PROPOSAL FOR NEW IUPUI CERTIFICATE PROGRAM
COMMUNITY BUILDING AND URBAN EDUCATION

1. Title of the proposed certificate program, as well as department or program and school proposing the certificate.

Certificate Title: Community Building and Urban Education

Proposing Body: IUPUI School of Education

2. Designation as an IU or Purdue University Graduate School certificate.

Graduate School, Indiana University

3. A statement of the purpose and rationale of the program.

Program purpose. Urban school reform has become an interdisciplinary endeavor. No longer solely the province of educators with the peripheral involvement of school nurses and social workers, progressive urban schooling now actively brings together practitioners from multiple professions to address education and community issues in the same context. However, graduate-level, specialized training to prepare human service professionals for effective practice in these urban education settings is not readily available, short of full-scale degree programs or intermittent professional development seminars.

The proposed graduate-level certificate on Community Building and Urban Education will offer an 18-credit, project-based professional development option using an innovative "comprehensive" approach to understanding and intervening in the school-community nexus in urban settings. Instead of simply preparing professionals to "fit" within existing institutions, the program will provide a wide array of community assessment, organizational management, curriculum development, and critical thinking tools necessary for making sense of and producing improvements in school-community relations. The certificate will meet the specific needs of those intending to pursue positions beyond the entry level that require additional certification and/or experience. The certificate will target professionals in such fields as urban planning, criminal justice, community development, and social services (i.e., social work, public health, child welfare, and nursing).

Program rationale. Existing graduate and undergraduate certification programs in the School of Education (SOE) are pre-service and in-service offerings aimed primarily at prospective and practicing teachers. The general approach in these programs is essentially *school-based* in orientation: that is, they focus primarily on producing effective teaching practice in Pre K-12 classrooms. For the most part, the programs do not have community development as a training goal.

In addition, for the last several years, there have been discussions within the university in general and within the SOE in particular about the need to offer a doctoral degree in the field of urban education at IUPUI. Recognizing that the development of a doctoral degree is a major effort that requires substantive planning and careful capacity building, the SOE has settled on an incremental, capacity building strategy to achieve this long-term purpose. The SOE would start with a certificate that would form the basis for development of a master's degree. We then see this master's degree paving the way for the offering of a doctoral program. The certificate, therefore, aims to do two things: establish a base from which to work on a doctoral program, and complement as well existing SOE graduate programs with a more *community-based* and *interdisciplinary* approach to schooling.

The reasons for bringing a community perspective to our efforts are two. First, schools are too "bound up" with their social context. To be effective, any professional seeking to work in or on behalf of schools cannot afford to ignore this fact. Collaboration and use of cross-disciplinary perspectives are essential to practice. This is particularly important for professionals working in inner city schools (to say nothing of rural schools), which typically find themselves in the periphery of social life, where the political economy much too often operates to their detriment.

Second, there is need for recasting many of the issues city schools face as community development concerns that implicate broader constituencies. Issues like school safety and student performance, for example, are not just school problems. They are community development problems that are best handled by mobilizing community groups and individuals to attend to them. Until the plight of schools is seen as a concern very much tied to the overall quality of life in a community, well-intentioned reforms will always be ineffective in altering conditions. Since schools and neighborhoods are inextricably and dialectically connected, it would be ineffective to change one without changing the other.

4. The relation to relevant existing or proposed undergraduate or graduate certificate programs, if any.

The program complements the School of Social Work's new certificate program for school social workers and SPEA's array of certificate programs in providing state-of-the-art training for human service professionals serving a dynamically changing society.

5. A description of the target audience, including evidence of need and what proportion of students are expected to be concurrently working toward a graduate degree at IUPUI.

Target audience. The target audience will include the following populations:

- Teachers, administrators, school nurses, school social workers, and other school personnel
- Social workers working in community setting
- Nurses, therapists, specialized medical practitioners, including mental health specialists
- Public health professionals
- Youth development professionals

- Public safety, parks and recreation, family services, and other human service professionals
- Foundation personnel, public administrators, and anyone else requiring specialized educational skills to improve their effectiveness in working with urban schools

Included in this new class of education-oriented community development personnel are the more traditional nurses and social workers along with less conventional health professionals including those in optometry and mental health, public health workers, parks and recreation professionals, and public safety personnel in capacities other than strictly law enforcement.

Evidence of need. Indications of need for the proposed program include the following. Relatively new IPSB subject and developmental standards require an awareness and understanding of community dynamics and school-community relations. For example, "The early adolescence generalist understands the importance of the community in the education of the young adolescent and can work cooperatively with resource persons and community groups to promote students' learning" (IPSB Standards for Early Adolescence Generalist Teachers). Very few courses and no existing programs directly address this or related standards concerning school organization, classroom environment and the interaction of these elements with community forces. In addition, the proposed introductory seminar for the certificate specifically sets the stage for continuous emphasis on the theme of collaborative learning and professional practice.

Interviews of faculty in several departments throughout the IUPUI campus and leaders of community-based organizations around the city support the need for a program of study that will help human service professionals in general to effectively engage schools within their community development agendas. The vast majority of those non-education professionals interviewed described a distinct difficulty of accessing and partnering with school bureaucracies and teaching staff.

6. A plan for attaining steady-state enrollment. Include the number of students expected to participate in the program in the first year and an enrollment projection for the year in which steady-state enrollment is expected.

Experience over the past two years with an "Interprofessional Collaboration" seminar (see item 13 below), a prototype for the proposed certificate program, suggests that an average enrollment of 15-20 students can be expected. Moreover, to ensure such an enrollment for the first and later years, the School of Education will develop the "Urban Scholars" program, a scholarship opportunity that will provide full financial support to the first cohort of students and for students in subsequent cohorts who are selected for the award. In this regard, we have already written a proposal to the Great Cities Universities consortium for funding support. Other potential sources of funding for the scholarship include Lilly Endowment and United Way Scholars. By publicizing the scholarship opportunity to successive cohorts, a steady-state enrollment level comparable to the first-year enrollment of 15-20 is projected.

7. A description of new resources (funding, space, equipment, etc.) required and what the source of those resources will be.

The full-time faculty of the School of Education and other collaborating schools currently provide course offerings on a regular basis that will be used in this program. The catalogue of offerings is more than adequate to provide interesting electives. The program will be offered within the framework of existing resources: therefore, no additional resources will be required.

8. Proposed date of initiation of the certificate program.

Summer, 2003

9. Person designated as the certificate program head.

Professor Patricia Rogan, Assistant Dean for Graduate Programs and Professional Development

10. Faculty initially involved in the program and their credentials.

The core faculty of the certificate program will include the following (see also curriculum vitae attached):

- José R. Rosario
- Monica Medina
- Khaula Murtadha
- Mary Kirlin

11. Admissions requirements (see above) and procedures.

Admissions requirements. Admissions requirements are listed below.

- B.A. degree, requiring four years of full-time study, or equivalent, from a college or university holding full regional or national accreditation.
- Two letters of recommendation from community leaders and others who know the applicant's commitment to community involvement and achievements.
- Must declare interest in a community-based project. Student will demonstrate interest in a project by writing a project description that includes purpose, goals and objectives, expected outcomes, participating community agencies (if any), and a general statement about how the project will benefit the student's professional development.

Admissions procedures. Applications to the program will be accepted on a continuous basis and will be reviewed by the School of Education's Office of Student Services and program faculty. Students who are accepted into the program will be notified within two months of submitting their completed applications. Certificate program courses have been scheduled to allow for Fall entrance only (with the exception of the pilot year of the program which will start in Spring 2002.)

12. Completion requirements (see above) and procedures for audit and certification.

In addition to satisfactory completion of required coursework, students must complete a practicum component. The practicum consists of designing an authentic community development project based on a demonstrated need, implementing the project, and evaluating project outcomes with faculty from the School of Education and community-based organizations. Examples of projects include: (1) development of a partnership between a school and a community-based organization aimed at securing financial and material resources for a school-community initiative; (2) implementation of a feasibility study designed to assess the need for bilingual pre-school services at a neighborhood school serving immigrants; (3) development of a parent education program aimed at increasing participation of recent immigrants in school-community programs; (4) evaluation of the impact of a school-based health clinic on academic performance of children; (5) an action research project aimed at understanding school-community dynamics in a local neighborhood; (6) a focused ethnography of social work practice at the middle school level; and (7) implementation of a service-learning program through the mobilization of local resources and neighborhood groups.

13. Course list for the program including course descriptions. If new courses are proposed for the program include copies of the paperwork for course submission.

Course list. This certificate will require completion of 18 credit hours of coursework. Fifteen (15) credit hours will consist of required courses, and three credit hours will be taken in an elective course as outlined in the table below.

Course No.	Course Title	Required or Elective
EDUC W505	Interprofessional Collaboration Seminar (3 cr.)	Required
EDUC T550	Cultural/Community Forces and the Schools (3 cr.)	Required
EDUC T531	Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)	Required
EDUC A560	Political Perspectives of Education (3 cr.)	Required
EDUC T590	Practicum: Independent Study in Urban Multicultural Education (1-3 cr.)	Required
EDUC J637	Curriculum Development Process (3 cr.)	Elective
SPEA J550	Mentoring Juveniles as a Form of After-care (3 cr.)	Elective
NURS H544	Community Development and Organization for Health (3 cr.)	Elective
SPEA P540	Community and Neighborhood Development Planning	Elective
SOC S610	Urban Sociology	Elective
ANT E380	Urban Anthropology	Elective

Required courses (15 credit hours):

(EDUC) **W505 Interprofessional Collaboration (3 cr.)** An interdisciplinary seminar designed to prepare professionals to work collaboratively. Engages the student in a critical analysis of contemporary issues using a variety of philosophical approaches and practice examples. The

overall aim of the course is to assist professionals in integrating their expertise with human service providers in efforts to better serve children and families. An expected outcome of this process is the development of a community of leaders who can develop family-friendly strategies in urban communities.

(EDUC) **T550 Cultural/Community Forces and the Schools (3 cr.)** Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops and seminars, culturally focused readings, direct residential participation in community-related activities, and site-based culture/strategies reports.

(EDUC) **T531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)** Organizational development in linguistically and culturally diverse school sites: legal basis; administrative strategies; staff development models; use of community resources; and formative evaluation techniques for organizational development in school contexts.

(EDUC) **A560 Political Perspectives of Education (3 cr.)** This course focuses on theoretical and conceptual approaches useful in describing, explaining, and predicting political behavior related to schools. Forces for continuity and change at local, state, and federal levels are explored.

(EDUC) **T590 Independent Study in Urban Multicultural Education (1-3 cr.)** Individual research or study with an Urban Multicultural Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products.

Elective courses (3 credit hours):

(EDUC) **J637 Curriculum Development Process (3 cr.)** The analysis and appraisal of goals and procedures used in creating, evaluating, and improving curricula. Critical consideration of theories, practices, and products of curriculum development.

(NURS) **H544 Community Development and Organization for Health (3 cr.)** The purpose of this course is to critically analyze ethical principles, theories, concepts, and research of community development and organization for health and to consider their application in mainstream and multicultural communities. Students develop an evaluation research proposal to study the effects of community development efforts.

(SPEA) **J550 Mentoring Juveniles as a Form of After-care (3 cr.)** Students will work one-on-one with youth being released from the Indiana Boys School.

(SPEA) **P540 Community and Neighborhood Development Planning (3 cr.)** Examination of the role of neighborhoods in planning; methods of neighborhood analysis; government intervention; issues in community development, planning for neighborhood and community development, including citizenship participation and institutional mechanisms and implementation.

(SOC) **S610 Urban Sociology (3 cr.)** P: graduate standing or consent of the instructor. Historical and contemporary causes, trends, and patterns of urbanization throughout the world. Various approaches to studying the process of urbanization, including ecological, social organizational, and political perspectives. Current developments and problems in urban planning.

(ANTHRO) **E380 Urban Anthropology (3 cr.)** An examination of urban social organization in cross-cultural perspective, including theoretical perspectives on urbanization, kinship and social networks, economic and political factors, and cultural pluralism.

Sample program sequence

As shown below, the proposed sequence includes starting the program in Summer I, 2003 with additional course offerings in Fall 2003, Spring 2004, and if needed, Summer 2004.

SS I 2003	SS-II 2003	Fall 2003	Spring 2004	Summer 2004
W505 Required Course: Interdisciplinary Seminar	Elective and/or T590 Required practicum (continued if necessary)	A560 Required Course: Political Perspectives of Education	T550/T531 Required courses (taught as 6 credit block)	If needed: Elective and/or Completion of T590

14. Procedures for governing the program including construction of any committee that might oversee the program.

This certificate is an initiative of the IUPUI School of Education. The School of Education will oversee all aspects of program design, implementation, and evaluation.

15. Procedures for program evaluation including the criteria for success.

Program evaluation procedures. In accordance with the requirements of the Indiana Professional Standards Board, the School of Education will use its Unit Assessment System (UAS) to track program progress and effectiveness. Student progress will be tracked throughout the program and for one year beyond completion of the certificate. Methods used to collect data will include course-embedded assessments, graduate follow-up, exit interviews, written assessments from field-based organizations, and evaluations of student projects.

Criteria. The following criteria will be used to assess program success:

- Program completion rate
- Job placements
- Employer satisfaction
- Measures of graduates' impact on community and schools

ATTACHMENTS

A Program Faculty Curriculum Vitae

B Syllabi of Required Courses