. 0705-___ One course from the Multicultural Children's Literature Series:
648, 670, 671, 672, 673, 674, 677, 678, 680

IV. ADDITIONAL COURSES: (2 COURSES; 6 UNITS)

10. Elective
11. 0705-638 TESL Field Project

MA in Teaching English as a Second Language with Multiple Subjects/Single Subject Credential Equivalencies

MA TESL Requirements	Equivalency
1. 0705-600 Theory and methods in Bilingual Ed (3 units)	1. 0708-611 The Education of Bilingual Children (3 units)
2. 0705-603 Applied Linguistics (3 units)	2. 0708-621 Multiple Subject C & I: Early Literacy (3 units) 0708-622 Single Subject C & I: Academic Literacy (3 units)
3. 0705-632 Structure of American English (3 units) (May not transfer in from another university)	3. No equivalency granted
4. 0704-603 Methods of Ed Research (3 units)	4. 0704-603 <i>or</i> 0704-605 Methods of Ed Rsch Pract. Research (3 units) (3 units)
5. 0705-630 Teach Eng as a Second Lang (3 units) (May not transfer in from another university)	5. No equivalency granted
6. 0705-633 Prep and Eval of ESL Materials (3 units) (May not transfer in from another university)	6. No equivalency granted
7. Culture Course (3 units)	7. 0708-618 Teaching for Diversity and Social Justice (3 units)
8. Elective (3 units)	8. 0708-610 Learning and Teaching (3 units)
9. Elective (3 units)	9. 0708-600 <i>and</i> 0708-601 Learning & Teaching Teacher Portfolio & Technology Development (2 units) (1 unit)
10. 0705-638 MA Field Project in TESL (3 units)	10. No equivalency granted

Note: (1) Transfer credit for the courses in boxes is not accepted.

Masters Degree in Multicultural Literature for Children and Young Adults

The Master of Arts in Multicultural Literature for Children and Young Adults is a thirty unit program designed for teachers, librarians, resource teachers, reading specialists, and lovers of literature. This program, one of only a handful of programs nation-wide that offers an MA, exposes students to the richness of literature as a powerful tool for the cultivation of students' imagination, personal reflection and growth, and professional transformation. Our program is also unique in its intentional emphasis on multiculturalism within the study of literature. The program consists of ten courses that can be completed in two semesters and a summer of full-time study. Students electing to attend the University on a part-time basis extend their education over longer periods. The MA program is part of a larger community of readers, writers, and illustrators who love literature.

As part of this larger community students are able to participate in the School of Education's annual Reading the World Conference, celebrating multicultural literature for children and young adults. This spring event is an opportunity for students to meet current authors, illustrators and artists of award winning literature. The 2005 program includes the following authors: Alma Flor Ada, Arnold and Jaime Adoff, Ibtisam S. Barakat, Isabel Campoy, Nikki Grimes, Nancy Garden, Ruthanne Lum McCunn, Pat and Fred McKissack, Suzanne Fisher Staples and Junko Yokota. A copy of the brochure for the 2005 conference follows.

Insert of Reading the World VII Conference Brochure.

A student's experience in this program concludes with a final research project, undertaken in consultation with the faculty, enabling students to explore issues and literature on an independent basis. Recent MA Research Project titles include:

Chinese Girls Don't Fart: Giving Voice to "*Bu Guai De*" Chinese Girls

Contemporary Hawaiian Historical Fiction for Young Adults

Teaching Social and Emotion Skills in Kindergarten: A Literature-Based Guide for Teachers

The course requirements follow.

The MA in Multicultural Literature for Children and Young Adults is also available in collaboration with the School of Education's teaching credential. For this option, students complete all requirements for the credential and fifteen additional units of specified courses. The advisement sheet follows.



Master of Arts in **MLCA** Multicultural Literature for Children and Young Adults

30 units

I. FOUNDATIONS: (4 COURSES, 12 UNITS TOTAL)

1. 0705-670 The Educator as Author: Writing for Children and Adolescents
2. 0705-671 Teaching Through Literature for Children and Adolescents
3. 0705-674 Literature in Education
4. a. 0705-637 Critical Pedagogy **OR**
b. 0705-676 Teaching and Learning Through the Arts

II. SPECIALIZATION: (4 COURSES, 12 UNITS TOTAL)

1. 0705-648 The Young Adult Novel: A Multicultural View of Society
2. 0705-672 Multicultural Literature for Children and Adolescents: Poetry and Plays
3. 0705-673 Multicultural Literature for Children and Adolescents: Narrative
4. 0705-677 Reading the Multicultural Picture Book: The Study of Art, Story, and Voice
5. 0705-678 Contemporary Authors and Illustrators
6. 0705-___ Any IME course with advisor's approval

III. IME MASTERS RESEARCH PROJECT: (2 COURSES, 6 UNITS TOTAL)

1. 0705-680 Contemporary Issues in Literature for Children and Young Adults
2. 0705-649 IME Masters Research Project or Field Work in the Arts

MA in Multicultural Literature for Children and Young Adults with Multiple Subjects/Single Subject Credential Equivalencies

MA MLCA Requirements

Equivalency

I. FOUNDATIONS (4 Courses, 12 Units)

1. 0705-670 The Educator as Author: Writing for Children and Adolescents (3 units)	1. No equivalency granted
2. 0705-671 Teaching Through Literature for Children and Adolescents (3 units)	2. No equivalency granted
3. 0705-674 Literature in Education (3 units)	3. No equivalency granted
4. 0705-676 <i>or</i> 0705-637 Teaching and Learning Critical Pedagogy Through the Arts (3 units) (3 units)	4. 0708-610 Learning and Teaching (3 units)

II. SPECIALIZATION (Select 4 of the following 5 courses, 12 Units)

5. 0705-648 The Young Adult Novel: A Multicultural View of Society (3 units)	5. 0708-618 6. Teaching for Diversity and Social Justice (3 units) 7.
6. 0705-672 Multicultural Literature for Children and Adolescents: Poetry and Plays (3 units)	<i>or</i> 0708-612 Multiple Subject C & I: Reading & Language Arts (3 units)
7. 0705-673 Multicultural Literature for Children and Adolescents: Narrative (3 units)	<i>or</i> 0708-622 Single Subject C & I: Academic Literacy (3 units)
8. 0705-677 Reading the Multicultural Picture Book: The Study of Art, Story, and Voice (3 units)	<i>or</i> 0708-630 Multiple Subject C & I: Social Studies (2 units) plus one unit of independent study*
9. 0705-678 Contemporary Authors and Illustrators (3 units)	<i>or</i> 0708-614 Single Subject C & I: English and Social Studies (3 units)
10. 0705-____ Any IME course with advisor's approval	<i>or</i> 0708-628 Single Subject C & I: English (3 units)
	<i>or</i> 0708-629 Single Subject C & I: Social Studies (3 units)
	8. 0708-621 Multiple Subject C & I: Early Literacy (3 units) <i>or</i> this course can substitute for MLCA course 1 above
	9. No equivalency granted
	10. 0708-600 <i>and</i> 0708-601 Learning & Teaching Teacher Portfolio & Technology (2 units) Development (1 unit)

III. IME MASTERS RESEARCH PROJECT

11. 0705-680 Contemporary Issues in Literature for Children and Young Adults (3 units)	11. No equivalency granted
12. 0705-649 IME Masters Research Project or Field Work (3 units)	12. No equivalency granted

Any Teacher Education Department Course (0708-____) can only be used once to meet a MLCA requirement (0705-____).

* Please consult with the MLCA Advisor regarding how to fulfill the additional 1 unit of independent study

Admission into the Programs

Admission to the MA Programs in the IME Department

Applicants to the M.A. programs in International and Multicultural Education, Multicultural Literature for Children and Adolescents, and Teaching English as a Second Language, applicants must have the following prerequisites in order to be admitted:

1. Bachelor's degree with a 2.7 minimum grade point average from an accredited institution,
2. A minimum TOEFL score of 570 (applicants from non-English speaking countries) in the paper test and 230 in the computer test, and
3. Background of academic preparation and/or professional experiences giving initial evidence of ability to pursue graduate work in the specific program area of application.

Applicants must submit the following materials, which are used to assess the candidate's qualifications and suitability for the program of interest:

1. Two sealed official copies of transcripts from each University/College attended. For US applicants, the degree must be from a regionally accredited University/College.
2. Two original, signed letters of recommendation in sealed envelopes from professional persons qualified to judge the applicant's suitability for the program.
3. A detailed resume.

4. A brief, typewritten statement outlining applicant's areas of interest and career goals, including purpose for seeking admission to the program.

The Ed.D. Degree

In addition to all materials required for the M.A. Degree, IME Doctoral applicants must also submit:

- A copy of M.A. thesis or a graduate-level paper
- Official scores for the GRE (verbal and quantitative) or MAT. Test scores must be sent directly to USF by the official testing service. Photocopies are unacceptable, and official scores must have been obtained within the last five years.

ADDITIONALLY,

- All students must conform to all of the policies and regulations contained in the course catalogue as well as those in the current "Handbook for Doctoral Students."
- In order to be awarded the Doctorate in IME, students must complete all requirements which are specified in the curriculum section of the course catalogue.
- Admission to the Doctoral program is a preliminary decision. Students must develop a portfolio during their first year of courses in order to demonstrate competence in research methodology and department-specific content. It is only after this portfolio has been reviewed and accepted that the Doctoral student may continue with the program.

Students

Diversity

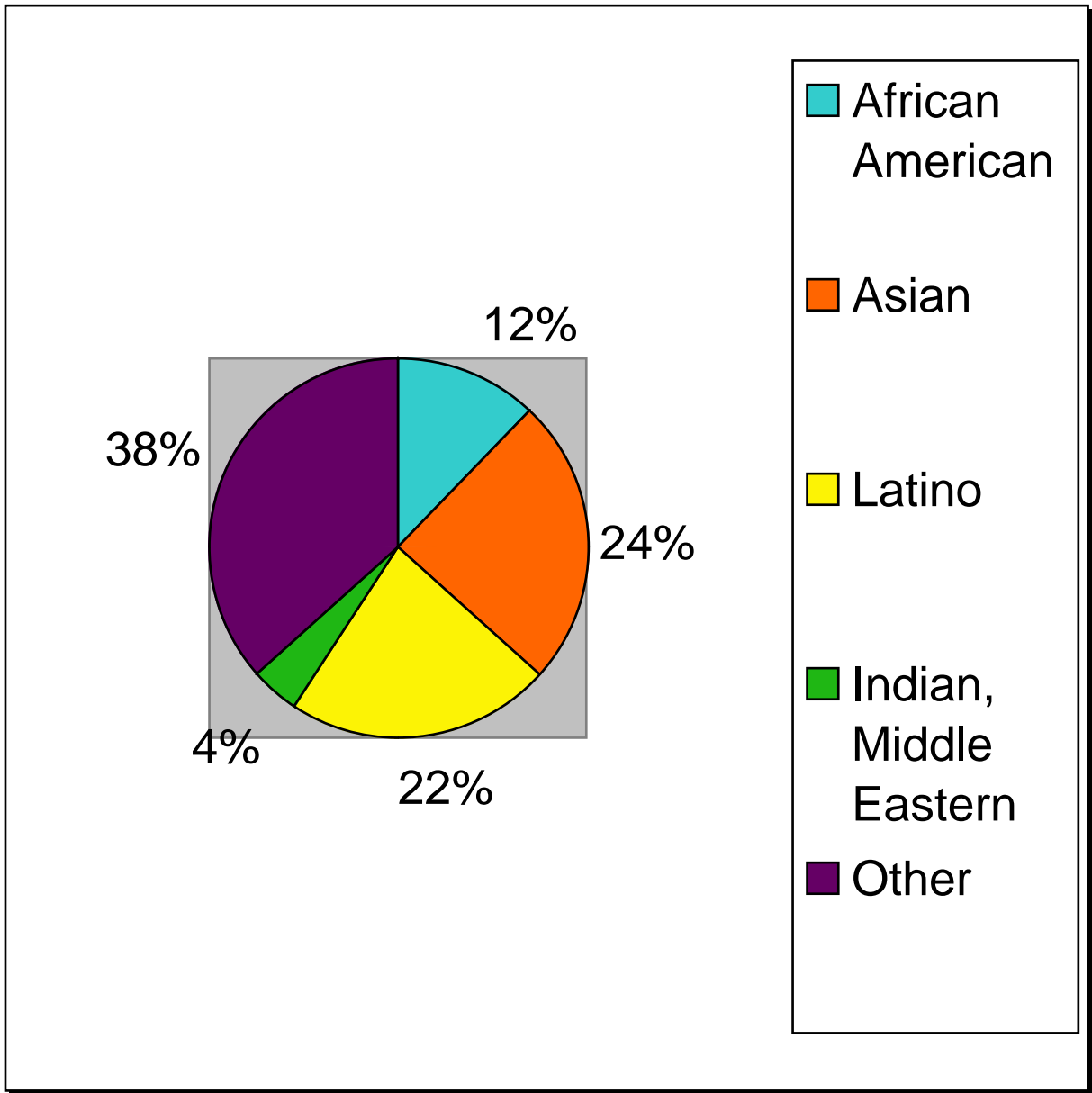
The department is extremely proud of not only its commitment to diversity, but also its success. There are a number of ways to demonstrate success, but perhaps the most long term evidence can be obtained from a careful examination of the list of dissertations for 1979-2004 (Appendix D).

This list was developed and is maintained by the departmental program assistant, Ms. Barbara Hood. It currently contains 407 entries with 262 entries from women. Thus, dissertations from women compose 64% of the total. The commitment of the department to the further education of women is clear.

This list can also be utilized to examine our successes with under represented students. In the current list, there are 11 international students who finished their degrees and returned home. They have been backed out of the figures which follow. The others (396) represent American citizens or legal immigrants. Of these, 48 dissertations were authored by African Americans. This is 12%. Eighty-seven, or 22% were written by Latinos. Asian authors account for 95 dissertations, or 24%. Seventeen, or 4%, come from individuals from the Indian Sub Continent or the Middle East, including Saudi Arabia, Afghanistan, Bangladesh, and Iran. The remaining dissertations were authored by European Americans. These percentages can be represented in the pie chart which follows.

IME Doctoral Dissertations from 1979-2004

	African American	Asian	Latino	Indian, Middle Eastern	Other
Percentage ethnicity	12	24	22	4	36



Determining diversity longitudinally at the masters level is difficult, in part, due to a high representation of international students in the TESL MA degree and the lack of records for off campus sites. However, the department remains committed to diversity at the masters level. Faculty certainly feel that the diversity seen at the doctoral level is reflected in the masters level as well.

Alumni Employment

Alumni of the IME doctoral program have been highly successful in obtaining faculty appointments in graduate schools of education, often within departments of bilingual/multicultural education in California state universities. Others have gained top-level positions in school districts, for example as superintendents or directors of bilingual education. Several graduates have become instructors in universities abroad as well as teacher trainers for the Open Society Institute of the Soros Foundation, conducting anti-bias workshops in Central and Eastern Europe.

The chart which follows illustrates our alumni employment successes.

Employment for IME Doctoral Graduates and Students *(Known data)*

School of Education

<i>IME Dept. Adjunct Faculty</i>	<i>Name</i>	<i>Degree</i>	<i>Grad Date</i>
	[Name Redacted]	.....Ed.D.	1998
	[Name Redacted]	.....Ed.D.	1992
	[Name Redacted]	.....Ed.D.	1999
	[Name Redacted]	.....Ed.D.	1993
	[Name Redacted]	.....Ed.D.	2003
	[Name Redacted]	.....Ed.D.	2000
	[Name Redacted]	.....Ed.D.	1999
	[Name Redacted]	.....Ed.D.	1997
	[Name Redacted]	.....Ed.D.	2000
	[Name Redacted]	.....Ed.D.	1996
	[Name Redacted] (SOE credentials analyst) ...	.....Doctoral Student	
	[Name Redacted]	.....Ed.D.	1994
	[Name Redacted]	.....Ed.D.	2002
	[Name Redacted]	.....Ed.D.	2002
	[Name Redacted]	.....Ed.D.	1998
	[Name Redacted]	.....Ed.D.	2000
	[Name Redacted]	.....Doctoral student	
	[Name Redacted]	.....Ed.D.	1992
	[Name Redacted]	.....Ed.D.	1991
	[Name Redacted]	.....Ed.D.	1995
	[Name Redacted]	.....Ed.D.	2004

<i>Employed</i>	<i>Name</i>	<i>Degree</i>	<i>Grad Date</i>
Stanford University	[Name Redacted]	.....Ed.D.	1993
San Francisco State University	[Name Redacted]	.....Ed.D.	1986
	[Name Redacted]	.....Ed.D.	1989
	[Name Redacted]	.....Ed.D.	1985
	[Name Redacted]	.....Ed.D.	2002
	[Name Redacted]	.....Ed.D.	1998
	[Name Redacted]	.....Ed.D.	1997
	[Name Redacted]	.....Ed.D.	2001
	[Name Redacted] (retired)	.....Ed.D.	1985
San Jose State University	[Name Redacted]	.....Ed.D.	1989
Cal State Hayward	[Name Redacted]	.....Ed.D.	1980
	[Name Redacted]	.....Ed.D.	1999

Cal State Monterey	[Name Redacted] .....Ed.D. ....1996 [Name Redacted] .....Ed.D. ....1998
Cal State Stanislaus	[Name Redacted] (+U of Phoenix) Ed.D. ....1995 [Name Redacted] .....Doctoral student [Name Redacted] .....Ed.D. ....2000
Cal State Sacramento (BMED)=Bilingual/. Multicult. Edu. Dept	[Name Redacted] .....Ed.D. ....2001 [Name Redacted] .....Ed.D. (BMED).. 2004 [Name Redacted] .....Ed.D. (Couns)...2002 [Name Redacted] .....Ed.D. ....2002 [Name Redacted] .....Ed.D. (BMED).. 1999 [Name Redacted] .....Ed.D.(Leadrshp) 1993 [Name Redacted] .....Ed.D.(Chld Dev.)1999 [Name Redacted] .....Ed.D. (BMED).. 1999
Cal State Long Beach	[Name Redacted] .....Ed.D. ....1995
Cal State San Marcos	[Name Redacted] .....Ed.D. ....1995 [Name Redacted] .....Ed.D. ....1996
Cal State Los Angeles	[Name Redacted] .....Ed.D. ....1993 [Name Redacted] .....Ed.D. ....2003 [Name Redacted] .....Ed.D. ....2000
Cal State Fresno	[Name Redacted] .....Ed.D. ....2004 [Name Redacted] .....Ed.D. ....1992
Sonoma State	[Name Redacted] .....Doctoral student
De Anza Community Coll.	[Name Redacted] .....Ed.D. ....1995
Cañada College	[Name Redacted] .....Ed.D. ....2002 [Name Redacted] .....Ed.D. ....1999
Vista Community Coll.	[Name Redacted] .....Ed.D. ....1979
College of Alameda	[Name Redacted] .....Ed.D. ....1992
College of San Mateo	[Name Redacted] .....Doctoral student
Menlo Park	[Name Redacted] .....Ed.D. ....1998
Eastern Michigan	[Name Redacted] .....Ed.D. ....1998

Budapest, Hungary	[Name Redacted]	Ed.D.	2000
San Jose Community Coll.	[Name Redacted]	Ed.D.	1996
New College	[Name Redacted]	Ed.D.	1992
Dominican University	[Name Redacted]	Doctoral student	
University of Phoenix	[Name Redacted]	Ed.D.	2000
Monterey Inst. of International Studies	[Name Redacted]	Ed.D.	1982
Nevada State College	[Name Redacted]	Ed.D.	2003

Administrators

Employed	Name	Degree	Grad Date
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Superintendents

Guadalupe Solis	Ed.D.	1998
Alfonso Anaya	Ed.D.	1995
Santiago Wood.....	Ed.D.	1986

Asst. Superintendents

Tulare COE	Pansy Ceballos	Ed.D.	1998
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Principals

Edgar Lampkin.....	Doctoral student	
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Bilingual Ed. Director (former principal)

Maria Norma Martinez	Ed.D.	2003
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Deans (and Assoc.)

USF School of Education	Caryl Hodges	Ed.D.	1997
SOE Assoc. Dean (retired)	Robi Woody	Ed.D.	1993
Loyola Marymount U.	Edmundo Litton	Ed.D.	1994

Director, USF Ricci Institute

Xiaoxin Wu.....	Ed.D.	1993
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Assessment of Student Learning

The department devoted major attention to assessment of degree programs as part of a school wide effort beginning in 1999 to prepare for an interim visitation by the Western Association of Schools and Colleges (WASC) during the academic year 2002-2003. The project was developed under the guidance of the School of Education Curriculum Committee.

At that time the School of Education was also implementing a change in the doctoral admission process so that conditionally admitted doctoral students completed their transition to fully admitted status in each department's Ed. D. program by preparation of a portfolio demonstrating successful completion of required courses and written work. The portfolios are due in the semester following the student's completion of twelve units of course work.

Philosophical Foundations

At a faculty retreat during the course of academic year 2000-2001, the Department of International and Multicultural Education addressed the overall approach to assessment of programs offered and decided to adapt the novel approach of employing several landmark Jesuit documents to guide the process which would be completed in June 2002. These documents contain the fruits of both global and national theological, philosophical, and pedagogical reflection mandated by the Second Vatican Council

(1962-1965) and subsequent General Congregations of the Society of Jesus which sponsors the University of San Francisco.

One of the key documents in shaping an assessment instrument was the booklet *Aportes para la Implementacion de la Pedagogia Ignaciana* (*Aportes*, 1995) published in Latin America by the Centro de Estudios Educativos in Mexico City. The booklet provides a summary and commentary with a multitude of themes for evaluation and assessment that revolve around three foci: (a) Diagnostic processes; (b) Improvement processes; and (c) Processes of personal care for students (*Aportes*, p. 21f.). IME department members are in agreement that the goals of IME are “to form people who make up the educational community in such a way they can contribute to the improvement of the quality of life as it is in reality and the future of global society by means of a transformation of social reality in justice, love and truth” (*Aportes*, p. 28).

The other key document for shaping the IME assessment instrument is the volume *Foundations* (1994) published by the Jesuit Secondary Education Association. *Foundations* is an anthology of Jesuit documents since 1965 that explicate Jesuit educational goals and practices. One of these documents, “The Ignatian Pedagogical Paradigm,” promotes assessment of course work according to the “Three C’s” of Conscience, Competence, and Compassion (*Foundations*, pp. 241-245). Our assessment practices show how each course in the doctoral (and masters) programs reflect these three themes and further specifies in which ways each theme is incorporated in course work to provide the following five pedagogical components: the context of learning, experience, reflection, action, and evaluation. Together all these documents reflect the university’s mission statement and the mission statement of the School of Education. The results of

the assessment effort are bound in documents submitted to the Dean's Office in June 2002.

Implementation at the Ed.D. Level

All IME doctoral students are admitted conditionally. After completing 12 units, doctoral students submit a portfolio which must contain a completed application for full admission to the doctoral program signed by the student's academic advisor, a paper from the research methods course required of all School of Education doctoral students, two of the student's best papers from IME courses, (one of which should include a critical literature review), and a doctoral study plan of no more than two typed pages of double space. The portfolio review process includes meetings of the full department and uses the following criteria to judge suitability for advancement to full admission status:

1. Evidence in all written material of ability to write academic English.
2. Evidence of ability to synthesize and critique research literature.
3. A 3.0 grade point average with no incomplete (I) or in progress (IP) grades.
4. A coherent plan for further doctoral study.

Experience with the portfolio review process has generally been good for both evaluation and assessment of student progress. The one difficulty that comes to attention at almost every review is that students experience scheduling difficulties in enrolling in the required courses because some courses are not offered every semester. In such cases the department accepts work completed in another course but ensuring the student has studied with a variety of IME professors. IME professors alert students to the fact that not all courses are offered every semester at the time of orientation for conditionally

admitted students, but not every student heeds the advice when selecting course work for the first semester.

After discussion of each student's portfolio the department chair writes a letter to the student regarding the successful/unsuccessful outcome of the review process plus any pertinent remarks the department suggests to assist the student toward completion of the doctoral degree. In the event of an unsuccessful review, the student is required to contact the Dean's Office for disposition of the case. Guidelines for the portfolio review follow.

Application for Full Admission to the Doctoral Program

Please Print

Name _____
Last, First Middle

USF ID or Social Security Number _____

Semester/Year Started _____

My submission of this form indicates that to the best of my knowledge I have completed the following requirements:

- A GPA of 3.0 or higher with no incompletes (I) or in progress (IP)
- 12 units of coursework, including:
 - One General Education course:
____ 0704-708 Research Methods in Education
 - 3 of the 5 of the IME core courses, specifically
 - ____ 0705-702 Research in Bilingualism and Bilingual Education
 - ____ 0705-773 Multicultural Literature for Children and Adolescents: Narrative
 - ____ 0705-768 Discourse, Pragmatics and Language Teaching
 - ____ 0705-715 Education for Inclusion
 - ____ 0705-737 Critical Pedogogy
- A portfolio which includes the following 5 items:
 1. This completed form
 2. A paper from the research methods course
 - 3.-4. Two best papers from two IME courses
(One of the papers includes a critical literature review. These papers should be submitted “as is,” with instructor comments.)
 5. A doctoral study plan

Student’s Signature

Date

Advisor’s Signature

Date

The department also implements a qualifying presentation (QP) each semester for those students who are about to begin their dissertation proposals. Two days are set aside each semester for the process. Students prepare a six page write up of their proposed research. The advisor must sign this paper and then copies are made for the full faculty. The student then signs up for a time slot and presents this work for discussion by the full faculty. It is like a mini defense. The faculty then discusses each student's work and determines whether that student is ready to work on a longer proposal. Guidelines for the QP follow.

International and Multicultural Education
Qualifying Presentation
Effective Fall 2001

The Qualifying Presentation is an opportunity for doctoral students to present their intended research project to the IME Faculty as a whole. This important step in a doctoral student's academic development should not be interpreted as an exam but as a formative session.

This session is extremely valuable. It provides the student with an opportunity to receive valuable feedback, ideas on how to strengthen the intended research, suggestions for readings, and to get acquainted with every member of the faculty. It allows the faculty to be aware of all the research topics being addressed by our students and it serves as an academic forum for interchange of ideas.

Requirements

In order to participate in the Qualifying Presentation in any given semester, it is necessary to:

- 1) Be authorized by your advisor to present.
- 2) Have completed a minimum of **24 units** of study the previous semester, including *Research Methods in Education* (0704-708), *Applied Statistics* (0704-706), and the *Dissertation Proposal Seminar* (0705-709).
- 3) Have a paper, maximum of 6-7 pages, double spaced, which contains the following parts:
 1. A cover sheet
 2. Statement of **your** problem for study
 3. Rationale for your study
 4. Your research questions
 5. Related literature – In this section please categorize your selections into 3-4 areas. At the end, provide a short paragraph indicating how these areas are related to each other and your proposed study.
 6. Methodology – At the end of this section, please include a sentence explaining why this methodology is appropriate for your study.
 7. Educational Significance
 8. References – Include those that are cited in the text of this document as well as those mentioned in your literature section. These must be in APA format. (Check with your advisor if you plan to use a different format.)

Most, but not all, of these items correspond to the sections on the “Dissertation Proposal Outline” Form. You may use the exact wording from that form if you wish.

Alternatively...

If you have already developed a slightly longer proposal, please use a highlighter to mark the headings of sections 2-7 on each copy for faculty to read.

Process

- 1) Verify with your advisor that you have the authorization to proceed with the Qualifying Presentation in the current semester.
- 2) Sign up for a Qualifying Presentation time with the Department Secretary, presenting the letter/form signed by your advisor and **paper copies** of your paper (one for *each* member of the IME faculty). The paper must be received no later than *two weeks* prior to the Qualifying Presentation date. This means that your advisor must have signed off before this date, preferably the semester beforehand.
- 3) On your assigned date be ready to interact with the faculty for about forty-five minutes. You will be asked to make a brief presentation of your statement of the problem and the intended methodology.

The faculty will give you feedback. Please remember you are among friends and supporters. Relax and, above all, be open to listen to all suggestions given to you. You will not be required to implement all the suggestions, but you are expected to listen carefully and to understand them. Later you will be able to discuss them at length with the faculty member you select as your dissertation chair. Please feel free to ask for clarification from the faculty if you do not understand a suggestion. The Qualifying Presentation is a process of scholarly exchange.

After the Qualifying Presentation

After the Qualifying Presentation you should form a dissertation committee. Begin by selecting a chair, and, in collaboration with the chair choose the two other committee members. This three-person committee (a fourth external reader is optional) will now guide you to completion of your research.

Should you have any questions do not hesitate to contact your faculty advisor.

Qualifying Presentation Application

Student's Name: _____

Advisor: _____

Proposal Title: _____

I wish to present on _____

(Check with departmental assistant
for available dates and times)

Please be advised that _____
(student) has completed a minimum of **24 units** as of the end of
last semester, including *Research Methods in Education* (0704-
708), *Applied Statistics* (0704-706), and the *Dissertation Proposal
Seminar* (0705-709).

Please schedule a Qualifying Presentation for this student.

(Advisor)

Masters Level Assessment

Assessment at the masters level is course based. Students must maintain a “B” average to remain in the program.

Assessment Issues and Concerns Since 2002

At the completion of the preparation for the WASC visit in fall 2002 the question of what to do with the results of the assessment of all SOE programs was remanded to the Curriculum Committee. During that academic year it was announced that the Dean would retire and an Interim Dean would be appointed during the time of a national search for a Dean. The Acting Dean constantly reminded the Curriculum Committee that formalized Outside Program Review was to start in AY 2003-2004, and because of the Provost’s short notice, the Curriculum Committee had to focus its attention on developing an assessment protocol for the first two departments up for review in the spring of 2004. IME was scheduled for review during AY 2004-2005 and burdened with restructuring. (During the last two years of the previous Dean’s tenure, IME had been joined together in an unsatisfactory arrangement with the Teacher Education Department [TED]. One of the first actions of the Acting Dean was to dissolve the merger.)

A further burden for IME has been the sabbatical and retirement scheduling of two full time professors. Despite many pleas to administrators, no reply was given to our requests for additional faculty. Fortunately, the search for a new faculty member has begun.

Together, day to day duties of instruction and planning, the national search for a new Dean, and the restructuring of the department occupied the very limited time and

energies of the remaining professors. Thus, not enough attention has been given to assessment in general. It is the department's conviction that the assessment procedures in place since June 2002 serve well for ongoing assessment. Because they are based upon the specifics of many Jesuit documents, they could serve as examples of assessment of Jesuit higher education in all departments of the SOE and even all schools of the university. However, assessment must always be re-assessed and there is work to be done.

Enrollment

Fall 2004 enrollment figures after census date reveal a head count of 139 students in the program. This includes:

1. TESL MA=25
2. TESL MA with Credential=18
3. IME MA=11
4. MLCA=4
5. Ed.D.=74

In addition, there are a few students on special student status. These students applied too late to be officially accepted but were allowed to take up to two courses prior to matriculation.

From these figures, it appears that the doctoral program is the strongest. The MA in TESL, including the combined credential option, is also robust. The MA in IME and the MA in MLCA clearly need attention and support. The latter is a fairly new degree and possibly just needs some time to develop. Fortunately, many of the classes required in these two programs overlap with those offered in the doctoral program, so class size is only occasionally an issue. A larger problem arises, however, when graduates of our masters degrees then come into the doctoral program, having already taken many of the courses.

Clearly, the enrollments in the IME and MLCA masters degree programs are problematic, and the department, along with assistance from the administration, needs to

develop a plan to boost enrollments or consider retiring these two programs. At the moment, the latter is probably not a viable option since these programs support the doctoral program. (An emphasis in the doctoral program in MLCA is currently pending.) Thus, the department welcomes advice and suggestions in these two areas.

Another view of enrollment can be obtained from the student credit hours (SCH's). The chart which follows shows the SCH count for the IME Department for the last five years. The spring 2002 and fall 2002 numbers are inflated because of the program in Xiamen. Omitting those statistics, the department shows overall growth. However, faculty numbers have diminished considerably. We have lost the following faculty members:

1. Dr. Anita DeFrantz (retired)
2. Dr. X (tenure denied)
3. Dr. Aida Joshi (retired)
4. Dr. Alma Flor Ada (retired)

Clearly it is difficult to sustain student growth and faculty decline simultaneously.

Chart 1

IME and School of Education Five Year Comparative Subject Area Student Credit

Subject Area	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
IME	565	683	649	665	636	950	1016	775	579	763
Ed Total	6631	6129	6308	5435	6195	6764	7449	7726	7800	8126

Resources

The Department Budget

The Department's budget is determined by the Dean of the School of Education and is allocated annually. Operating expenses and purchases for the department are reviewed by the Chair who receives a print-out each month. Mr. Jim Brennan, Director of Budget Planning and Ms. Kim Nguy, Office Assistant, Budget and Planning, oversee the budget in the Dean's office and approve expenditures. Salaries and benefits for full-time and adjunct faculty are included in the SOE budget, but only the IME operating budget is sent to the department. The department budget and spending on a monthly basis are supervised by the Department chair.

The department has no student workers to provide faculty assistance but participates in the School of Education's Graduate Merit Scholars Program.

Cost Analysis

Chart one which follows shows the IME student credit hours for the 2003-04 academic year, by term. It also shows the total payroll cost.

Chart 2

SCHOOL OF EDUCATION

**Program Report by Term for IME
Program's SCH's vs whole Academic year 2003-04**

Total SCH's for Academic Year 2003-04: 20,124

IME	MASTER	DOCTORAL	Total SCH's	Total Payroll Cost (Sal & Ben)
Sum '03	48	56	104	\$18,710
Fall '03	362	223	585	\$241,107
Inter '04	18	24	42	\$7,768
Spring '04	501	269	770	\$263,360
Total	929	572	1,501	\$530,945

Thus, the total SCH's for the academic year 03-04 were 1,501 at a cost of \$530,945. Chart 3 shows that other expenses were \$36,032 for a total cost of \$566,977. Revenue was \$1,208,310, higher than both the Learning and Instruction Department and the General Education Department. The ratio of cost to revenue was 46.92%, or viewed from another perspective, \$377.73 per SCH.

From this data, it appears that the program is financially sound. While not the most inexpensive in the School of Education, it is also far from the most expensive.

Chart 3

**SCHOOL OF EDUCATION
L&I, GEN and IME Program Report
Academic Year 2003-04**

Whole FY 03-04 (L&I, GEN, IME)

	Learning & Instruction	General Education	IME	Grand Total 03-04
Total SCH's	1,176	1,395	1,501	4,072
F/T & P/T Faculty Payroll Cost (Sal & Ben)	\$473,514	\$414,064	\$530,945	\$1,418,523
FY 03-04 Total Cost Other Expenses \$ from #2 accts	\$175,232		\$36,032	\$211,264
FY 03-04 Total Direct Cost/Dept W/O Fin. Aid (D=B+C)	\$648,746	\$414,064	\$566,977	\$1,629,787
Fin. Aid FY 03-04	\$34,330			
FY 03-04 Total Direct Cost/Dept with Fin. Aid (F=D+E)	\$683,076	\$414,064	\$566,977	\$1,664,117
Revenue FY 2003-04	\$811,030	\$1,055,695	\$1,208,310	\$3,075,035
Ratio of Cost to Revenue (H=G/F)	84.22%	39.22%	46.92%	54.12%
Cost per SCH (I=F.A)	\$551.65	\$296.82	\$377.73	\$400.24

Prepared by Kim Nguy 10/28/2004

Office Staff

Barbara Hood is the Program Assistant. She responds to “face-to-face” student inquiries, handles correspondence and completes administrative university procedures for the department area. She reports to the department chairs. Ms. Hood refers all student calls to faculty telephone voice-mail. She may assist the department with general departmental duties and the department faculty with the functions outlined in her job description.

Facilities

The teaching facilities within the School of Education for the IME Department are adequate. The students, faculty and staff, have full access to the university library system. Off campus students can obtain library services by using a toll-free number. In addition, students have access to the School of Education Curriculum Resource Center. While the Resource Center offers primarily materials for the Teacher Education Department, the resources available to IME Department students and faculty are growing. We now have several sample ESL texts and a large collection of multicultural children’s books and materials. These were gathered by Emerita Professor Alma Flor Ada. Ms. Kate Sky now operates the Resource Center.

The Center for Instruction and Technology (CIT) is a resource for students and faculty. Located in the basement of the School of Education, there are open lab hours for students to browse. A library of state-of-the-art computer, software and videos is available for student use. Workshops on different computer applications are offered for students. The Center provides both MacIntosh, PC and Smart classroom facilities.

Teaching Facilities and Equipment

Each classroom is equipped with an overhead projector and a television/VCR. If other equipment is needed, the university maintains an instructional Media Center. Faculty members are able to order equipment for special needs. Additionally, the center supplies videotapes that can be used to supplement our teaching.

Each faculty member is assigned a new computer every three years. This computer can be installed in the faculty member's office or at home. Faculty are available through voice mail or email. Faculty members have an email address and are able to access their mail through the campus pipeline.

Faculty Development Funds and Teaching Resources

The university has made funds available for faculty development in the areas of scholarly travel, teaching effectiveness, and research. The IME faculty applies regularly and is funded often. Faculty work with the Dean to individualize their programs for professional development through an Academic Career Plan process under the USFFA agreement. Other types of institutional support that enhance the work of the faculty include: financial support to order books, video tapes, the use of materials and equipment in the Instructional Media Center; the use of the Center for Instruction and Technology for previewing videos, reviewing software, preparing materials for presentation: books, journals and computer searches in the Gleeson Library.

Office and Department Facilities

Each faculty member has a private office located on the second floor of the School of Education building. The facility is shared with other SOE faculty and staff.

The IME Department has a nice waiting area and a small conference area for student and faculty meetings and a working space for special projects. However, the work area space is often insufficient for faculty work projects. The bulletin boards located in the department area and in the main hallway are freshly decorated at the beginning of each semester.

University Level Technology

IME faculty and students are able to access computer services through the University's Information Technology Services (ITS).

The University's Information Technology Services (ITS) is located in the Harney Science Center. ITS addresses the technology needs of the University as a learning community by providing technology solutions and services to enhance the University mission and improve its services. ITS provide computer laboratory services in various campus locations. The Blackboard software technology is available to support all classes.

University Library and Resources

Generally, the library seems adequate for a graduate program of our size. The library added about 10-12,000 books to its holdings each year from 1973-1997. The largest increases occurred in 1972/73 with 20,586 books added, and more recently with 14,425 in 1997/98; 19,834 in 1998/99; 18,916 in 1999/2000; 16,424 in 2001/02; and 11,670 in 2002/03. The present collection consists of 668,199 monograph volumes, 128,000 bound periodical volumes, 725,478 microforms, 239,921 government documents, 858 videos, and 13,069 electronic resources including databases, full-text

journals, and ebooks. The library subscribes to 2,332 print journals. In the Ricci Institute for Chinese-Western Cultural History there are 80,000 Chinese language books.

Faculty can request book purchases for the library, and the book requests are usually granted. The School of Education has a faculty library liaison who works with the library reference librarian assigned to the school to order materials. Department faculty can contact the School of Education liaison to request books, journals and other material orders. Some faculty are more conscientious than others about requesting books in their respective fields, thus some professional education fields are more represented than others. The USF library internet is a very helpful tool for both faculty and students. The library repository of ERIC documents and microfiche is very useful for graduate research. In addition, the librarians facilitate many other services including recommending books and journals for purchase, providing individual and class instruction, assisting students at the reference desk and by email, and obtaining books from other libraries through interlibrary loan.

The new “Link Plus” system allows for books that the library does not possess to arrive within a short period of time. In addition, the library facilitates many other processes such as recommending books and journals for purchase, and ordering books through interlibrary loan. The Library has holdings of about 256 education journals. Some of these journals are also available online.

The software and hardware for our integrated library system (Ignacio) <http://ignacio.usfca.edu/> is provided by Innovative Interfaces and is shared with the Law Library. The following operations are provided—Acquisitions (ordering-electronically and in print, receiving materials, processing invoices, fund accounting); Circulation

(management of checking books in and out, renewals, holds, overdues); Reserves (management of course materials); Periodicals (management of subscriptions and claiming of issues); Interlibrary Loan (self-service requests to acquire materials from other libraries); Catalog Database Maintenance (where bibliographic and item records are created and maintained to provide a foundation for all the other modules); Management reports; URL checking, remote authentication and the web based library catalogue.

There are PCs dedicated to Ignacio (23) throughout the library and PCs and Macs dedicated to Reference databases in the Reference Department (27). However, access to all these services is available from any equipment in the building as well as the 24 hour remote access. ITS has two labs established in the library as well. There is wireless access for laptops in the Atrium and the range extends throughout the south side of the first and second floors. The library has active jacks for laptop use as well throughout the building.

The library also has a classroom equipped with 24 computers, a classroom control system which integrates projection, video, satellite teleconference reception, instructor control of all workstations and collaborative capability.

A current database list is available from <http://www.usfca.edu/library/databases/index.html>. Databases grouped by subject can be obtained from <http://www.usfca.edu/library/research/index.html>.

Additional services include a web-based tutorial introducing the library and its resources to new students. Email reference is available and electronic ILL requests, requesting expedited book delivery from other college and university libraries via LinkPlus. LinkPlus provides 48 hour turnaround in delivery of patron initiated book

requests for materials not owned by the library. There are currently 38 institutions participating including both academic and public libraries.

IME students may involve themselves in the following services:

- Place themselves on a waiting list for books that are checked out using the Place Hold feature in Ignacio. Soon electronic self renewal of books will be available.
- Obtain electronic documents available online through the Reserves Module. The library intends to integrate with Blackboard, an online service, in the near future.
- Make electronic requests for instruction (group or one to one).

The library is collaborating with ITS on the implementation an LDAP protocol which will allow patrons to use their USF Connect logins to access library services. It is also in the process of profiling two new products. Metafind is a meta search engine allowing simultaneous searching across library resources. WebBridge offers a smart linking capability, which enable libraries to link together information resources when appropriate. This can include content enrichment such as book-jacket images and book reviews, and fee websites related to the records the user is viewing, but can also include linking to the most appropriate copy of full-text articles or e-books.

Marketing and Recruitment

Beginning in fall, 2001, Jan Buscho, the Coordinator of Recruitment and Admissions, was charged by the Dean to develop, coordinate, and implement marketing plans for the graduate programs in the School of Education. This is done in collaboration

with the Dean and faculty through the coordination of ads, press releases, brochures, outreach materials, and the School's web page. In addition, Jan facilitates communication with prospective students and assists with on-campus and off-campus information meetings and recruitment fairs. She assesses procedures to determine the effectiveness of outreach strategies to improve and encourage enrollment. The School boasts an Open House each semester to inform the general public about our graduate programs for working adults and those who are changing careers. Information meetings are also held each semester as a recruitment tool for new students. The follow up to the recruitment activities is done by department faculty.

Students are admitted to the IME Department during the fall and spring semesters. The School is particularly committed to recruiting and supporting candidates who represent the diversity of San Francisco and the San Francisco Bay Area. Through a combination of direct recruitment initiatives, tuition reduction policies for credentialing program candidates, and tuition grants for students representing diverse communities, the School has substantially increased the diversity of candidates over the past four years.

Application materials are assembled and tracked in the University Admissions Office where they are held until all required materials have been submitted. Applicants with outstanding requirements are notified of each deficiency by the Admissions Office. Only complete application packets are forwarded to the faculty for admission consideration. Admission requirements are stated on the application and in the university catalogue.

Career Development Opportunities

The Priscilla A. Scotlan Career Services Center (CSC) provides USF students and

alumni with opportunities and services to develop, evaluate and implement effective career plans. While the Center offers career counseling, job search preparation and recruitment services for all students, its focus on graduate education is designed not only for “first time job seekers”, but for experienced job seekers as well.

Currently, the Center staff meets with faculty, conducts seminars, presents poster sessions and information at SOE Open House events, meetings and Graduate Student Association events. The staff meets with individual faculty, students and classes upon request. Also, the Center is open evening hours and selected Saturdays to meet graduate students’ scheduling needs for services.

Surveys

Four surveys were administered electronically by means of SurveyMonkey.com. These were: (1) a faculty survey of full time faculty and part time faculty for the past two years, (2) a current student survey (3) a doctoral alumni survey, and (4) a masters alumni survey. In each case the surveys utilized were modifications of those developed by the Organization and Leadership Department for their review last year. They utilized 6 different surveys. The IME Department felt that was unnecessary because we do not offer credentials. Appropriate changes were made to the surveys themselves to reflect our unique program. The original surveys were validated by Dr. Patricia Busk, a Learning and Instruction faculty member. The revised surveys were not re-validated. Ron Toledo assisted with the SurveyMonkey technology. Results were analyzed by Dr. Ben Baab. The raw data from the surveys can be found in Appendixes G, H, I, and J.

Faculty Survey

Findings

Faculty Surveys

14 faculty members, both full time and adjunct, responded, although not to every question. The complete results for faculty surveys are shown in Appendix G.

Demographics for Faculty:

Demographics are reported in Questions 30 – 37. The most common academic rank of respondents is Adjunct faculty member (5 of 13 respondents – 38.5%). There is a generally even mix of full time (7 of 13 – 53.8%) and part time (6 of 13 – 46.2%) with 8 of 13 respondents (61.5%) being tenured, although not necessarily at the University of San Francisco. The gender composition of the faculty is also evenly distributed with seven males (53.8%) and six females (46.2%). All respondents except one (12 of 13 – 92.3%) reported holding a doctorate degree. Additional demographics can be viewed in the supplemental charts.

Part I

Strong levels of agreement were reported for all questions in Part I with any level of disagreement being reported by one respondent on Questions 2, 4, and 6. Faculty members indicated the highest degree of agreement on Questions 1 (Faculty members are genuinely interested in student welfare and professional development) with 12 out of 14 faculty (85.7%) choosing Agree Strongly. As mentioned, one faculty respondent indicated disagreement that different scholarly views are encouraged (Question 2) and that his or her personal views are compatible with the department's objectives and procedures (Question 4). One faculty respondent strongly disagreed that the department is open to new ideas and methods (Question 6).

Part II

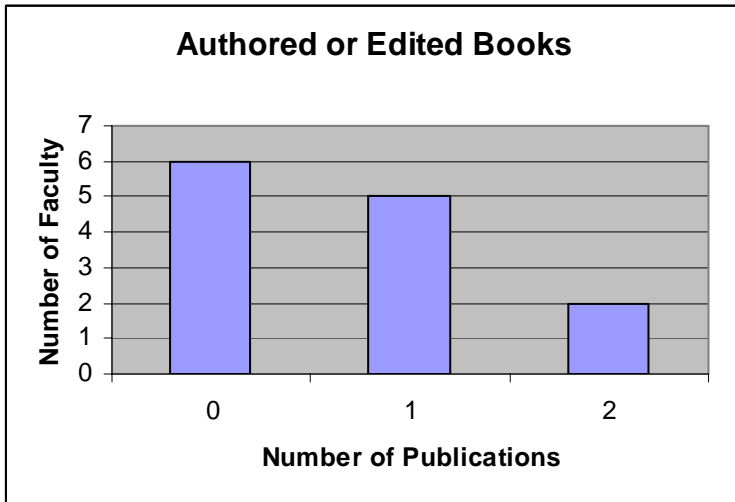
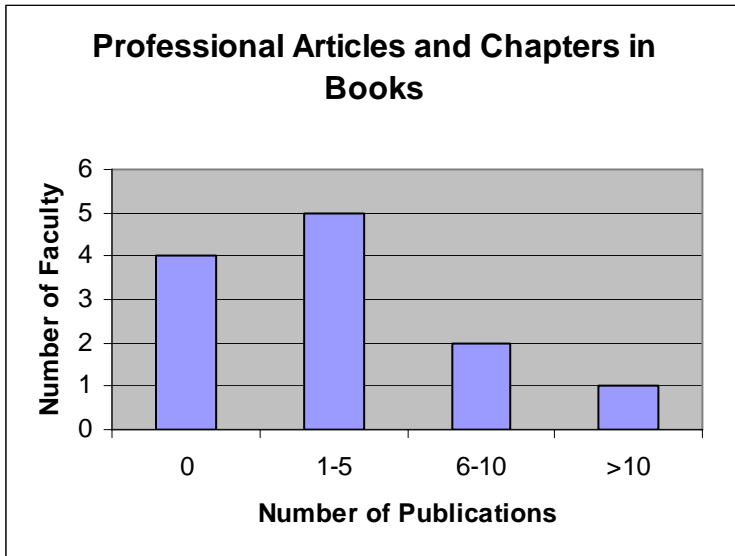
The responses to the items in Part II indicated the highest ratings for Question 17 (Administrative management of the department) with 11 of 14 faculty (78.6%) rating this area as Excellent and 3 of 14 faculty (21.4%) rating it as Good. Question 9 (Agreement between degree requirements and stated program objectives) also received high ratings with 10 of 14 faculty (71.4%) indicating Excellent and 4 of 14 faculty (28.6%) indicating Good. The lowest rated area was Question 11 (Library holdings) with 5 of 14 (35.7%) faculty rating this area as Fair, although the remaining 9 faculty chose Good or Excellent ratings.

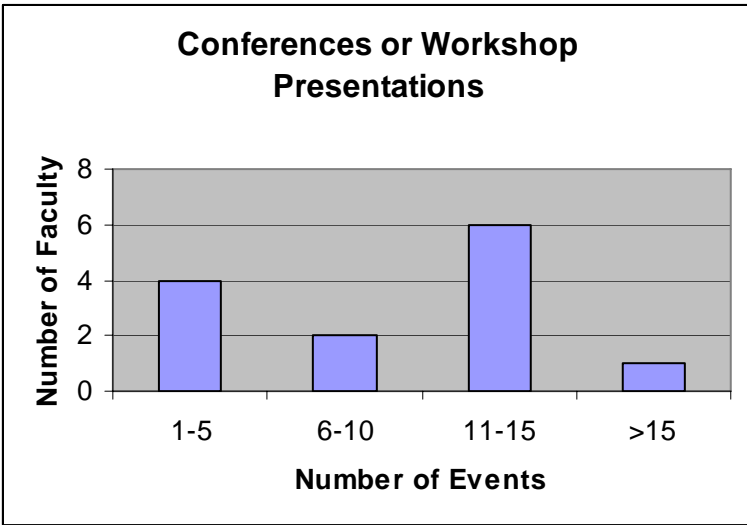
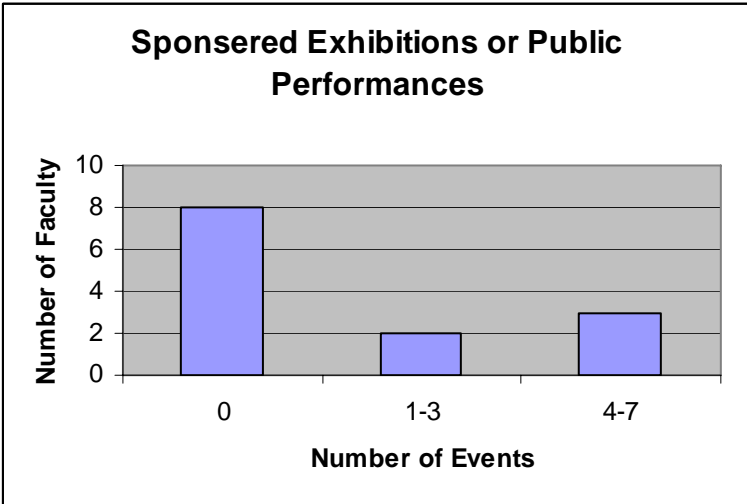
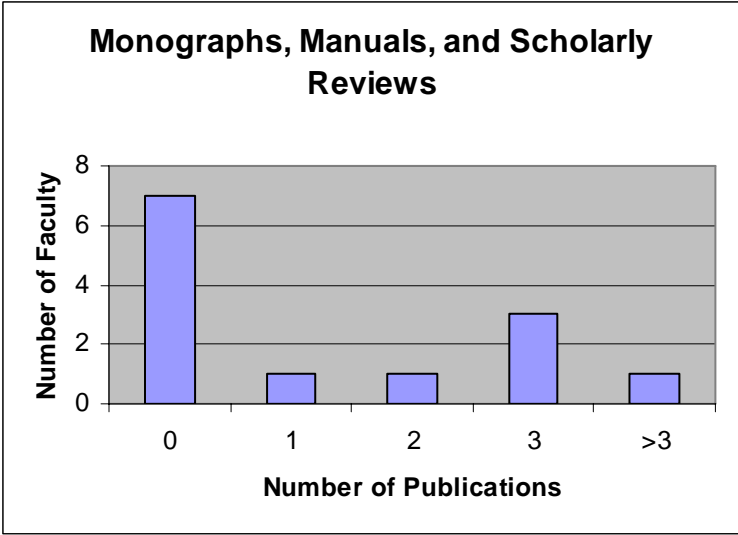
Part III

The responses to the items in Part III Questions 24 - 27 assigned varying degrees of importance to each listed purpose with Question 27 (Providing personal enrichment) receiving the highest importance rating (7 of 14 faculty (50.0%) indicated Extreme importance and 6 of 14 faculty (42.9%) indicated Considerable importance). While being rated of Considerable or Extreme importance by 12 of 14 faculty (85.7%), there were two faculty (14.3%) who rated Question 26 (Preparing other practitioners) of little importance.

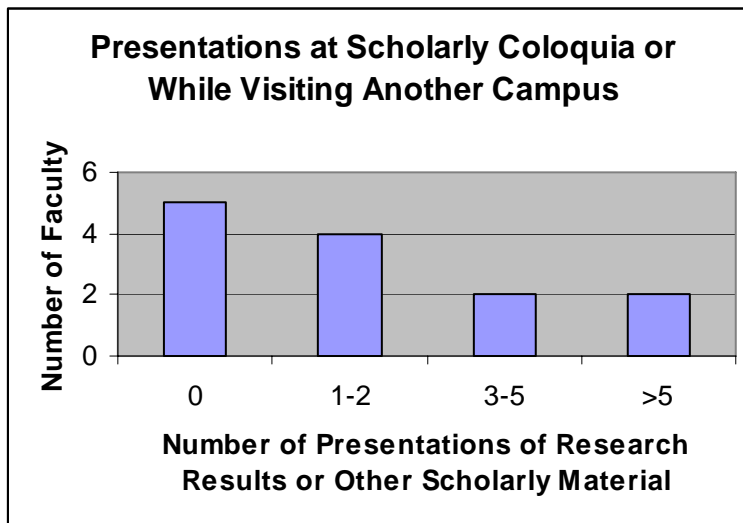
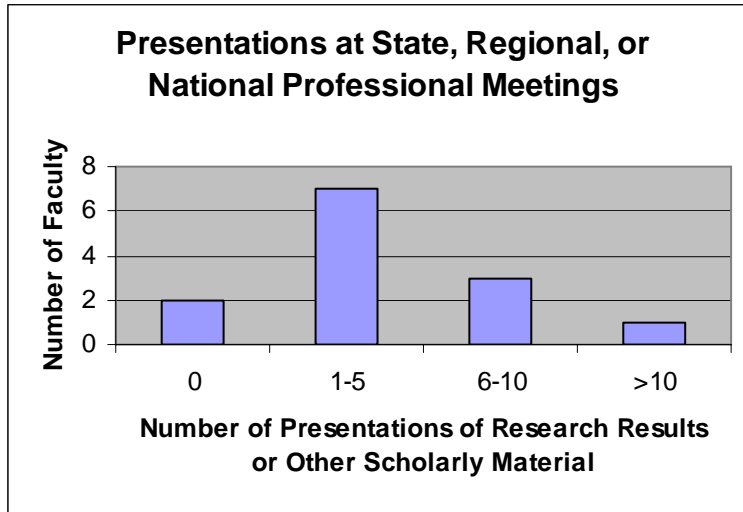
Supplemental Charts

Question 28.

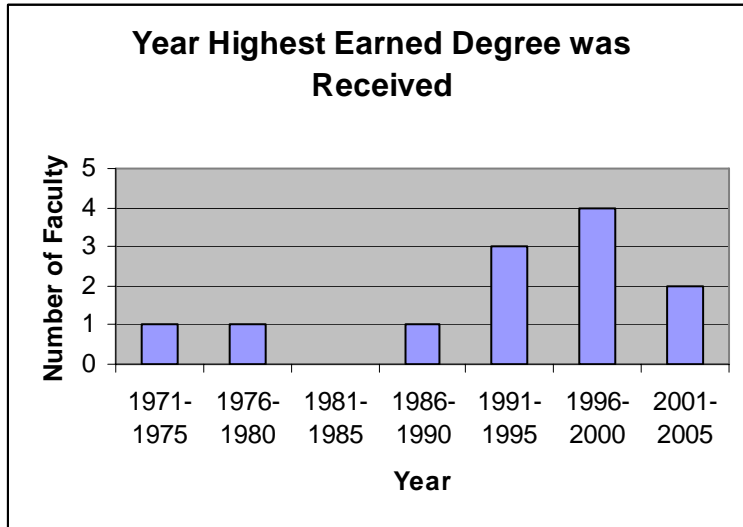




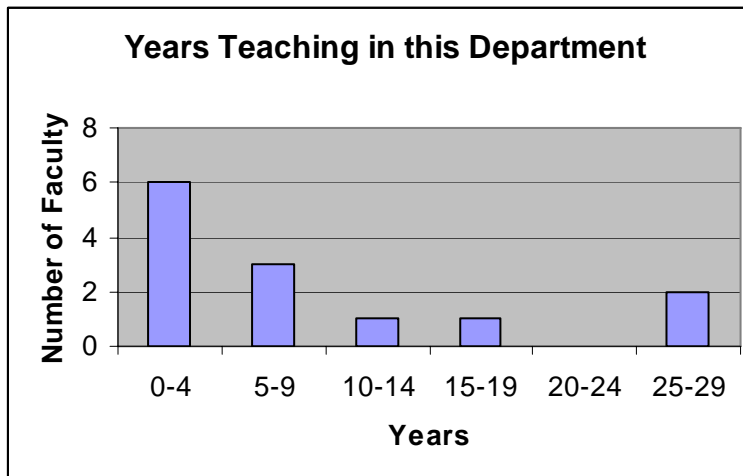
Question 29.



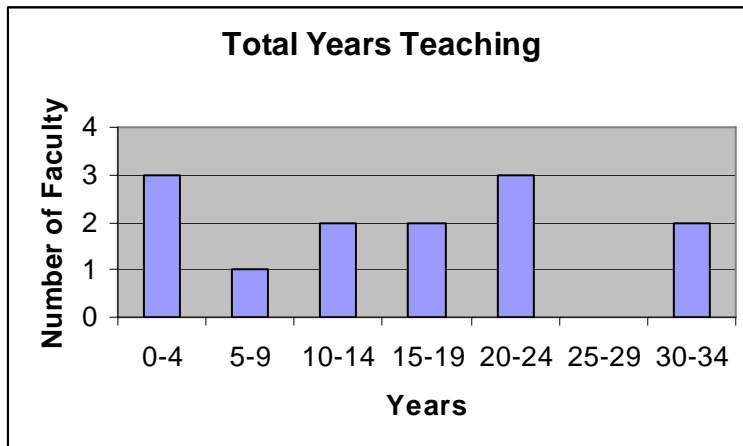
Question 34.



Question 35.

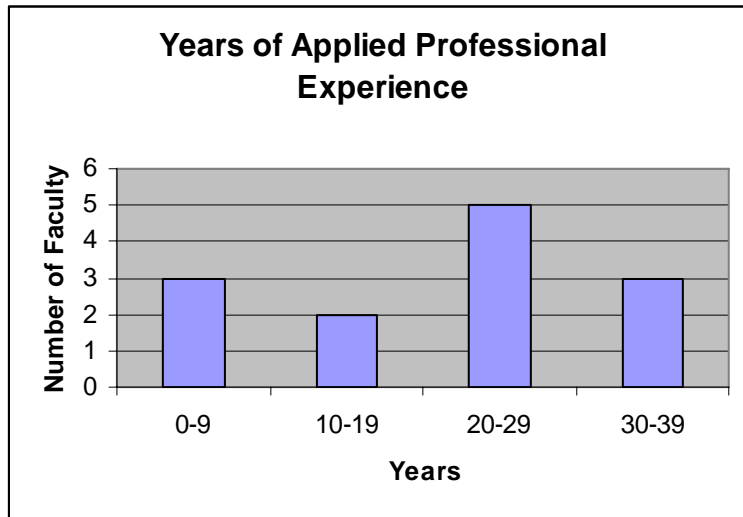


The mean is 9.1 years (s.d.=8.7).



The mean is 15.5 years (s.d.=10.4).

Question 36.



The mean is 19.7 years (s.d.=11.3).

Discussion

The responses from IME faculty members indicate overall health and positive attitudes about the importance of the work of the department. The opening remarks about Demographics for the Faculty, while indicating acceptable mixes of full time and part time faculty along with even gender distribution, unfortunately do not reflect the major crisis that faces the department: paucity of full time faculty members in the face of recent and projected retirements. At the end of the spring semester 2005 two full time faculty will retire, bringing the number of departures of professors who can serve on dissertation committees down from an all time high in the mid-1990's to a very dangerous forecast of only 2.5 full time faculty for the fall of 2005. With the departure of two full time African American professors in the late 1990's the department has had to struggle, albeit with highly competent and dedicated African American adjunct professors, to reflect a level of interest in African American education appropriate to contemporary U.S. culture.

Hence recruitment of African American students has fallen off. All pleas from the department to allow new hires for IME have fallen upon deaf ears until the fall semester of the present academic year.

Fortunately some temporary measures are in the works: two half time professors will become full time members of the department in the fall semester of 2005, and currently the department has approval to hire one more full time professor, bringing the number of full-time faculty up, but only slightly.

At a departmental meeting that included presently enrolled doctoral students on Jan. 22, 2005 the dismay and complaints of students about difficulties in securing professors to serve on doctoral committees predominated the discussions, with other difficulties such as availability of professors for [dissertation] advising mentioned as key problems. The ratio of full time professors to doctoral students was underlined as below the national average for graduate schools.

The results of Parts I and II of the survey bespeak high levels of agreement that describe a proactive healthy faculty that has enjoyed good leadership at the departmental level for the past several years. What neither Part I nor Part II reflects is the dangerous extent to which full time professors are stretched too thinly. This has often led to requiring double loads of service on dissertation committees over the past fifteen years, rendering the opportunities to publish research nil in too many cases. Neglect of departmental needs by the central administration of the university has led to this deplorable situation.

Part III reflects varying degrees of response to the importance of each listed purpose for departmental programs. It could be that the two respondents who saw little

importance in preparing practitioners in the field are part time faculty unaware of the cross over influence IME has with our department of Teacher Education, especially in the areas of second language acquisition and cross cultural education for credential candidates. The department is very proud of the success alumni in the past four years have achieved in securing employment in the California State University System at the San Francisco, Sacramento, and San Jose campuses of the CSU system.

In summary the overall responses of IME faculty describe dedicated people eager to achieve the university's stated mission. It is ironic, if not scandalous, that the central administration of the university has ignored the human resources needs of perhaps the only department of the university underpinned by a social reconstructionist philosophy of education.

Current Student Survey

Findings

Student Surveys

Out of 139 current students, responses were received from 27 students. Twenty-five students indicated their targeted degree in Question 43 with two students (8%) indicating a Master's degree and 23 students (92%) indicating a Doctorate. Survey results have been combined for reporting purposes. Master's students were requested to skip Questions 30 – 39.

General Findings

Survey responses were received from 27 current students and were generally positive with a majority of students indicating a favorable response to each item, except two questions in the section for Doctoral students only, as identified below. Complete results of the student survey can be found in Appendix H.

Specific Findings

Part I

Responses to Questions 3 (Humane environment of mutual respect) and 4 (I have learned a great deal) were the most positive, with only one student disagreeing with reservations on each question. For Question 3, 19 out of 27 students (70.4%) chose the response, Agree Strongly, as did 18 out of 27 students (66.7%) for Question 4.

The least positive responses were observed in response to Questions 9 (Department is receptive to new ideas and methods) and 10 (Good communication between faculty and students). While still indicating a positive overall response, 7 out of 27 students (25.9%) disagreed (6 with reservations, 1 strongly) to Question 9, and 8 out of 27 students (29.6%) disagreed (7 with reservations, 1 strongly) to Question 10. These two areas are targets for future strengthening.

Part II – All Students

The majority of student responses indicated Good or Excellent ratings for each item in Part II except Question 28 (Quality of advising and program counseling), which was rated as less than good by 14 out of 26 students (53.8%). The most favorable responses were indicated for Question 22 (Teaching methods), which received Excellent ratings from 12 out of 26 students (46.2%) and a like amount of Good ratings, and Question 27 (Faculty helpfulness), which was rated Good or Excellent by 21 out of 25 students (84.0%). Maintaining the existing teaching methods and high degree of faculty assistance is warranted, while improving advising will likely increase student satisfaction in this area.

Part II – Doctoral Students Only

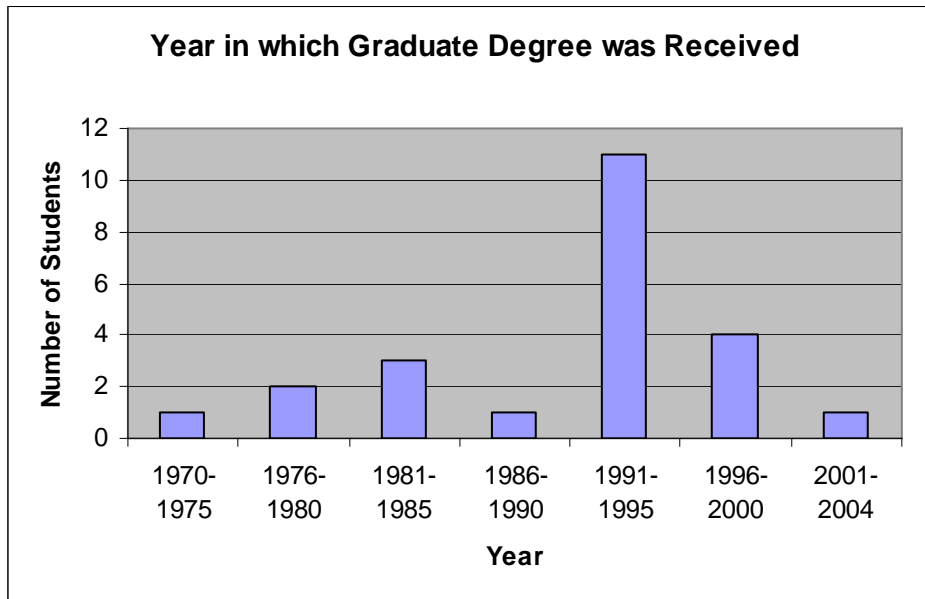
As noted previously, only two questions received less than Good ratings from a majority of respondents, Questions 31 (Faculty availability for dissertation committees) and 32 (Variety of doctoral coursework) – both items presumably impacted by the number of faculty in the department. Question 32 received Poor or Fair ratings from 15 out of 22 doctoral students (68.2%), and Question 31 received Poor or Fair ratings from 10 out of 19 doctoral students (52.6%). Doctoral students' responses to Question 38 (Relevance of Advanced Research) most favorable, with 17 out of 19 students (89.5%) indicating Good or Excellent ratings.

Part III

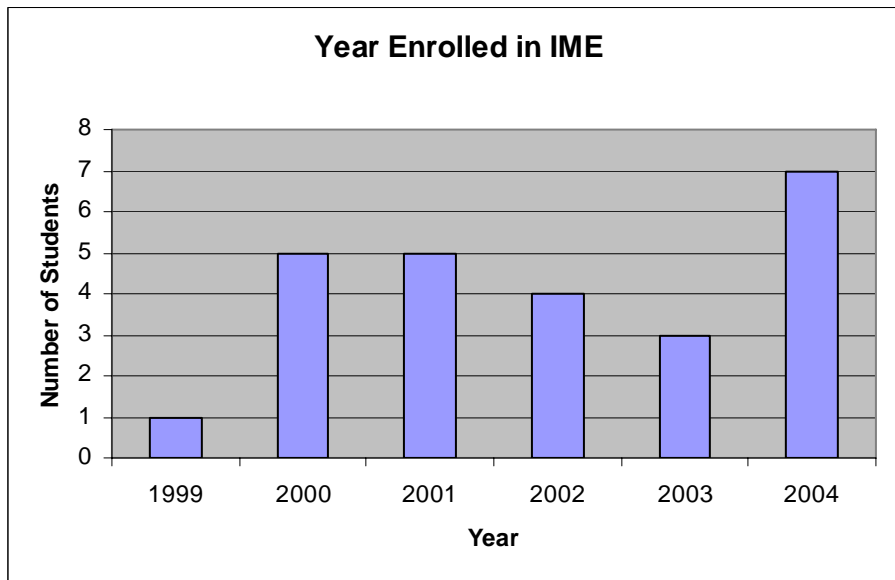
Responses in this section present of profile of the current IME student who completed the survey instrument. She (Female 80.0%) is currently employed (96.0%) at either a university (45.9%) or primary/secondary school (33.3%), is pursuing an Ed.D. (92.0%) full-time (80.0%), and anticipates a job change upon graduation (52.0%). Additional information on the respondents' demographics can be viewed in the following charts.

Supplemental Charts

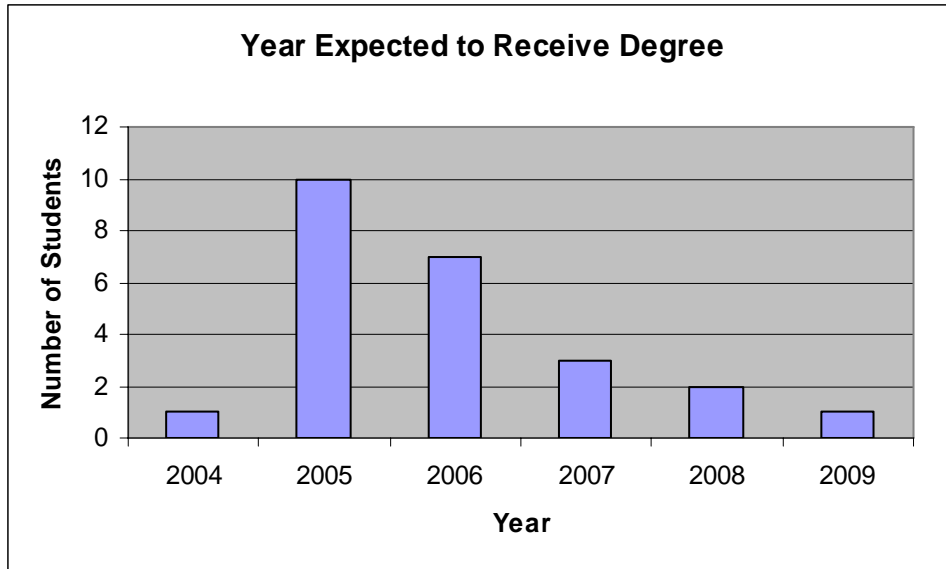
Question 40.



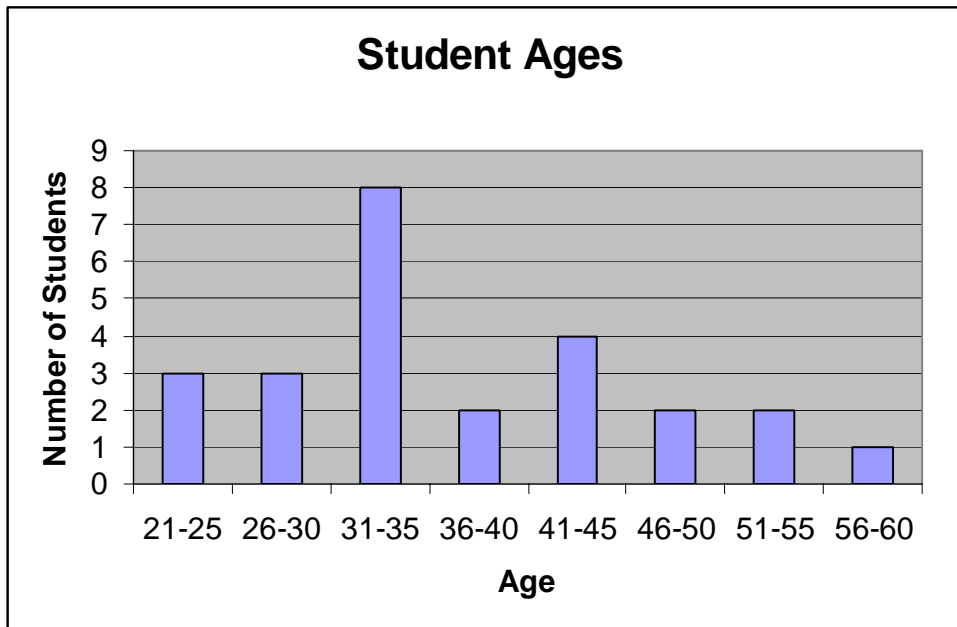
Question 41.



Question 42.



Question 54.



The mean age of the student respondents is 37.0 years (s.d.=9.8).

Discussion

Of 139 total students, 27 (approximately 20%) responded to the surveys. Of the 27 who responded, 2 stated their degree as Master's and 23 as doctorate, with 2 not answering this question. Thus 92% of the responses are from doctoral students. 80% of the students who responded are female, 96% are currently employed at a university (46%) or primary/school (33%). 92% are pursuing an Ed.D. 80% are considered full-time students. 52% anticipate a job change after graduation. The average age of respondents is 37, but the ages range from the 21-25 age group to 56-60. The students who responded represented a range in terms of how long they have been enrolled in the IME program. 8 students began in 2004, 5 each in 2000 and 2001, 4 in 2002 and 3 in 2003. The greatest number (11) received their previous graduate degree between 1991 and 1995. Seven received their degree prior to 1990 (with one as far back as 1970-1975) and five after 1990.

All but two questions in the survey received a majority of positive responses. The most positive responses in Part I: All Students were for Questions 3 (Human environment of mutual respect) and 4 (I have learned a great deal). The most positive responses in Part II were for Question 22 (Teaching methods) and Question 27 (Faculty helpfulness). The most positive responses in Part II: Doctoral Students Only were for Question 38 (Relevance of Advanced Research) with 90% indicating Good or Excellent ratings for this item.

Only two questions in the survey did not receive mostly positive responses, and these were in Part II for doctoral students only. These two items were question 31 (Faculty availability for dissertation committees) and question 32 (variety of doctoral

coursework). Question 31 received Poor or Fair ratings from 68.2% of doctoral students. Question 32 received Poor or Fair ratings from 52.6% of the doctoral students.

What these findings reveal is that students find the greatest strengths of the IME program lie in its faculty, particularly in their teaching methods, helpfulness, research and promotion of a respectful and supportive environment. The greatest weakness lies in not in the quality but the small quantity of faculty, which results in limited availability for dissertation committees and course offerings. This response comes as no surprise since within the last six years, the number of full-time faculty has drastically decreased as described below.

Several years ago two IME faculty members retired, Anita DeFrantz and Aida Joshi. Another was denied tenure. Losing these three positions left holes in the fields of African American/African diaspora and Asian American/Asian diaspora studies. More recently, Alma Flor Ada retired at the end of spring 2004. The loss of Professor Ada has been felt very deeply since she was a long-time, committed faculty member who recruited and advised a large number of students. Professor Ada contributed tremendously in the area of multicultural literature for children and young adults.

By the end of Spring 2005, Professor Messerschmitt and Father Denis Collins will also retire. These two retirements will also result in huge losses. Professor Messerschmitt developed the specialization in second language acquisition and has directed the successful MA in TESL, and Father Collins has contributed significantly to the development of IME's philosophical foundation in the work of Paolo Freire. In addition, Professor Rosita Galang has been on loan to the Teacher Education Department for the past three years to help in its accreditation review and to serve as Department

Chair. Furthermore, Professors Susan Katz and Miguel López have worked half-time in IME and half-time in Teacher Education. Thus, it is no wonder that students feel frustrated when seeking dissertation committee members. IME has had to rely on many adjuncts faculty members to teach courses, but they cannot serve on dissertation committees or direct independent studies.

Moreover, while the number of faculty has seriously declined, the number of students has remained steady around a total of 140, with a slightly larger number of doctoral students than MA students. This has resulted in a ratio of about 3-1/2 full-time faculty members to 75 doctoral students – a ratio which is inordinately large.

In fall 2005, IME will have four full-time faculty members: Rosita Galang (who will return from TED), Susan Katz and Miguel López (who will both be full-time in IME) and a new tenure-track line. Even with the new position, this will leave us extremely understaffed and having to rely heavily upon adjunct instructors, who currently already are teaching more than half of our course offerings. In order to address the concerns of students for more availability of faculty and more course offerings, the IME Department must add at least two new full-time faculty members.

Alumni Surveys

Problems with the alumni surveys developed. Of the 165 IME graduates in the last five years, only 40 had e-mail addresses on record. When the survey results were received, only four doctoral alumni responded. Only nine masters students replied. (This problem is addressed in the final reflections section of this document.) Therefore, the results of the masters and doctoral alumni are combined in the discussion which follows. Caution must be taken in generalizing from the findings of so few respondents.

Findings

Alumni Surveys

Survey responses were received from 9 alumni of the Master's program and 4 alumni of the Doctoral program. Complete results of the alumni surveys can be found in Appendixes I and J. Responses to Question 35 (Master's) and 34 (Doctoral) indicate that the average age of the 13 respondents is 37.7 years (s.d.=12.0).

Specific Findings

Part I

Responses to Questions 3 (I learned a great deal as a student in the department/program), and 10 (Master's) and 14 (Doctoral) (Opportunities for students to pursue individual projects) were the most positive, with no respondent disagreeing to either question. For both questions, six alumni chose Agree with reservations and seven alumni chose Agree Strongly.

Question 8 (Master's) and Part II Question 9 (Doctoral) (Agreement between degree requirements and stated objectives of the program) received the least positive results from the alumni, although the majority of responses were positive. The responses from 4 of 13 respondents indicated some level of disagreement with 1 of 13 (7.7%) choosing Disagree Strongly and 3 of 13 (23.1%) choosing Disagree with reservations.

Due to the differences between questions included in Part I of the Master's and Doctoral Alumni instruments, no further combined results can be reported. See the Appendices for group results. The following narrative pertains to responses from **Master's Alumni only**.

Part II

In Part II, alumni were asked in Questions 12 and 13 to identify their purpose for pursuing the master's degree and then evaluate the degree to which the program met their

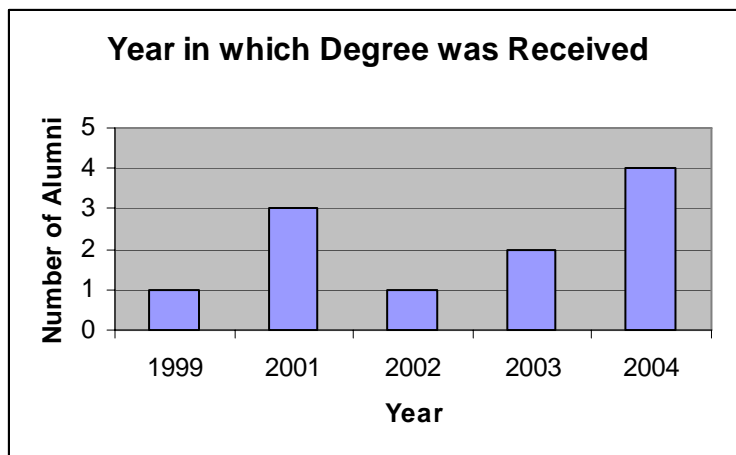
purpose. One-third of the respondents chose the purpose, Preparation for scholarly research or teaching. On Question 13, only 1 alumnus/ae reported that his/her purpose was not met, while 4 out of 8 respondents (50.0%) chose the response, Extremely well.

Part III

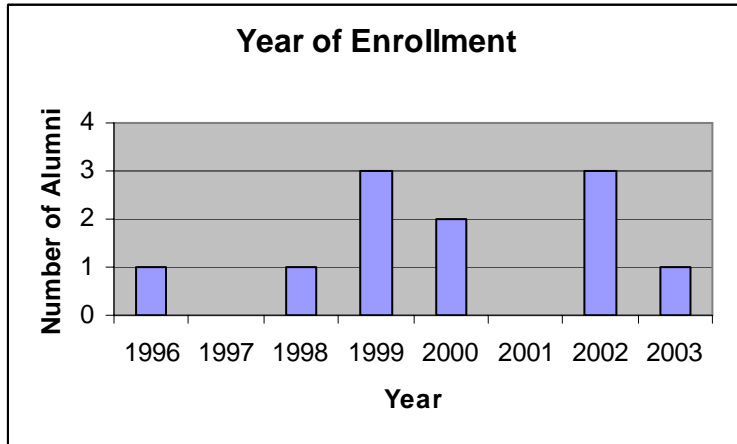
Questions 28-32 probed the effectiveness of various job search activities. Reflecting the overall dissatisfaction with employment assistance, the response, Not at all helpful, was chosen most often for each activity with no fewer than 5 of 7 respondents (71.4%) choosing this response. Blind mailings were found by 6 of 7 respondents (85.7%) to be least helpful. One of 7 respondents (14.3%) indicated that the University Placement Office and Assistance from individual faculty were very helpful in finding a job. Overall faculty assistance was rated the most helpful, yet responses indicate that improvements could be realized in each of the job search support activities. In Question 33, which queried alumni publication activities, out of seven alumni, one has written four professional articles or chapters in books, while the others have not written any articles or chapters. One of the seven alumni has authored or edited one book and six alumni have not written or edited any books. Two alumni have written one monograph, manual, or scholarly review and five have not written any. One of the seven alumni has been sponsored in 37 exhibitions or public performances, while the other six have not had a sponsored exhibit or performance.

Supplemental Charts

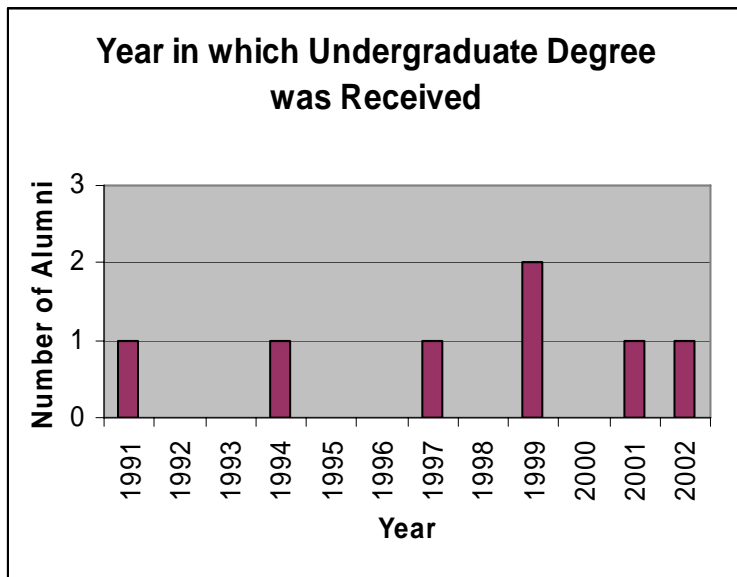
Question 16 (Master's) and Question 26 (Doctoral).



Question 17 and Question 27 (Doctoral).



Question 18 (Master's).



Discussion

Based on their best recollection of their Master's or Doctoral program experience, all the alumni respondents were in agreement that they learned a great deal as students in the department and had opportunities to pursue their individual projects. Seven agreed strongly and six agreed with reservations. While majority of their responses indicated positive ratings for their faculty and programs, they assigned their least positive ratings to

the agreement between degree requirements and stated objectives of the program. Three respondents disagreed with reservations and one disagreed strongly.

One-third of the Master's alumni respondents chose Preparation for scholarly research or teaching as their primary purpose in pursuing the degree. Four out of eight respondents stated that the program satisfied their primary purpose extremely well while only one felt that the program did not meet his/her primary purpose for enrollment.

Regarding the effectiveness of various job search activities, the Master's alumni respondents expressed overall dissatisfaction with employment assistance. Five of these seven alumni described the following search activities as not at all helpful: the department's formal or informal efforts, assistance of individual professors, University placement office, openings listed with professional associations, and letters sent directly to employers without knowing whether they had openings. While overall faculty assistance was considered the most helpful, six of seven respondents found blind mailings as least helpful. The respondents indicated that there could be improvements in the job search support activities. Seven Master's alumni responded to the question pertaining to their publications. One has written four professional articles or chapters in books; one has authored or edited one book; two have written a monograph, manual, or scholarly review; and one has been sponsored in 37 exhibitions or public performances. The other three alumni had not published or had not had a sponsored activity or performance.

In summary, the nine Master's and four Doctoral alumni who responded to the survey reported positive experiences in the program claiming that they learned a great deal as students and had opportunities to pursue individual projects. Also, the Master's

alumni respondents felt that the program satisfied their primary purpose for enrollment, which is preparation for scholarly research or teaching. Although the responses of these alumni indicated overall dissatisfaction with employment assistance, they considered faculty assistance as the most helpful job search activity. Publication activities of some Master's alumni included writing four professional articles or chapters in books; authoring or editing one book; writing a monograph, manual, or scholarly review; and being sponsored in exhibitions or public performances.

Operations

Faculty Association

The University of San Francisco recognizes the Faculty Association as the exclusive Collective bargaining representative of all full-time faculty members and all non-administrative full-time professional librarians in the agreement.

The name of the division of the University of San Francisco Faculty Association (USFFA) for the School of Education is the School of Education Faculty Association, SOEFA. The Association faculty members developed a set of bylaws to help in the administration of the School.

The purpose of School of Education Faculty Association is to organize and administer the School of Education faculty under the terms of the Collective Bargaining Agreement between the USFFA and the administration of the University of San Francisco. Meetings of the SOE take place at least once each month.

The SOE Committee of Chairs is to provide direction to the activities undertaken by the faculty of the SOE and USFFA through the Policy Board representative.

The IME Department meets on a regular basis of once each month. Other meetings are held as necessary. Department faculty members serve on school wide and university wide promotion and tenure committees, curriculum, admissions, academic policy and procedure committees. IME faculty representatives give reports and presentations at USFFA meetings, SOE chairs' meetings and Department meetings.

The Department Chair participates in the SOE Department Chairs Committee on a regular basis. The Committee meets twice a month or as necessary. The Committee of Chairs meets with the Dean to discuss SOE academic policy, school administrative and departmental issues within the boundaries of the USFFA agreement.

The Future

The Future

The IME Department has a long history of commitment to equity, justice and peace for all students. It also has a proven track record, as evidenced by the successes of our graduates. Current enrollments are strong. The world situation, with conflicts in many areas of the globe, highlights the importance of a program such as ours. Our work is very much in line with the missions of both the School of Education and the University.

However, the department is now at a crossroads precipitated by the recent and anticipated retirements of several faculty members. To that end, at the beginning of the spring 2005 semester, two events occurred: a student retreat on the first teaching Saturday, January 22, 2005, and a full-time faculty retreat on January 21, 2005.

Student retreat. A core group of doctoral students organized and led the student retreat, in keeping with Freire's concept of empowerment. The purpose of the student retreat was to provide support for the department and its work. Prior to the meeting, the organizers distributed a survey to students to get a sense of key issues to be addressed at the retreat. Nearly 50 IME students participated and expressed support for the faculty and the program. Nevertheless, they also voiced concern for the future with the fear that the department is not sufficiently supported by the university. From the surveys, they identified three issues to be discussed in small groups: 1) advisement, 2) diversity of the curriculum, and 3) financial aid information. They discussed the issue of advisement from two perspectives; immediate concerns and long term issues. Their immediate

concern, as mentioned on the formal questionnaire section of this review, is faculty availability for advisement. We, the faculty, resolved to be more diligent about keeping office hours, returning phone calls, and responding to e-mails, as long as the issues are academic in nature. We acknowledge that in the past, there has been some slippage in this area.

Their long term concern regarding advisement involves the erosion of the faculty still available to give advice and ultimately serve on dissertations. The university is going to have to be diligent about replacing retiring faculty members in a timely fashion. Students are uneasy about their future work at USF.

In addition, students took up the topic of finding financial resources to help support them through their studies at USF. Given the current lack of support from the federal government for postgraduate education, this issue presents a great ongoing challenge for our students and our program.

Faculty retreat. The faculty retreat, which included five full-time faculty members, covered several issues. First, we examined the doctoral curriculum with the goal of aligning our expectations of students at the portfolio stage with our offerings. We expanded the selection of core courses that could be used to satisfy portfolio requirements and determined what the expectations should be. We determined that at least one core course should require a critical literature review in APA format. We also felt that students should demonstrate the ability to craft an argument in one of these courses. These changes should take effect next fall.

International focus. We are still working on developing the international component of the curriculum, particularly in the doctoral program. In Spring 2005, we

have hired two new adjunct faculty members to add an international component in Ethnicity and Cultural Identity and Asian Educational Systems. Also in Summer 2005, we are offering a special topics course on Intercultural and Multicultural Education in Europe, taught by two professors from Amsterdam and Germany who have focused on the education of Roma and Muslim students. In addition, adding travel/study opportunities is attractive. However, they are expensive for students, and, because our students tend to have full time jobs, scheduling can be a problem. We hope to be able to continue to add new courses in this area.

New faculty positions. Most promising for our future is that the IME Department is conducting a tenure-track faculty search for a position in Ethnic Studies, with special focus on African American/African diaspora, Asian American/Asian diaspora, or Global Studies. These are the areas which currently need strengthening for our program to be successful in its goals. This position has attracted keen national (and even international) interest. To date (late January) we have nearly 50 applications, with many excellent, well-qualified candidates. The job description follows. We were allocated this position based on a vote of Department Chairs in early Fall 2005. All but one of the School of Education department chairs submitted a rationale for a new position and then all chairs voted, choosing IME and Teacher Education. Still, given all the retirements, we desperately need more than one new full-time faculty member.

We are also considering ways to collaborate with other departments, especially the Organization and Leadership Department. For example, we could use the expertise of some of their faculty members to invigorate the African-American themed courses within the curriculum. In addition, our current MA in IME has had historically low enrollments.

This might be because the degree has never had a clear market. With the addition of some Organization and Leadership courses, we may be able to market the degree to mid level administrators in post secondary institutions (foreign student advisors, dormitory managers, food service managers, etc.). We plan to meet with the Organization and Leadership faculty in the near future.

Soon the TESL MA program will need a new faculty member. This degree has been historically healthy, but because of the large international student enrollments, there are some potential problems there as well. The value of the dollar must always be examined, and now, government regulations regarding the granting of visas can be difficult. However, for the moment, the program is thriving, and we look forward to slow and steady growth.

Finally, we recognize the need to better market the MA degree in Multicultural Literature for Children and Adolescents. At some point in the near future we may be able to combine it with the Reading Specialist certificate. The program is still young, and it takes time to build a good reputation. Thus, while we have identified several areas to address in the coming months, we remain optimistic about our program and very proud of our work.

Reflections on the Program Review Process

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Regular program review is a helpful and essential process for academic units within a large university. It helps faculty and administration focus on both the accomplishments of a given unit as well its needs for strengthening. Thus, program review is a serious matter, and the following suggestions are made in that spirit.

First, the university needs to provide departments with more systematic assistance in conducting a program review. We suggest a point person who has that responsibility. Some departments, such as psychology, do not need such assistance because they have in house expertise. This entails knowledge of evaluation and effective survey procedures, access to SurveyMonkey.com, access to student and alumni e-mail addresses and the statistical background required to analyze the data. Other departments, such as ours, do not have faculty members who are knowledgeable in any of these areas. This may generally be true of departments that have a humanistic focus. Each step of the way, our department needed to first find out what was to be done and then figure out who could best help. This was a cumbersome and frustrating process. Consequently, there needs to be some one to facilitate the entire process.

Second, the university needs to redouble its efforts to keep alumni e-mail addresses up to date. This is not an easy task and should be re-prioritized if meaningful survey results are to be obtained. As mentioned earlier, the Alumni Office had only 40 e-mail addresses out of a total of 165 graduates for the past five years.

Finally, the department determined, after consultation with other departments regarding the contents of the surveys, to omit a comments section on the surveys. The reason is that other departments that tried including a comments section found that an occasional student or alum used that forum to intentionally get back at a single professor in a very personal way. Since this is counter productive, a comments section was not included on the e-mail surveys. In retrospect, we could have included a message at the end of each survey directing recipients to submit any further comments in writing and signed to the review coordinator by means of the postal system.