

School of Education  
International & Multicultural Education

PROGRAM ASSESSMENT FOR  
ED.D. IN INTERNATIONAL & MULTICULTURAL EDUCATION

**I. Program Goals**

1. Program provides educational experiences that emphasize and encourage leadership, ethical responsibility, and service to all communities.
2. Program provides focused areas of study in the cultural, linguistic, and sociological development of Asian Americans, Latinos, African Americans, and other cultural and linguistic minority groups.
3. Program provides knowledge of global issues in education.
4. Program provides opportunities for students to develop an awareness of their personal beliefs, values, and experiences in order to better appreciate those of others.
5. Research focus outcomes for dissertation goals section.

**II. Learning Outcomes**

- 1a. Candidates identify and apply criteria for materials/curriculum adoption, development, adaptation, and evaluation.
- 1b. Candidates examine the importance of language and culture in public and social institutions.
- 1c. Candidates examine the history, development, and experiences of the status of diverse ethnic, cultural, gender and immigrant groups in the U.S. and around the world.
- 1d. Candidates identify and apply research to address problems and issues confronting U.S. urban public schools.
- 1e. Candidates identify and give examples of ways to promote human rights principles set forth in the Universal Declaration of Human Rights.
- 1f. Candidates examine theories on multicultural literature and identify major authors and illustrators.
- 1g. Candidates examine cultural patterns in multicultural literature for children and young adults.
- 1h. Candidates identify and apply new ways of learning and teaching technology.
- 2a. Candidates identify and apply historical and contemporary approaches, methodologies, and strategies in second language instruction and assessment.
- 2b. Candidates locate and incorporate a wide range of resources, including technology, into planning, teaching, and assessment of language acquisition.
- 2c. Candidates know the basic concepts and terms in materials preparation and evaluation for teaching English as a Second Language.
- 2d. Candidates identify and evaluate effectiveness of instructional materials for second language acquisition instruction and assessment.
- 2e. Candidates examine traditional and contemporary customs and cultural practices of various cultural and ethnic groups in the U.S.
- 2f. Candidates evaluate and critique different approaches to multicultural education in the U.S.
- 2g. Candidates analyze the tenets of Critical Pedagogy and its implications for transforming schools and other educational institutions.
- 2h. Candidates identify how immigrants seek to find social, economic, and political spaces in the dominant society.

- 2i. Candidates analyze the role of schools in providing a point of contact between the children of immigrants and “American cultures.”
- 2j. Candidates examine different views on inter-relationships between “oral” and “written” language and the pragmatic implications of those views.
- 2k. Candidates examine sociocultural, economic, and historical contexts that surround urban public schools.
- 3a. Candidates identify, compare and contrast global issues related to critical perspectives in the area of Teaching English as a Second Language.
- 3b. Candidates examine immigration as a global phenomenon and the resulting sociopolitical, economic, and cultural challenges in different parts of the world.
- 3c. Candidates identify and examine the educational and political implications of the similarities and differences between cultures in the U.S. and the world.
- 3d. Candidates investigate the essential concepts of “human rights.”
- 3e. Candidates investigate current violations of human rights worldwide and discuss the strengths and limitations of the UN framework to address these violations.
- 3f. Candidates examine the role of non-governmental organizations, activism, and other means of defending human rights.
- 3g. Candidates analyze racism, discrimination against women and children, and poverty from the perspective of international human rights.
- 4a. Candidates identify and evaluate personal bias related to (appropriate content area).
- 4b. Candidates examine interpersonal relations including intercultural communications, reduction of prejudice and stereotypes, and clarification of misconceptions about cultural groups.
- 4c. Candidates identify and construct their own approach to multicultural education.
- 4d. Candidates reflect on their own practices and evaluate whether or not their own teaching practices are inclusive.
- 5a. Candidates apply research skills needed to locate research on appropriate issues.
- 5b. Candidates analyze and critique appropriate journals and research articles.
- 5c. Candidates identify and apply the policies and procedures for the protection of human subjects.
- 5d. Candidates apply research principles in critiquing dissertation proposals.
- 5e. Candidates compose a dissertation proposal.

### **III. Assessment Methods**

- Each course has a series of assignments that result in a final grade.
- First year doctoral students (who are admitted conditionally) submit a portfolio after completing 12 units of coursework. The portfolio includes the final paper for Research Methods (GEDU 708), two final papers for IME courses, and a doctoral study plan. The student must obtain approval from the doctoral advisor before submitting the portfolio for IME faculty review by the second teaching weekend of the semester. After full-time IME faculty members review and approve the portfolio, the student gains full admission into the doctoral program.
- After or during IME 709, the student presents to all full-time IME faculty members a Qualifying Presentation, which includes elements of their doctoral proposal. The faculty determines whether the student has a researchable problem before moving forward in the dissertation process and selecting a dissertation committee.
- Culmination of the doctorate lies in successful defense before a dissertation committee of: (1) a research proposal in the field of international and multicultural education or a related area (IME-

790); (2) a final dissertation in the field of international and multicultural education or a related area (IME-791).

#### **IV. Timeframe**

- All courses are assessed at the end of the spring and fall semesters and summer session.
- At the conclusion of the fall and spring semesters, students who have successfully defended a proposal or dissertation are passed to the next level.

#### **V. Who Will Do the Assessment?**

- Instructors of courses
- All full-time IME faculty members (portfolio and Qualifying Presentation)
- Dissertation committee chairperson and other members of the committee

#### **VI. How Data Will Be Used to Improve Program or Revise Curricula**

The following represents a three-year plan of action with the purpose to review the curriculum for the Ed.D.

##### A. Year One Plan:

1. Instructor review of individual course syllabi with the intent to refine stated outcomes and assessments.
2. Program analysis of stated outcomes and assessments for IME 709, IME 790 and IME 791 to facilitate progress in dissertation process
3. Development of new course, "Introduction to Doctoral Research," to apprentice first-year doctoral students into the dissertation process
4. Submit three Special Topics courses (Urban Education, Critical Contemporary Issues, and Multiculturalism in a Global World to Curriculum Committee) for approval as IME courses
5. Construction of rubrics, as appropriate, for the above-listed courses

##### B. Year Two Plan:

1. Instructor review of individual course syllabi with the intent to refine stated outcomes and assessments.
2. Program analysis of stated outcomes and assessments for the following courses: IME 718, IME 719, IME 720, and IME 740 (Human Rights Emphasis)
3. Construction of rubrics, as appropriate, for the above-listed courses

##### C. Year Three Plan:

1. Instructor review of individual course syllabi with the intent to refine stated outcomes and assessments
2. Program analysis of stated outcomes and assessments for the following courses: formerly Special Topics courses (Urban Education, Multiculturalism in a Global World, Critical Contemporary Issues, Introduction to Doctoral Research.
3. Construction of rubrics, as appropriate, for the above-listed courses