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STATE OF INDIANA
COMMISSION FOR HIGHER EDUCATION
NEW PROGRAM PROPOSAL

INSTITUTION: Indiana University Purdue University, Indianapolis (IUPUI)

SCHOOLS: IU Graduate School, IU School of Education @ IUPUI

DEGREE PROGRAM TITLE: Doctor of Philosophy in Urban Education

FORM OF RECOGNITION TO
BE AWARDED/DEGREE CODE: Ph.D.

SUGGESTED HEGIS/CIP CODE:

LOCATION OF
PROGRAM/CAMPUS CODE: IUPUI

PROJECTED DATE OF
IMPLEMENTATION: August, 2011

DATE PROPOSAL WAS
APPROVED BY INSTITUTIONAL
BOARD OF TRUSTEES:

_____

_____
SIGNATURE OF AUTHORIZING
INSTITUTIONAL OFFICER

_____
DATE RECEIVED BY COMMISSION FOR
HIGHER EDUCATION

_____
COMMISSION ACTION   (DATE)

Proposal for a Ph.D in Urban Education
October 2009

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A. ABSTRACT

This proposal outlines a new Doctor of Philosophy in Urban Education to be offered by the Indiana University School of Education, IUPUI.

Overview

The purpose of this doctorate in Urban Education is to prepare highly qualified doctorates who are knowledgeable about educational needs in diverse urban contexts and skilled in critical research related to urban education. The Indiana University School of Education at IUPUI is uniquely situated to prepare educational researchers capable of working in complex urban environments where collaboration and partnerships are fundamental.

Unique and Innovative Features

IUPUI has gained recognition for its mission of civic engagement and its focus on translational research. In that spirit, the IU School of Education at IUPUI is actively involved in community partnerships and collaborative research and development projects. Located near the center of Indianapolis, the school's Center for Urban and Multicultural Education (CUME) is a hub for collaborative evaluation and research projects that build on the synergy of interdisciplinary partnerships within the university as well as diverse community partnerships designed to solve problems and foster school reform.

The IU School of Education at IUPUI is uniquely suited to offering an advanced degree in Urban Education because of the faculty's shared commitment to urban education and the many resources of the school. The school is known for its innovative Urban Teacher Education program conducted in partnership with local schools and its commitment to urban education in its master's degree programs. Faculty members engage in scholarship and research that contributes to the knowledge base of the newly developing field of Urban Education; they draw on the strength of their core campus relationships with colleagues and programs in the School of Education at Indiana University in Bloomington and collaborate with partners in the schools of Social Work, Public and Environmental Affairs, Nursing, Science, and Liberal Arts at IUPUI..

Doctoral students learning to teach at the university level and to do collaborative evaluation and research will find many opportunities to join Indianapolis faculty and community partners in ongoing or new projects and will be catalysts for even more local impact and notable contributions to national efforts to improve urban schools.

This will be the first Ph.D. in Education on the IUPUI campus and the first Ph.D. in Urban Education in Indiana.

Clientele to be Served

The proposed program will serve professionals with post baccalaureate degrees from a variety of fields. It will accommodate part-time students as well as full-time graduate students from the United States and other countries. Students with bachelor's degrees who are interested in the Ph.D. program can enter the masters program at IUPUI with an urban education focus and matriculate to the doctoral program if they successfully meet all requirements.

Employment Possibilities

This program will prepare future university faculty in Urban Education. Because this is a relatively new field of study, graduates of this program will be sought by other major research institutions interested in educational research related to urban schools and school-community relations in urban areas as well as by smaller universities and community colleges which prepare urban teachers. Twenty-four percent of all public school students attend urban schools in the USA, and student performance in these schools is appallingly low by any measure (Ravitch, 2008). The problems in urban education are systemic and complex. Poverty correlates with poor health, inadequate housing, high crime rates, single-parent families, and substance abuse-- all problems that schools cannot address on their own, yet urban schools are the last, best hope for a better life for the students. Urban schools must provide superior education to underserved children. Schools of education and community organizations across the nation understand the urgency of building their capacity to work with urban schools in new ways.

The field of urban education is in its infancy. There are only about 12 PhD programs in the country, almost all focusing on leadership and policy analysis. None is exactly like the IUPUI program with its focus on collaborative networks of support and action research. In the *2006 Survey of Earned Doctorates* (Hoffer, et. al 2007), urban education was not recognized as a category of specialization. Yet on September 28, 2008, eight of the 32 faculty positions advertised in the *Chronicle Careers* website were seeking faculty applicants with expertise and experience in urban education. These universities wanted advanced scholars with experience in research-based, collaboration with schools that serve culturally, linguistically, or socio-economically diverse populations. IUPUI faculty are on the cutting edge of this complex work, developing new knowledge and capacity with their interdisciplinary, community-based translational research projects. Graduates of this program will have the unique research knowledge and skills other institutions want and need. Graduates will be prepared as university faculty, but also may take jobs as policy analysts or executive directors for government, private corporations, or community organizations where their applied research, urban experience, and analytical skills would be prized qualifications.

B. PROGRAM DESCRIPTION

Proposed Program and Objectives

The Ph.D. degree program in Urban Education advances the study of schooling in complex urban environments and community-based research designed in partnership with schools and community organizations to solve urban educational problems and enable urban schools to change to meet 21st century demands. The program of studies is rooted in the assumption that innovative urban and public education involves studies of complex socio-cultural, economic, and political systems and collaborative research done in partnerships with families, communities, policymakers, and a variety of other partners and disciplines. The doctoral program will provide specialized training to develop scholars who understand the impact of poverty and cultural diversity in education and are skilled in multiple methodologies that nurture partnerships through collaborative inquiry.

Program objectives, listed below, will be met through a program of study in urban education that reflects the multiple perspectives required to think flexibly about urban issues, to establish multi-sector relationships, and to design research and interventions that lead to improved educational opportunities and practices. Students will also participate in a set of inquiry-based experiences aimed at understanding the inextricable connections between schools and communities. The proposed program is designed for advanced students who are interested in developing research and analytical skills that interface with a diverse environment, and who plan to use those skills to support improvement and reform of educational institutions in urban settings. Graduates of the program will become scholars, researchers, community developers, program directors, and educators who advance both the knowledge needed in the field of urban education and the linkages between higher education and community partners in education.

IUPUI will build on the strength of its core campus relationship with the School of Education in Bloomington. All IUPUI professors are members of core campus departments that work across the two campuses on advanced degree programs and research projects. Faculty on the two campuses are in continual communication, working to share resources and scholarship and to assure all coursework is rigorous and grounded in depth of field Consequently, students can take courses on either campus and IUPUI can invite Bloomington faculty to teach classes in advanced programs when it is appropriate. This advanced program will rely on this core campus scaffolding to support doctoral candidates interested in a broad range of urban issues, such as school bureaucracies, using data to make decisions, professional development, community-based partnerships, drop-out preventions, school reform, literacy, public policy, and human services. The program will provide candidates the opportunity to develop relevant and rigorous research agendas that will lead to their development as scholars better prepared to work on behalf children, families, schools, and communities, as well as business and governmental agencies in

Indiana, the nation, and beyond. Through proposed course work, the involvement of the Center for Urban and Multicultural Education (CUME), and extensive community engagement, the School of Education at IUPUI is prepared to offer a research-focused and community-based doctoral program that develops scholars and leaders for the 21st century.

The following program objectives guide both the design and implementation of the program:

1. Offer an innovative doctoral program in Urban Education, an emergent field of study, that prepares scholars whose research will contribute to creative and effective support and innovation for urban education and community development activities.

2. Develop and sustain partnerships with community agencies (including schools, school districts, social service agencies, businesses, local government, and others) that will create ideas and opportunities for research and civic engagement activities.

3. Pursue study and research opportunities dedicated to assuring equity and social justice for all citizens, especially as they concern public P-20 education.

4. Forge partnerships with other units at IUPUI, as well as with IU, Purdue, and the CUE Deans (the Council on Urban Education), in order to enhance opportunities for interdisciplinary curriculum development and collaborative research agendas.

5. Take full advantage of our urban location through effective use of the wide range of other human capital (political, financial, and intellectual resources).

6. Make effective and innovative use of technology that will enhance the research, teaching, and civic engagement of faculty and students participating in the program.

7. Prepare researchers who can contribute to statewide and national efforts in the development of effective and proactive articulation of P-20 education, with an emphasis on longitudinal education leading to higher education and careers.

Admission Requirements

Admission into the Urban Education Ph.D. will be based on the following criteria. .
*   Post- baccalaureate degree from an accredited college or university
*   3.5 GPA in graduate coursework, undergraduate GPA 3.0
*   GRE required (1100 or above for combined verbal and quantitative and 4 in analytical writing)

- International students: TOEFL (minimum 550 written, 213 computer, or 79 Internet-based version)
- Vita
- Two years of relevant work experience
- Two letters of recommendation; one must be from a university faculty member
- Writing sample (500 word personal statement about why candidate would like to pursue doctoral work in urban education)

Applicants will follow the standard policies and procedures of the Indiana University Graduate School. This includes formal application to the School of Education for admission through the Graduate School to the Ph.D. program in Urban Education.

Prerequisites (from the bulletin)

It is crucial that each applicant submit a complete application file verifying that he or she meets all the admissions requirements. No application for admission can be considered for the Urban Education Ph.D. program until all supporting materials are received, including transcripts, letters of recommendation, GRE scores, and, for students whose first language is not English, TOEFL scores. Applications will be held until all required documents are assembled. Only then will applications be reviewed by the program faculty committee that will make admission recommendations to the director of student services, who sends each applicant a letter indicating admission action.

Student Clientele

The doctorate will prepare researchers from such fields as education, government and public service, urban planning, criminal justice, community development, and social services (i.e., social work, public health, child welfare, and nursing) who have an interest in rigorous inquiry related to schools and their role in urban settings. Surveys of students and professionals in the Indianapolis community indicate that the Urban Education Ph.D. is an attractive advancement opportunity to a wide variety of individuals who have already taken classes at IUPUI and are interested in doing more to understand and contribute to the field of urban education. These respondents express the belief that IUPUI should have this Ph.D. program. The School of Education also expects to recruit on the national level and to encourage the participation of full time students from around the nation and world.

Enrollment Limits

The School of Education at IUPUI expects to admit from 8-12 students a year and the program will be structured to support both full-time and part-time students. The admissions committee will apply the following selection criteria to guide enrollments:

1) potential for excellence in research (assessed by evaluation of vita and personal statement)

2) ability to engage successfully in advanced graduate work (assessed by evaluation of letters of reference and grade point average in prior graduate work).
3) learning goals and objectives compatible with the program's research focus (assessed by evaluation of personal statement and personal interview with program leadership).

Financial Support

Fellowship support will be needed to attract high-quality students, as it is with any doctoral program of distinction. Sources of student financial support will include: 1) research and teaching assistantships funded by block grants from IUPUI; 2) fellowships offered by IUPUI to graduate students new to IUPUI; 3) grant-funded research assistantships with CUME, the Center for Urban and Multicultural Education, located in the School of Education or UCASE, the Urban Center for the Advancement of STEM Education; 4) research and teaching assistantships in the office of Professional Development and in the School of Education at IUPUI; 5) research and teaching assistantships in the Schools of Social Work or SPEA, 6) fellowships or assistantships through the Center on Philanthropy or any of the other partner units; and 7) other funds designated by the School of Education. In addition, research and personnel preparation proposals will be written to seek additional internal and external funding.

Description of Proposed Curriculum

The 90 credit hour program will allow both a high degree of individualization and a rigorous foundation in urban education study and inquiry, with many opportunities to participate in school and community research and development projects. It is likely that no two students' programs will be alike; each student's program, with the advice of a Program of Study Committee, will evolve as the student develops his/her scholarly interests.

Curriculum and Program Overview

Major: Urban Education (36 credits): Urban Education is the study of the complex social systems that interact in urban environments to shape the lives and learning of students and educators. The program aims at developing professionals with a keen understanding of the challenges high-poverty schools face in responding to ethnic, racial, linguistic, and cultural diversity, the effects of economic cycles of boom and bust, and the changing goals and policy demands made on P-20 schools. Urban Education develops activist orientations to collaborative research that supports schools and partnerships and creates new knowledge and unique community-based solutions.

Inquiry Core (12 credits): These courses will focus on the development of competencies in methods of quantitative and qualitative inquiry to lay the methodological foundation for collaborative, community-based inquiry.

Minor (12-18 credits): This coursework will be taken in an area of studies outside the major. The minor will complement the major. The committee member representing the minor field must approve the selection of courses in the minor area. An interdepartmental (interdisciplinary) minor is also possible. In this case the student must submit a written description of the theme of the minor, an explanation of the contribution of each course to that theme, and a rationale for the selection of the minor representative.

Electives (9-15 credits) This category is designated to allow students freedom in course selection with the approval of the program committee chair. These courses should add breadth in the areas of foundations, multidisciplinary perspectives, or other areas outside the major and minor.

Dissertation (15 credits): This includes individual support for drafting a proposal and conducting inquiry with relevance to urban schools and communities.

Specific Program Requirements

THE URBAN EDUCATION MAJOR (36 CREDITS)

REQUIRED COURSES
Students are required to take the following <u>seven</u> courses:

T620 Issues in Urban Education (3 credits)
Advanced study of contemporary urban educational issues. Explores research and arguments related to current educational issues in American cities. Studies and interrelates research done in the areas of public and private schools, federal, state and local government agencies, community organizations, higher education, and the private sector.

J655 Seminar in Multicultural and Global Education (3 credits)
Offers students the opportunity to: 1) examine major concepts, theoretical frameworks, and educational responses associated with multicultural/global education; 2) heighten cross-cultural awareness; 3) explore possibilities of integrating multicultural/global education into a unified approach for curriculum development and research; 4) become leaders of multicultural/global education in their area of expertise.

T650 Internship in Urban Education (3 credits)
Mentored by education faculty, advanced graduate students practice teaching at the university level, in professional development contexts, or some comparable situation that provides opportunities for curriculum development and teaching. The student's professional goals will significantly influence the prescribed experiences.

T750 Doctoral Seminar in Urban Education (Subtitled) (3 credits)
Topics will vary. Focuses upon an organized, disciplinary approach to problems in urban education. Provides an overview of the theory and research related to the topic. Explores potential research and potential research projects.

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Topics will vary. Focuses upon an organized, disciplinary approach to problems in urban
education. Provides an overview of the theory and research related to the topic. Explores
potential research and potential research projects.

T590 Research Practicum (3 credits) Individual research or study with an Urban Education
faculty member engaged in translational or community-based research arranged in advance of
registration. A one- or two-page written proposal should be generated with the help of the mentor
during the first week of the term specifying the scope of the project, project activities, meeting
times, completion date, and student product(s).

T700 Research Seminar in Urban Education (3 credits)
In this capstone course, students will evaluate and critique extant research, outline a detailed
program of urban education research for themselves, and conduct initial literature reviews related
to this research program.

ADDITIONAL COURSES IN THE MAJOR
**Students take a minimum of <u>five</u> additional courses to gain a solid background in urban
education perspectives:**

A560 Political Perspectives of Education (3 credits)
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.
H520 Education and Social Issues (3 credits)
Identification and analysis of major problems set for education by the pluralistic culture of
American society.

H530 Philosophy of Education (3 credits)
A study of representative topics in the philosophy of education, indoctrination, the nature of
teaching and learning, moral issues in education, etc.

J500 Instruction in the Context of Curriculum (3 credits)
First course for the master's degree in curriculum and instruction. Extends concepts introduced
in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum
and instruction and their impact on social contexts, learning theories, and schooling practices.
Elementary and secondary contexts are studied.

J630 Curriculum Theory and Practice (3 credits)
P: J500 or doctoral student status, or consent of instructor. Explores fundamental dimensions of
curriculum theory, such as the social construction of knowledge, curriculum as cultural mind set,
political reality, and scholarly discourse. Examines varied ideological orientations to curriculum
studies. Introduces basic concepts of curriculum design and provides opportunities for
curriculum development.

K548 Families, School and Society (3 credits)
The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk or who have other types of impairments also are presented.

L500 Instructional Issues in Language Learning (3 credits)
This course reviews the principles and the current instructional issues related to learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored.

L524 Language Education Issues in Bilingual and Multicultural Education (3 credits)
A survey of language education issues related to the linguistic abilities and educational needs of students requiring bilingual or bidialectal instruction. Topics discussed include language acquisition, language pedagogy, program models, cultural influences, teacher training, and research directions.

L540 ESL/EFL Instruction and Assessment Approaches (3 credits)
This course provides an overview of various approaches to instruction and assessment that incorporates current thinking in the field. Sheltered instruction and content-based models are examples of the instruction models that will be discussed.

P507 Assessment in Schools (3 credits)
Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

T515 Interprofessional Collaboration in Urban Schools and Communities (3 credits)
This seminar, co-developed by the Schools of Education, Nursing and Social Work, nurtures the development of Interprofessional practitioners. Designed to prepare professionals to work collaboratively, the seminar engages students 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 educators and human service providers in efforts to better serve children and families.

T 531 Organizational Change in Culturally & Linguistically Diverse Schools (3 credits)
Organizational development is explored in linguistically and culturally diverse school sites, including legal basis, administrative strategies, and staff development models. Also explores the use of community resources and formative evaluation techniques for organizational development in school contexts.

T630 Topics in Urban Education: Variable Topics (3 credits)
P: Instructor's permission. Study of special topics in the field of urban education. Emphasis on research applications to the improvement of practice.

T550   Cultural/Community Forces and the Schools (3 credits)
An introduction to the interconnections between school, family, and community, the course considers the idea of community in American thought and how that idea has affected the role that schooling plays. The course also looks at how schools build a sense of community internally, as well as how they interact with the communities that surround and support them. Also explored is: (1) the notion of partnerships and how partnerships connect schools to businesses, parents, voluntary agencies, faith based institutions, and the larger civil society; and (2) the interplay among community, schools, culture, and the ideal of social justice.

Y510 Action Research I (3 credits)
An introduction to the basic philosophy and methods of action research. Students will design an action research project and write a proposal. In this class, you will learn how to conduct action research. You will learn to select an area of focus, collect data, organize, analyze and interpret data, and take action based on your finding. You will plan an action research study and write a formal proposal for that study.

THE INQUIRY CORE (12 CREDITS):
These courses lay the methodological foundation for dissertation research.

Y502 Intermediate Statistics Applied to Education (3 credits) (Prerequisite: Basic mathematical and algebra skills, and knowledge of research concepts as might be learned in an introductory statistics or research course.) Review of descriptive statistics; correlation and regression; multiple regression; inferential statistics e.g., t- test; analysis of variance; one- and two-way factorial designs; analysis of covariance; and categorical data analysis e.g., chi-square.

Y521 Methodological Approaches to Educational Inquiry (3 credits) Introduction to the various methodological approaches to the conduct of social science inquiry in general and educational inquiry in particular. Focus on the epistemological implications of methodological choices.

Y611 Qualitative Inquiry in Education (3 credits) (Prerequisite: Y520 or H510 or consent of instructor.) Examination of qualitative approaches to educational inquiry e.g., case study, naturalistic inquiry, educational anthropology, educational connoisseurship, and criticism. Exploration of methods for collecting and analyzing qualitative data, criteria for field studies, and approaches to writing up field studies.

Y650 Topical Seminar in Educational Inquiry Methodology (3 credits) (Prerequisite: 6 hours of basic inquiry methodology course work) Advanced study of research and theory on selected topics in qualitative or quantitative inquiry methodology. Topic to be: Community-Based, Participatory Research and Analysis.

THE MINOR AREA (12-18 CREDITS)**:**
Students identify a minor in consultation with their Program Committee. The courses that constitute the minor will be taken in areas of study either outside the major or outside the School of Education. The minor will complement the major by focusing on a specialization. Minors within education but outside Urban Education would include elementary education, secondary education, special education, ESL, reading, language education, educational leadership, higher education, or counseling. Minors from other departments would include cultural studies, urban sociology, public and environmental affairs, philanthropic studies, museum studies, or nursing. (See Appendix C for a list of courses identified by other departments as good courses for urban education Ph.D. students.) As an example, a student might take four courses from the following list for a minor in urban sociology:

S610 Urban Sociology (3 credits)
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. Addresses current developments and problems in urban planning.

S612 Political Sociology (3 credits)
An analysis of the nature and operation of power in a political system. Topics may include classical theories of power, political behavior and campaigns, the role of mass media in sustaining power, the state as a social institution and political movements.

S613 Complex Organizations (3 credits)
Theory and research in formal organizations: industry, school, church, hospital, government, military, and university. Problems of bureaucracy and decision making in large-scale organizations. For students in the social sciences and professional schools interested in the comparative approach to problems of organization and their management.

S616 Sociology of Family Systems (3 credits)
Focus on the nature, structure, functions, and changes of family systems in modern and emerging societies, in comparative and historical perspective. Attention is given to relationships with other societal subsystems, and to interaction between role occupants within and among subsystems.

S560 Topical Seminars (3 credits)
Variable topics. Exploration of a topic in sociology not covered by the regular curriculum but of interest to faculty and students in a particular semester. Topics to be announced.

ELECTIVES (9-15 CREDITS)
Students will have some freedom in course selection for this category, as it is designed to provide flexibility and enable students to have breadth of knowledge determined by their particular interests and goals. Courses in this area should be planned with and approved by the Program Committee.

THE DISSERTATION (15 CREDITS):

T795 Doctoral Proposal Preparation (3 credits) (Prerequisite: Authorization required.)
This course is for the development of a dissertation proposal in urban education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

T799 Doctoral Dissertation (12 credits) (Prerequisite: Authorization required.)
Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Dissertation
Students will design and conduct research which will help solve problems that have both theoretical and practical significance to the field of urban education. This is of special importance since IUPUI is posed to make significant contributions to this emergent field of education. The dissertation must be completed within seven years of passing the oral qualifying examination.

Qualifying Exam

The Urban Education qualifying exam consists of two parts: preparation and submission of a dossier, and an oral defense of it in a meeting with the student's program committee. This meeting will typically take place in the last semester of course work.

The Urban Education Qualifying Dossier provides an opportunity for students advancing to candidacy to synthesize knowledge they have gained from completing their course work and research practicum. It is assumed that these experiences exposed students to wide range of ideas and matured their capacity to express their ideas in writing. The dossier, therefore, asks students to include quality examples of their own scholarly writing that represent their current thinking about the field. The preparation of the dossier constitutes an opportunity for doctoral students to demonstrate that they have attained a level of knowledge and developed their talents to successfully conceptualize and conduct the kind of original inquiry expected in the dissertation. The preparation of the dossier, therefore, serves as a type of bridge between the course work phase of the program and the dissertation stage. As candidates prepare the dossier, they are expected to confer with their program advisor to determine the content of the dossier.

The dossier will include the following:
1. *Statement of professional activities and vita*--a 3-10 page review of the student's professional activities in the areas of: a) scholarship; b) teaching; and c) service.
2. *Overview of urban education paper*--a 10-20 page overview of the Urban Education field in which students articulate the most significant schools of thought and/or the

ideas of individual scholars that have influenced their current thinking juxtaposed against ideas they have rejected.

3. *An exemplary paper*--a 20-30 page paper as an example of the student's best scholarship. This paper can be a re-written paper from a previous seminar, a revised paper that has been presented at a conference, or a completely new work.

4. *Reflective assessment of an early inquiry experience*--a reflective assessment (5-10 pages) of the methodology used for an early inquiry experience, in light of the student's most recent thoughts regarding educational scholarship.

5. *Presentation*--a memo from at least one faculty member who observed the student present a paper at a local, state, regional, national or international conference or another venue approved by a given student's program committee.

Residency

Students in the Urban Education Ph.D. program are expected to be highly involved in activities of the School of Education, teaching courses, assisting with community and school projects, and participating on research teams. During their residency period, they will not only take courses, but also participate in other aspects of the intellectual life the learning community. They will take advantage of the numerous opportunities to attend presentations, colloquia, conferences, and brown-bag lunches in which they are invited to participate in discussions about both theoretical and practical issues in their discipline. Participation in national and regional professional meetings, including the presentation of scholarly papers, is encouraged during this time.

Students in the program will have two choices when it comes to meeting their residency requirement: 1) Students can plan to be actively involved on campus for two consecutive semesters in a single academic year (exclusive of summer session). This residency period must be subsequent to admission to the program. Nine (9) credit hours of program course work must be completed in each of these semesters. Or 2) Students may fulfill residency requirements with three consecutive 6 credit hour terms. (Summer Session I and Summer Session II are not counted as separate terms.) Dissertation credit hours (799 or G901) may not be used to fulfill residency requirements.

Advisory Committee (from bulletin)

During the first semester in the program, each doctoral student will be advised by the program head or department chair, or will be assigned a temporary faculty advisor. Before the end of the first year in the program, each student must submit in writing to the Office of Graduate Studies a form that lists the formally appointed advisory committee and the student's program of studies.

The advisory committee consists of at least three faculty members. Two must be from the major area of study and one from the minor area. The committee chair, who becomes the student's primary advisor, must be a regular faculty member in the major area of specialization. For interdisciplinary minors, the minor representative must be from outside the major. At least two of the faculty members on each doctoral advisory committee must be regular faculty members; one

may be an adjunct or part-time faculty member. For Ph.D. advisory committees, two members, including the chair, must be members of the University Graduate School faculty.

Curriculum Semester by Semester

The following chart shows a sample program of study for a student entering the program with 30 transfer credits and a full-time course load of 9 credits per semester. Part-time students and students with fewer transfer credits will move through the program at a slower rate.

Sample Program of Study for Full-Time Urban Education Ph.D. Candidate at IUPUI

	Masters Degree related to Urban Education
Prior to Beginning the Program (30 credits)	• 30 credits transferred from an accredited master's degree program. These must fulfill the requirements for the Urban Education Ph.D. degree, as decided by candidate's Program of Study Advisory Committee. Note: Students who start with less than 30 credits of applicable coursework will require more time to complete the program.
First Year Fall Semester (9 credits)	**T620 Issues in Urban Education** **Y521 Methodological Approaches to Ed Inquiry** **Major, Minor or Elective Course**
First Year Spring Semester (9 credits)	**J655 Seminar in Multicultural & Global Education** **Y611 Qualitative Research** **T590 Early Inquiry in Urban Education**
First Year Summer Session (9 credits)	**T750 Doctoral Seminar in Urban Education** **Y650 Community-Based, Participatory Research** **Major, Minor or Elective Course**
Second Year Fall Semester (9 credits)	**T750 Doctoral Seminar in Urban Education** **Y502 Intermediate Statistics Applied to Education** **Major, Minor, or Elective Course**
Second Year Spring Semester (9 credits)	**T700 Research Seminar in Urban Education** **T650 Teaching Internship in Urban Education** **Major, Minor, or Elective Course**

Second Year Summer Session   **Qualifying Dossier Preparation and Defense**

Third Year/Fourth Year/Fifth Year (15 credits)   **T795 Dissertation Proposal Preparation**

                                                        T799 Doctoral Thesis in Urban Education

Existing Courses

All courses listed on the plan currently exist, except eight specific urban education courses.

These new courses need to be developed:

      T590 Early Inquiry in Urban Education (1-3 credits)

      T620 Issues in Urban Education (3 credits)

      T630 Topics Seminar in Urban Education (3 credits)

      T650 Internship in Urban Education (1-3 credits)

      T700 Research Seminar in Urban Education (Urban Ed Capstone) (3 credits)

      T750 Doctoral Seminar in Urban Education (Subtitled) (1-3 credits)

      T795 Dissertation Proposal Preparation

      T799 Doctoral Thesis in Urban Education

Courses from Another Institution (from bulletin)

Some graduate course work completed at other universities may be transferred into the degree program. All course work transferred must be from an accredited college or university**.** No transfer credit will be given for a course with a grade lower than B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's program of studies. They must be approved by a program advisor and by the associate dean for graduate studies. An official transcript is required for course work to be transferred. A course description or syllabus may be required in order to judge the appropriateness of course work to be transferred.

Form of Recognition

a.   Degree

The Doctor of Philosophy will be awarded after completing the requirements of the Ph.D. in Urban Education. This is the appropriate terminal degree for recognition in this field.

b.   CIP Code

c.   Diploma Information

The Ph.D. diploma will read: Doctor of Philosophy, Indiana University, IUPUI

Urban Education Faculty and Administration

Ultimate authority for the Ph.D. in Urban Education will be with the IU Graduate School. The degree will be awarded by the faculty of the IU School of Education at IUPUI, with the Graduate School serving as the central administrative structure to oversee the awarding of the degree. The Urban Education Doctorate Committee and the Chair of Graduate Programs will provide coordination.

A select group of IUPUI faculty chosen for their expertise and involvement in urban education serve on the *Urban Education Doctorate Committee*. This group is currently developing the new courses required for the program. This group will eventually teach in the program and monitor the success of the program according to the evaluation plan. They will also advise candidates and serve as mentors for inquiry and teaching internships. In addition, IUPUI will look to colleagues in Bloomington for program support. The Bloomington faculty members highlighted in the following list are professors who engage in core campus exchanges and/or do research in the Indianapolis community. They are a representative sample. Finally, the list includes additional School of Education and IUPUI faculty members from cooperating departments who will support students by serving on program and dissertation committees and mentoring students during inquiry and teaching internships.

Listing of IUPUI Faculty

Trudy W. Banta, Professor of Higher Education, Full-time; Ed.D., University of Tennessee, Educational Psychology, Senior Advisor to the Chancellor for Academic Planning and Evaluation. Area of specialization: Planning, Institutional Improvement, and Program Review. Professional and Scholarly accomplishments: publishes books annually (since 1993); founding editor of a bimonthly publication on outcomes assessment in higher education, gives keynote addresses on a regular basis and has consulted with faculty and administrators in 46 states and 14 other countries; recipient of the highest honor in her field, the Sidney Suslow Award for scholarly contributions to higher education research. Also has been honored for her work by the National Council on Measurement in Education, the American Association for Higher Education, and the American Productivity and Quality Center. Can provide expertise on higher education research in urban areas.

Beth Berghoff, Associate Professor, Ph.D., Indiana University, Chair of Graduate Programs. Specialization: Language Education. Relevant grants: *Professional Development for Teachers of ESL*, U.S. Department of Education; *Creating High Achievement Pipelines*, Indiana Commission of Higher Education; *What Are the Children Learning? Preparing Urban Teachers Who Can Teach For Understanding*, Proffitt Grant; *The Dimensions of Diversity-Building on What Makes Sense to the Child*, Campus Compact. Numerous scholarly publications, papers, and presentations on: urban teacher education programs, urban school and community partnerships, urban children and environmental activism, "leaving the ivory tower for the real world of urban schools", district-wide school partnerships with higher education, democracy and diversity, and strategies to support troubled readers.

Ryan Flessner, Assistant Professor, Ph.D., University of Wisconsin-Madison. Specialization: Curriculum and Instruction. Relevant teaching courses: Language and Math Literary in the Early Grades and Teaching Writing in the Urban Classroom. Numerous scholarly publications, papers and presentations: *Creating equitable classrooms though action research*, co-authored with Caro-Bruce, C., Klehr, M., & Zeichner, K.M.; *Practicing what we promote: integrating equity and social justice into an elementary mathematics methods course*; *Working toward change: Examining issues of diversity, equity, and social justice in mathematics teacher education*. Relevant service includes: Teacher as Researcher Special Interest Group-AERA Program Chair and co-facilitator of newly founded IUPUI Elementary Urban Educators student organization.

Robert J. Helfenbein, Assistant Professor, full-time, Ph.D., University of North Carolina-Chapel Hill. Specialization: Curriculum Theory, Teacher Education, Social Studies Education, Cultural Studies of Education, Qualitative Methods, Social Foundations. Professional and scholarly accomplishments**:** Outstanding Paper 2004, AERA Research in Social Studies SIG, AERA SIG Critical Issues in Curriculum and Cultural Studies (2005-2006) Early Career Award: Robert J. Helfenbein, Jr. & Karen Ferneding [shared]; book contributor and author of numerous professional journal articles.

Crystal Hill, Assistant Professor, Ph.D. University of North Carolina- Chapel Hill. Specialization: Mathematics Education, Cultural Studies, Gender Issues, Teacher Education. Relevant publications and presentations include: *Adding Integers: From the Classroom to the Field, Making the Invisible Visible: African American Students and Problem Solving.* Recent professional service includes: membership on the Network on Racial and Ethnic Inequality and Reviewer for The Urban Review and The High School Journal. Relevant professional experience includes curriculum specialist at the University of North Carolina- Chapel Hill Institute of African American Research on Minority Access to Revolutionary Instructional project (Matrix) (an innovative approach to improving the academic achievement of students and empowering parents to advocate better for their children) and secondary mathematics teacher with documented success in teaching populations labeled at-risk, special needs, English Language Learners, and gifted.

Robin Hughes, Assistant Professor, Ph.D., Texas A&M University. Specialization and research foci: Educational Administration, Race in Education, Psychosocial Development of Black Male

Student Athletes, and Racial Disproportional of African American Males in School Discipline. Relevant college courses taught or developed: The Urban College Student, Multicultural Education, African Americans in Higher Education, and Racial Diversity in Higher Education. Numerous scholarly papers and presentations on urban education: *Exploring Race in Graduate Programs in Education Administration; African American Males with Gifts: A Qualitative Study of Student African American Brotherhood; Critical Race Theory in Educational Settings; The Myths of Meritocratic Education: Revising the Mis-Education of the Negro; and Leaving Black Males Behind: Debunking the Myths of Meritocratic Education.* Books in press*: Black, White and Gray All Over: College Students Discuss Change at Lone Star University.* Editorial Board Member of Educational Foundations and Outside Reviewer for the *Journal of Urban Education*.

Signe Kastberg, Associate Professor, Ph.D., the University of Georgia, Associate Dean of Academic Affairs. Specialization: mathematics education. Numerous scholarly publications and presentations on math education and minority or underserved youth. Relevant grants include: Urban Educators: Robert Noyce Science Foundation. Extensive national, state, and community professional service including: Co-Editor Early Childhood Corner of Teaching Children Mathematics; Editorial Board of the *Journal of Research in Mathematics Education*; Reviewer for *Journal of Scholarship of Teaching and Learning* and Annual meetings for AERA and PME-NA, *Teaching Children Mathematics*, *Mathematics Teaching in the Middle School*, *Journal for Research in Mathematics Education*; Indiana summer conference on Urban Education planning; member of IUPUI Urban Center for the Advancement of Science/Mathematics Education Steering Committee; and member of university and community boards for the development and implementation of after school enrichment and math programs at Crispus Attucks Medical Magnet High School in Indianapolis.

Christine Leland, Professor, Ed.D., Boston University. Former Associate Dean for Academic Affairs. Specialization: Literacy Education. Professional and scholarly accomplishments: worked with Indianapolis Public Schools teachers to design and implement an elementary magnet school focusing on inquiry-based learning. This popular program has grown during the past 12 years by adding a middle school and a second building. Authored numerous articles dealing with inquiry-based teaching, teacher education and critical literacy.

Khaula Murtadha, Professor Educational Leadership. Ph.D. Miami University, Ohio. Former Executive Associate Dean of School of Educaiton. Murtadha is a major player in the Indianapolis community, widely recognized for her dedicated efforts to improve the educational and cultural environment in the city. She was recently honored as the 2008 recipient of the Mme. C.J. Walker Outstanding Woman of the Year Award. Murtadha is a scholar of women in leadership and diversity in schools and the community.

Jomo Mutegi, Associate Professor, Ph.D., Florida State University. Specialization: Science Education. Relevant professional experience: Executive Director, Sankore Institute, a nonprofit organization aimed at increasing the quantity and quality of African and Africa American participation in science. Numerous scholarly publications and presentations on the following topics: rituals and traditions as tools of socialization at Black women's colleges; African American students' career consideration and reasons for enrolling in advanced science courses;

under-representation of African Americans in science; pre-service teachers' perceptions of African American students' ability to achieve in mathematics and science; use and misuse of the word "urban"; a theoretical framework for understanding racism in African American under-representation in science education; learned helplessness as an explanation for African American achievement in mathematics. Professional service includes Reviewer for *Journal of Research in Science Teaching* and extensive volunteer support to public/private schools.

Patricia Rogan, Professor and Executive Associate Dean of the School of Education, with Ph.D. from University of Wisconsin-Madison in Rehabilitation Psychology and Special Education. Specialization: Secondary special education; school-to-work transition, employment for people with disabilities, organizational change. Professional and scholarly accomplishments: Past President, National Association for Persons in Supported Employment, Chair, State Organizational Change Task Force Member, State Medicaid Work Incentives Advisory Council Small Schools Coach International and National Consultant and Speaker Author of multiple books, articles and publications.

José R. Rosario, Professor, full time. Ph.D., University of Wisconsin-Madison**,** Curriculum & Instruction. Professional and scholarly accomplishments: Publications in curriculum and instruction, urban education, and early childhood education. Has held research and faculty positions and has developed education programs in the U.S. and overseas. Dr. Rosario is a leader in the community, serving on the mayor's board for charter schools and sponsoring the El Puente Project for Latina/o youth.

Samantha M. Paredes Scribner, Assistant Professor, Ph.D. University of California-Riverside. Specialization: Educational Leadership and Policy Studies. Numerous scholarly publications and presentations on: views on teaching in school university partnerships, administrative control in fostering teacher professional development, technical and institutional dimensions of leadership, and building professional communities. Professional service: co-editor UCEA, reviewer of Journal of School Leadership, Educational Administration Quarterly; member of Latino Network Leadership Institute and Advisory Board of Center for Urban and Multicultural Education, IUPUI.

Gary Pike, Associate Professor, Ph.D. in Communication and the Public Interest from Ohio State University, OH. Areas of expertise: the effects of in-class and out-of-class experiences on students' learning and development. Works with Higher Education and Student Affairs and Education Policy Studies. Executive Director of Information Management and Institutional Research.

Joshua S. Smith, Assistant Professor, full time. Ph.D., University of Albany, Educational Psychology. Professional and scholarly accomplishments: Director, Center for Urban and Multicultural Education, teaches graduate courses in qualitative and quantitative research methods, has (UPDATE) peer reviewed articles and numerous regional and national presentations in the areas of transition from middle school to high school, and the transition to college; Chair of the Research Committee for the National Association of Academic Advising,

and Principal Investigator on evaluation projects internal to IUPUI and with schools and community agencies in Indianapolis.

Jane Stephenson, Assistant Professor, Ed.D., the George Washington University. Specialization: Special Education. Relevant course teaching: Diversity and Learning: Teaching Every Child and Issues in Educating Individuals with Learning Disabilities. Professional experience includes elementary public school principal and special education program specialist. As elementary school principal facilitated implementation of inclusive practices, teacher leadership, professional learning communities, and award winning community partnership and technology programs. Scholarly publications and presentations on: school wide positive behavioral support (SWPBS), school size, and math achievement; state discipline policies and exclusionary educational practices for adolescents, gender- specific interventions for girls with emotional and behavioral disorders; elementary school principal role and expectations in initiating and sustaining a high quality community-school partnerships; improving students' academic achievement through technology; leading and coordinating inclusive practices in schools; and implementation of P.L. 94-142 -IDEA in schools and teacher education. Current professional service includes IUPUI Exploring Careers project, a program initiative to recruit minority secondary students to teacher education programs; and IUPUI Project Impact committee whose goals are to develop and provide support to community centers in Indianapolis.

Annela Teemant, Associate Professor, Ph.D., The Ohio State University. Specialization: Second Language Education. Over 25 refereed journal articles and four book chapters on: socio-cultural pedagogy, teacher dialogue that benefits second language learners, sociocultural assessment, cross-disciplinary collaboration in ESL service delivery, language diversity and science, distance learning teacher education. Published book: *Hungary's Nationwide Needs Analysis of Vocationally-Oriented Foreign Language Learning: Student, Teacher, and Business Community Perspectives.* Over 30 curriculum development materials (publications, DVD, CD-Rom, Videos, Cassettes): *Inclusive Pedagogy Instructional Guide*, *Developing Inclusive Pedagogy for Special Population Students*, *Literacy Development of Elementary English Learners*, The Bilingual/ESL Programs and Practices; Assessment for Linguistically Diverse Students. Grants: Principal Investigator of Five-Year National English Language Education Professional Development Grant; Improving Teacher Quality for Recruitment to Induction: Integrating Subject Matter, Language, and Diversity Pedagogy. Additional professional experience includes: Research Scientist for the Center for Research on Education, Diversity & Excellence, Materials Developer, Linguistic, and International Provo, Utah. ESL Instructor, Brigham Young University EFL/ESP Instructor, University of Jyvskyla and Suolahti Community College, Finland.

Chalmer Thompson, Associate Professor, Ph.D. University of Maryland, College Park. Specialization: the impact of racism and other forms of oppression on counseling/therapy interactions and more generally, on psychological and interpersonal functioning, counseling and psychology, racial and ethnic-based initiatives in mental health and educational settings, social justice and empowerment, black liberation psychology and practice, racial identity theory,

community, and leadership. Fulbright scholars' program and award recipient of American Psychological Association Division 17 Society for Counseling Psychology.

Erik Tillema, Assistant Professor, Ph.D. University of Georgia. Specialization: Mathematics Education. Numerous international and national publications and presentations on mathematical concepts. Relevant professional experience: People Program- teaching minority middle school students to take algebra no later than their freshman year of high school to foster minority students' interest and opportunities for pursuing a higher education; summer enrichment program for advanced minority students. Relevant professional service include the development of Concord Community Center-IUPUI partnership, and reviewer for *Journal of Research in Mathematics Education*, *Journal of Mathematical Behavior*, *Mathematics in the Middle School*, and *The Mathematics Educator.*

Elizabeth (Elee) Wood, Assistant Professor and Public Scholar of Museums, Families, and Learning, full time. Ph.D., University of Minnesota. Specialization: informal learning in community, role of objects in learning, and museum education. Professional and scholarly accomplishments: Going Public: Setting an Example for Museum Civic Engagement, submitted to Institute for Museum and Library Services [$400,000]; Organizer, Indianapolis Museum Evaluation Roundtable, "Meaning and Matter through Objects from Childhood", Conference on Technologies of Memory in the Arts, Nijmegen, the Netherlands, May 2006. "Playing at Hull House", History of Youth and Community Work, Minneapolis, MN, June 2006.

IU Bloomington Faculty

Jeff Anderson, Associate Professor Special Education, Ph. D., University of South Florida, Specialization**:** Special education and children's social services in schools. Professional and scholarly accomplishments: education researcher and former elementary teacher in special and general education; co-principal investigator of the 6-year, $1.5 million Dawn Project Evaluation Study. Studies on children's social services focus on building the K-12 capacity for, the prevention of, and early intervention for, emotional and behavioral challenges; currently is conducting a longitudinal study for Indianapolis Public Schools, examining predictors of academic achievement over time for students in special education.

Gerald Campano, Associate Professor of Literacy, Culture, and Language Education. Ph.D. University of Pennsylvania. His research interests and publications address (im)migrant identities in the contexts of schooling, urban education, Filipina American studies, and practitioner research. Throughout his work, he has been committed to creating opportunities for students to mobilize their identities and rich cultural resources in the elementary literacy curriculum. Gerald is a Carnegie Scholar and the author of *Immigrant Students and Literacy: Reading, Writing, and Remembering.* He is currently participating in an inquiry community of urban teacher researchers in Gary, Indiana.

Dionne Danns, Assistant Professor, Education Leadership and Policy Studies. Research interests include foundations; specialty in the history of 20th century urban education, African American educational history, urban educational history, African American history, student and teacher activism in Civil Rights and Black Power era, and school desegregation.

Gerardo Lopez, Associate Professor of Educational Leadership and Policy Studies. Ph.D. University of Texas at Austin. Interested in parent involvement, migrant education and Critical Race Theory.

Sylvia Martinez, Assistant Professor, Education Policy Studies, History, Philosophy and Comparative Education, Ph.D. Sociology, University of Chicago, Chicago, IL. Interested in the high school experiences of Latino youth, issues of engagement in school, specifically whether Latino youth are being challenged academically and whether they view those challenges as positive or negative experiences.

Martha McCarthy, Chancellor's Professor, Chair of Educational Leadership and Policy Studies, Ph.D., Educational Administration, University of Florida, Gainesville, FL. Teaches graduate courses in educational law and policy. Research interests pertain to church/state relations involving schools, free expression rights, equity concerns, privatization of education, curriculum censorship, and leadership preparation.

Charles Reigeluth, Professor, Instructional Systems Technology, Center for P-16 Research and Collaboration. Ph.D. Instructional Psychology, Brigham Young University, Provo, UT. Service and research on how to help school districts and their communities to engage in successful change processes and on the best available methods of instruction for meeting individual learners' needs. Facilitating a systemic transformation process in the MSD Decatur Township in Indianapolis.

Rob Toutkoushian, Associate Professor, Educational Leadership and Policy Studies; economics of education/K-12 school funding.

Additional Faculty at IU School of Education at IUPUI

Susan Adamson, Visiting Assistant Professor, Literacy
Deborah Keller, Visiting Assistant Professor, Foundations
Charles Little, Associate Professor, Educational Leadership, Director of the Urban
    Superintendents Association
Paula Magee, Clinical Assistant Professor, Science Education
Jacqueline Blackwell, Associate Professor, Early Childhood
Nancy Chism, Associate Professor, Higher Education and Student Affairs
Mary Fisher, Associate Professor, Special Education
Keith Morran, Professor, Counseling
Anastasia Morrone, Associate Professor, Educational Psychology
Charlie Nelms, Professor and Vice President for Student Development and Diversity and
    Chancellor for Academic Support and Diversity
Anne Ociepka, Clinical Assistant Professor, Literacy
Floyd Robison, Associate Professor, Counseling

Dwight Schuster, Ph.D. (Pennsylvania State University, 2005), Assistant Professor

Faculty: IU School of Social Work at IUPUI
Carolyn Black, Associate Professor
Lisa McGuire, Assistant Professor

Faculty: IU School of Public and Environmental Affairs at IUPUI
Roger Jojoura, Associate Professor
Sheila S. Kennedy, Professor
John Ottensmann, Professor
Eric Wright, Associate Professor

Faculty: IU School of Nursing at IUPUI
Anne Belcher, Associate Professor
Mary Beth Riner, Associate Professor

Faculty: IUPUI School of Liberal Arts
Susan Hyatt, Associate Professor, Anthropology
Rudy Banerjee, Assistant Professor, Geography
Owen Dwyer, Assistant Professor, Geography
Robert Barrows, Associate Professor, History
Monroe Little, Associate Professor, History and African-American Studies
Ramla Bandele, Assistant Professor, Political Science
Robert Aponte, Associate Professor, Sociology
Marci Littlefield, Assistant Professor, Sociology
Peter Seybold, Associate Professor, Sociology

New Faculty Positions

The School of Education is committed to urban education, and the faculty are actively engaged in teaching and research that is informed by and informing the field of urban education. There are multiple faculty members whose expertise can be tapped to develop and teach the urban education courses for the doctoral cohorts. But this existing pool of scholarly expertise needs to be fortified by the addition of a senior Urban Education/Foundations professor who has experience with multiethnic populations and an established collaborative research agenda. This urban educator will be charged with guardianship of the program. He or she will take responsibility for helping the faculty to finalize the design of a coherent curriculum and for anchoring the evaluation of the program. This person will also be a first advisor to the doctoral students entering the program, providing them with personalized support as they identify their committees and get underway in the program.

In addition to hiring a new faculty member, the School of Education will also need to create a temporary administrative position called the Urban Education Coordinator. This individual will be responsible for the administrative issues related to starting the new program—preparation of recruitment materials and communicating with candidates, developing funding proposals and setting up assistantships, working with Student Services to establish admission and advising procedures, addressing logistics of work space and technology for the students, setting up and coordinating the Ph.D. Committee to oversee final program development, and initial program evaluation.

Learning Resources

Existing Resources
A distinct advantage of locating an Urban Education Ph.D. program at IUPUI is its excellent access to a variety of scholarly, professional, community, and governmental resources essential to research, teaching, and service/civic engagement activities in the program. The system of IUPUI Libraries and its membership in the entire Indiana University Library system gives immediate print and online access to a tremendous range of print and electronic sources. In addition, the Marion County Public Library System contains extensive holdings, and the Indiana State Library and State Archives house a rich store of primary and secondary sources. As the state capital, Indianapolis is home to a vast number of public and private agencies and organizations, providing opportunities for research and civic engagement. Important governmental offices, such as the Indiana State Department of Education and the state legislature are within walking distance of the IUPUI campus. These resources are complemented by the educational, cultural, and professional organizations and resources available to a large, diverse metropolitan area. At IUPUI itself, dozens of centers, institutes, and other academic units can support the work of the doctorate.

Central to above partnerships is collaboration with the School of Education's Center for Urban and Multicultural Education (CUME). As the School of Education's research arm, CUME will provide extensive and valuable support services to faculty and students in the doctoral program. CUME can help locate and acquire external funding, provide significant resources for research and teaching, offer support for IRB approval processes, and facilitate collaboration among the school, other participating IUPUI units and centers, and community sites and resources. CUME enjoys strong financial and administrative support in the School of Education, and will be a key feature in ensuring a high quality doctoral program.

The School of Education also collaborates with the Urban Center for the Advancement of STEM Education (UCASE). UCASE is a joint effort among the School of Science, School of Education, and School of Engineering and Technology at IUPUI. Through a combination of

program development, science, technology, engineering, and mathematics (STEM) education research, and graduate and undergraduate scholarships, UCASE fosters the goals of increasing the numbers of highly qualified K-12 STEM teachers, and expanding knowledge of teaching and learning. UCASE was founded in 2006 through IUPUI's Commitment to Excellence (CTE) Funds.

In addition to the faculty resources noted above, the proposed program will take full advantage of its associations and partnerships with centers, research institutes, and other appropriate resources available at IU-Bloomington. The resources in Bloomington are rich in terms or research, teaching, and funding opportunities.

Need for Additional Learning Resources
Physical space is always an issue at the School of Education. We are studying our current configurations of computer labs, carrels, and center offices. We need to create spaces where the doctoral students can interface with faculty, other students and community projects. We will look to CUME and UCASE to provide research support (software, technology, and resources) and researcher development activities. We will also work with these offices as well as faculty grant and research projects to identify the ongoing research and community engagement projects that are suited to the involvement of the doctoral students.

Our biggest need is going to be funds for assistantships, fellowships, and minority recruitment incentives. We are in the process of researching the ways other departments fund research and teaching assistants. We will have to be very proactive in seeking funding resources to expand beyond our current level of student support.

Given the strength and depth of existing resources, we do not anticipate an immediate or short-term need for additional learning sources. It is more a matter of having greater opportunities through the doctorate to take advantage of the opportunities that already exist. This can be achieved through improved articulation about the opportunities and more collaborative creation and promotion of their availability as resources for doctoral study. These opportunities include distance learning technology, the Oncourse online learning environment, university-wide faculty and student organizations, wireless technology, and electronic library and other repository linkages from local to international sites.

Other Program Strengths

Special Features
This proposed program will enable the School of Education to claim a unique niche in the field of urban education. While designing the program, we researched other urban education programs and centers including the Center for Urban Education at Berkley, the Metropolitan

Center for Urban Education in New York City, and Center for Collaborative Education in Boston. We specifically charted features and looked at syllabi from the Ph.D. programs at CUNY, the University of Wisconsin Madison, and University of Illinois Chicago. In doing this research, we learned that IUPUI is like these programs in its focus on understanding and supporting schools that serve multiethnic and poor populations, but unique in its focus on collaborative inquiry in the community as a means to undertake change. Our program is not a policy studies program like the one at the University of Illinois Chicago or a program focused on educational leadership like the CUNY program, but rather a program that takes a systems view of education which sees the community, rather than just the schools, as the unit of change.

As an urban university, IUPUI embraces community development as part of its mission. The School of Education is collaborative with local agencies and schools through its CUME and UCASE centers. Their activities include bringing the resources of the Woodrow Wilson and Noyce Foundations to community schools and collaborating on federal grants projects for ESL professional development, improved Special Education in the schools, and the $2.5 million *George Washington Community School–Mary Rigg Neighborhood Center* grant that was recently funded to promote the community school model. This environment and climate are especially well-suited to an interdisciplinary doctoral program supported by other academic and research units on campus.

Anticipated Collaborative Arrangements
We anticipate collaborative arrangements with partners both on campus and in the community. Within IUPUI, the proposed program can build on already established collaborative arrangements between the School of Education and Nursing (courses, service learning activities) and the Center for Service and Learning (a number of current grants and other initiatives and activities). Because the intersections between and among schools, social services, and public health concerns are strong and sustained, potential partnerships with the Schools of Social Work, Public and Environments Affairs, and Liberal Arts are not only possible but highly likely and attractive in the areas of collaborative or cross-listed courses, collaborative research, and joint initiatives in civic engagement with all these units in concert with the Center for Service and Learning as well as CUME.

In the community, we will be working with schools, service agencies, community initiatives, service learning, community scholars, arts organizations, and government organizations. These could include efforts to work with schools to improve health and environmental education; assist schools (especially Full-Service schools) in their efforts to research and deliver social services to students, families, neighborhoods, and communities; provide support in various forms to enhance P-20 articulation efforts statewide.

C. PROGRAM RATIONALE

Institutional Factors

Compatibility with the Institution's Mission
During the 2004-05 academic year, President Adam Herbert initiated the Mission Differentiation Project to help facilitate the process of planning for the future of Indiana University. This project led to a significant amount of reflection and discussion on the IUPUI campus and contributed to the preparation of an updated Mission Statement for the institution. This statement is as follows:

> *Raise educational achievement and intellectual aspiration in Indianapolis, the state and beyond through leadership and access. Develop and apply knowledge to ever-changing issues of health and economic and social well-being through teaching, research, and service. Enhance the public and private lives of students by offering the state's most comprehensive range of effective academic programs, from the liberal arts and science to a wide array of professional programs. Serve as a model for collaboration and multi-disciplinary work through partnership with Indiana University and Purdue University and the community, drawing upon the distinctive strengths of the academic health sciences and the resources of the capital, city, and state. Build understanding and respect in academic and human relationships through cultural diversity.*

Given these charges, the proposed interdisciplinary doctorate is as timely as it is appropriate.

Planning Process
For the past several years, there have been discussions within the university in general and within the School of Education 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 School of Education settled on an incremental, capacity building strategy to achieve this long-term purpose. We began by developing new courses and creating an 18-hour concentration in *Community Building and Urban Education* which is now integrated into our 36-hour Masters Degree in Education with an Urban Education focus.

The masters degree program is designed to:
1) complement existing School of Education graduate programs with a more community-based and interdisciplinary approach to a graduate program of studies; and
2) establish a base from which to work, in the development of a collaborative and interdisciplinary urban education doctorate.

Preliminary, formal discussions about the need for an Urban Education doctorate in the School of Education began in 2002. Dean Gerardo Gonzalez met with the original Urban Doctorate

Development Committee in order to identify a set of questions that needed to be addressed in the proposal, including purpose, need, resources, and potential duplication of programs with other IU campuses or other doctoral institutions in the state. Those discussions were driven by:

    a) local school and community interest having a research-driven doctoral program in Indianapolis
    b) IUPUI administrative interest; and
    c) student interest in a doctoral level program on the IUPUI campus

The School of Education Executive Associate Dean explored potential for an interdisciplinary delivery of a doctorate on the IUPUI campus. Meetings took place with various IU Bloomington and IUPUI administrators and faculty members. The Executive Associate Dean also met with the IUPUI Deans in the Schools of Social Work, Nursing and SPEA, to assess their interest in jointly collaborating to offer a doctorate in the field of Urban Education. Substantive planning followed, when faculty engaged in careful and continuous deliberation and planning in School of Education Faculty and Graduate Program Faculty meetings.

In May, 2003, the School of Education Graduate Faculty formed a Doctoral Study Committee to explore issues in more depth and to develop an action plan for the advanced degree. In the 2004-05 school year, preliminary data were collected through 1) online surveys; 2) face to face and telephone interviews; and 3) from the statistics supplied by the Commission on Higher Education.

The results of these activities indicated that there did indeed exist a significant market for this type of program. Consequently, further data gathering took place. In January 2007 the School's Center for Urban and Multicultural Education, in concert with IUPUI's Office of Institutional Management and Institutional Research, launched a more extensive collection of data designed to indicate more broadly and clearly the level of interest in the proposed doctorate. This survey, completed in September 2007, is discussed in a later section of this proposal, and tabular data are presented in Appendix C.

Leadership transitions in the School of Education delayed progress on this proposal, but the program of studies for the Ph.D. in Urban Education was finalized in January 2009.

Impact on Other Academic Programs
The doctorate in urban education will have many and varied positive effects on other academic programs, both within and outside the School of Education. In the School of Education, the doctorate would affect both the undergraduate and graduate components of our academic programs.

At the undergraduate level, the presence of a doctoral program will enrich the knowledge base, contacts, and resources available to both faculty and students. The field-based nature of our undergraduate teacher preparation program means that there will be constant, substantive opportunities for undergraduate students to meet and work with graduate faculty and doctoral students who similarly would be in schools and other community-based sites a great deal of the time. There would be opportunities for student teachers to draw on the expertise, research, and assistance of doctoral students and faculty, which currently exist to only a minor extent. The professional relationships that have existed and been sustained for many years with schools and school districts, especially the Indianapolis Public Schools, can provide fertile ground and multiple stable opportunities for research and civic engagement at the undergraduate level; such work will in turn be enhanced by the presence of advanced students and doctoral faculty.

At the graduate level in the School of Education, the strengthened focus and enhanced resources generated through this program will offer other graduate students—those enrolled in masters degree programs as well as those engaged in professional development activities—an enriched environment for scholarly activity and professional growth. Having doctoral students as instructors, scholars, and advanced student colleagues in certain courses will provide intellectual stimulation and life experiences that energize the graduate program. Ongoing research projects and the organization and collection of relevant source materials will benefit students and faculty in the classroom, library, and the community.

This proposed program will also bring similar benefits to other academic programs on the IUPUI campus. Students in Social Work, Nursing, SPEA, Liberal Arts, and across campus Schools will benefit in many of the ways described above. More importantly, they can enjoy sustained opportunities to work with skilled, qualified persons who can help guide them in interdisciplinary study grounded in research and teaching in the field of education. Students and faculty in other units will also be able to draw on professional and academic connections and resources that may be unfamiliar to them or otherwise unavailable. All participants will benefit from sustained opportunities to design and cross-list truly interdisciplinary learning opportunities (courses, internships, research projects, for example) that would make effective use of appropriate disciplines. Such opportunities would be more diffuse and less accessible without an Urban Education doctorate.

Utilization of Existing Resources
The School of Education is prepared to manage the doctoral program efficiently and effectively, making optimal use of existing resources. The School of Education has a wealth of qualified faculty to teach in the program, to mentor new researchers in community-based projects and research, and to serve as advisors. The school makes continual improvements to its student

service operations and evaluation processes. These systems and the technology that support them will be vital to the support of doctoral students.

CUME, UCASE, and the Commons areas have carrels and technology outlets for students and these can be transitioned from masters' students to doctoral students as can the 5 assistantships that are currently allocated to masters students. Faculty will welcome the upgrade to having doctoral level assistance on their projects.

Student Demand
In 2007 The School of Education developed a short survey and interview protocol to examine student and community interest in the proposed doctorate. The survey was administered on-line to a sample of IUPUI students currently enrolled in Masters programs. In total, over 1,000 students received the survey via their IUPUI email account. Approximately 15% of the students (n = 148) fully completed the survey. Seventy percent of the students who completed the survey were female, which is representative of the Masters programs in the School of Education.

For several years students enrolled in IUPUI Masters programs have informally indicated a desire to continue their studies in a Ph.D. program. The survey confirmed this. One-third of the respondents indicated that they were *interested* or *very interested* in pursuing a doctoral degree in urban education (n =53). Areas of specialization ranged across the multi-disciplinary spectrum with the strongest interest in the areas of Higher Education, Education Policy, and K-12 Education. Over 90% of the respondents indicated that interdisciplinary coursework was *important* or *extremely important*. The finding aligns with the scope and direction of the proposed Ph.D. In terms of future employment, 65% of respondents were *interested* or *strongly interested* in teaching in four-year comprehensive college, and slightly fewer reported an interest in teaching in a research university.

A semi-structured interview was conducted with 10 survey respondents to get a better understanding of the survey findings. Respondents were from a variety of professional positions including: teacher, principal, assistant principal, Fellow for School Evaluation, Education Outreach Coordinator, and Director of Alternative Education. They described their ideal post-doctorate positions as ranging from teaching at the university level, working as a central office administrator, being an associate superintendent, becoming a professor, and staying at their current position. There did not appear to be a strong preference for a particular type of doctoral degree (Ed.D. vs. Ph.D.), even though the respondents understood the difference being that the Ed.D. was appropriate to work in an education setting and a Ph.D. is beneficial in the research sector.

In response to the focus of the degree, the respondents clearly articulated that more research was needed in urban education. The majority of respondents spoke about the importance of the Urban Education Doctorate program as it related to their past experiences (work and schooling) in urban environments. These respondents acknowledged a lack of depth around issues of urban environment in the teacher education programs where many of their colleagues received training. Others pointed to opportunities to continue to learn about working with children and families from urban environments. Essential components of an urban education program cited by the respondents included practical application in community settings, flexible scheduling, an emphasis on critical thinking, and a strong need for assistantships. One quote summarizes a pattern that emerged around the interview analysis; "I am looking for a program that delves deeply into urban school systems as a whole. It is important to me to have regular opportunities to work with local urban school corporations and do research that is relevant to the needs and structures of those schools."

In addition to the students surveyed, the Chair of Graduate Studies keeps track of individuals who contact the school of education to ask about the availability of a earning a doctorate in education at IUPUI. We have a list of 25 individuals who have expressed an interest in the Urban PhD program and have asked to be contacted as soon as the program is available.

Enrollment Projections
We plan to initially admit between 8 and 12 students a year. We will accept full and part-time students. Our promise will be that the core courses needed for the Ph.D. will be offered at least once every two years. Full-time students will need assistantships. Part-timers can stay in their jobs and work on their degrees.

Enrollment and Completion Data
We estimate that 50% of these students will be new to IUPUI and 50% will come from the pool of students who have earned the IUPUI Masters Degree in Education with an Urban Education or other foci.

Transferability
Students will be allowed to transfer up to 30 credit hours of Masters degree work.

Access to Graduate and Professional Programs
Not applicable

Demand and Employment Factors
The Urban Education Ph.D. program will prepare graduates with both the Urban Education cognate and a minor area of their choice outside of Education. Schools of education understand

that urban education is a study that prepares an educator to focus on the challenge of educating multiethnic and poor children. The IUPUI program will also prepare researchers who are accustomed to being involved in the reform work of the schools in their communities. These educators will be capable of making a significant contribution to any educational context.

On the national level in 2001, doctoral degree holders constituted roughly 1 percent of the workforce and had an unemployment rate of slightly more than 1 percent and median annual salary of $66,000. Compared to a 3.7 percent unemployment rate and $30,300 median earning for the general population aged 25 and older, this group had better than average employment prospects. The Ph.D. job market has been characterized by fluctuations. The field of education experienced a glut of doctorates in the late 1970s and early 1980s that caused education to lose ground relative to other fields. Significantly fewer education doctorates have been prepared in the two decades since that time of oversupply and many of the degrees awarded in education in 2000 were not Ph.D.'s, but Doctorates in Education (Jones, 2003). According to Viadero (2008), about 1,800 new doctorates currently enter the workforce in the field of education each year.

Based on Bureau of Labor statistics, Jones (2003, p. 30) states that "the employment outlook for college faculty is expected to be good but competitive, particularly for the most desired tenure-track positions at research institutions." She goes on to say that faculty employment is projected to grow by 24% over the 2000-2010 decade, faster than the 15 % growth projected for all occupations. So there is a growing need for doctorates at the national level.

Indiana has a real deficit when it comes to graduate and professional degrees, as well. Statistics from 2005, show that Indiana trails its neighbors Illinois, Michigan, and Ohio with just under 8% of its population holding advanced degrees. Nationwide, 10% of the population has graduate degrees. On this subject, the Indiana Commission of Education notes (Reaching Higher, 2008):

> *Indiana must also address its "Brain Drain." Each year, the state gains citizens with low educational attainment while it loses thousands of workers with strong academic credentials. Creating more degrees will solve only part of the problem. Indiana needs to retain degree-holders and encourage their creativity to develop more opportunity for all Hoosiers.*

On the hopeful side, education has been in a growth cycle in Indiana and is predicted to stay in growth mode. Elementary and secondary teachers show up as 33rd and 43rd on the list of *50 Hot Hoosier Jobs* (2009). Postsecondary teachers show up in the 8th spot on the list, and it is predicted that 5,560 jobs will be filled by doctorates between 2004 and 2014, making this group of educators the group expected to increase at the highest rate in the state (Justis, 2006). More than likely, some of the Ph.D.'s prepared in this program will find employment in the almost 80 institutions of higher education and stay in Indiana, adding to its prosperity.

Regional, State and National Factors

Comparable programs in the region or state

Data were requested from the Commission on Higher Education about the following:

1. The number of approved doctoral programs at Indiana universities and colleges
2. The name of each institution, number of students enrolled, and number and type of degrees awarded each year for the past 3 years.

Appendix D provides details supporting the conclusion that there are currently no Ph.D. programs in Urban Education in the state of Indiana. In addition, IUPUI has the only Masters degree with an Urban Education focus, offered in an urban laboratory setting.

Indiana University, Bloomington, offers an Ed.D. in Educational Leadership, and some courses are offered in Indianapolis, but the program focus is on preparing school administrators, not university researchers. We anticipate the two programs, the proposed Ph.D. and the current Education Leadership doctorate in Bloomington, to complement each other.

Since there are no Ph.D. programs in Urban Education in the state of Indiana, a search was conducted to find Urban Education doctoral programs in other parts of the nation. Twelve programs were found. A template consisting of five predetermined program components was used to collect information and the components compared included: 1) the program model (including type of degree awarded); 2) program requirements; 3) entrance requirements; 4) format for delivery; and 5) marketing focus. We studied three doctoral programs in greater depth, including: the University of Wisconsin at Milwaukee (a doctorate in urban studies with specializations), the University of Illinois Chicago campus (policy studies in urban education), and City University of New York (CUNY) (development of leaders in educational research and policy analysis focusing on urban issues).

External Agencies

External agency interest in the proposed doctoral program falls into two categories:
1) accreditation and 2) professional/scholarly association. The North Central Association is responsible for accrediting IUPUI as an institution. Any and all expected standards from this body will be followed and addressed in accordance with accreditation policies associated with admissions, curriculum, graduation requirements, resources, etc. There is no specific professional association that would hold accrediting or other kinds of approval jurisdiction over the doctoral program.

D. PROGRAM IMPLEMENTATION AND EVALUATION

Implementation

The implementation of the program will require hiring a faculty member with advanced knowledge and expertise in urban education the curriculum and staffing expert) and appointing an IUPUI faculty member as Urban Education Coordinator (temporary part-time administrative support based on one-course buyout a year). These two faculty members will work together with all others in the School of Education to finalize plans, create the needed infrastructure, and be responsible for oversight of the implementation of the program. This will include the development of recruiting, advising, and curriculum materials, being in contact with persons who have questions about the program, and establishing a Ph.D. Committee which will meet four times a year. These individuals will make sure courses are scheduled and staffed so as to ensure offerings at least once every two years. They will also support faculty in the development of courses and attend to the vertical articulation of the curriculum. In addition, they will work with faculty, CUME and UCASE in planning for assistantships and internships in ongoing research projects.

We have a School of Education faculty, both on the IUPUI and Bloomington campuses, with expertise in Urban Education. Several of the IUPUI partners from other schools and departments also have expertise in Urban Education, e.g., Anthropology and Museum Studies in the School of Liberal Arts, SPEA, School of Social Work and the School of Nursing. We expect, therefore, with the partnerships and courses that already exist, as well as those that have yet to be formed, that the program can be implemented by the Fall of 2011.

Competencies of Graduates

Graduates of the program will understand:
- systemic nature, strengths, and failures of urban education
- diversity
- commitment to equity
- excellence in teaching
- power of collaborative research used to support partnerships and create new knowledge and unique community-based solutions.

Graduates of the program will be able to:
- Teach university level courses in urban education and their specialty area
- Use data to make decisions
- Use technology as a tool for learning, research, and community engagement
- Write proposals, present, and publish research reports in peer reviewed venues.
- Act as agents of change through research, teaching, civic engagement.

Program Evaluation

The program will be evaluated through systematic self-study and external review as outlined in *The PhD Program Assessment Plan* which can be found in Appendix A. The plan identifies the

goals that will be critical to a high-quality program, benchmarks and data that can be analyzed to determine if the goals are being met, questions to guide the analysis, the persons responsible for the analysis, and a timeline that will make program evaluation a continual process. Many of the goals and data collected as evidence will be reviewed on an annual basis, but some will be more appropriately reviewed every five years.

APPENDIX

Appendix A: Assessment Plan for the Urban Education Ph.D. at IUPUI

Appendix B: References

Appendix C: Full List of Elective Courses Available in Other Departments

Appendix D: Ph.D. Programs in Indiana—Commission of Higher Education

Appendix A: Assessment Plan for the Urban Education PhD Program at IUPUI

Objective	Benchmark	Data Collected/*Analysis Questions*	Timeline	*Responsible Person*/Report
A: Program Development				
1. Doctoral program is congruent with The School of Education mission and vision.	All print and electronic documents are aligned to IUPUI mission and explain the program in clear and comprehensible ways relative to that mission.	• Recruitment documents • Webpages • Bulletins • Job searches *How do these documents reflect the school's mission and vision?* *What is missing or needs to be added?*	Ongoing	Individuals will take on assignments to update the documents as needed. *PhD Committee* *Urban Education Coordinator* *Chair of Graduate Programs*
2. Doctoral program is aligned to unique IUPUI conceptual framework and current research in Urban Education.	A curriculum map outlines the key objectives of the program and lays out the specific content, learning engagements, skills, and dispositions to be addressed in each course. This map includes a conceptual framework for the program.	• Conceptual Framework document that cites the key research and theories underlying the program • Syllabi for all courses • Documents that reflect the faculty members' discussions and agreements about what happens in each course and through practicum and inquiry opportunities *What should graduates of the program know and be able to do? Is our curriculum designed to support the development of those capabilities and knowledge?*	Bi-monthly meetings (September, November, February, April)	Curriculum documents will be continually updated in print and on the web. *Faculty who teach courses in the PhD program* *PhD Committee* *Urban Education Coordinator* *Chair of Graduate Programs*
3. Doctoral program adheres to IU Graduate School requirements.	All requirements and guidelines are accurate and congruent with policies and procedures of graduate school.	• Advising sheets • Bulletins • Online information for graduate students • Advising conversations *What are the rules and policies that apply? Are students getting the right information and meeting the required expectations?*	Annual review (September)	Advising materials will be reviewed and revised to make them reflect policies and procedures. *Urban Education Coordinator* *Graduate Advisors* *Chair of Graduate Programs*

Objective	Benchmark	Data Collected/*Analysis Questions*	Timeline	*Responsible Person*/Report
B: Recruitment, Admissions, and Student Support				
1. Program recruits a rich diversity of students from a wide variety of backgrounds.	Candidates come from national and international locations as well as from Indianapolis area. Cohort members are culturally diverse and interdisciplinary.	Data from applications, i.e. race, gender, age, cultural background, reasons for choosing IPUPUI, career goals, GRE scores *What does our disaggregated profile look like? Have we managed to recruit a diverse group of students? What would make our program more attractive to a wider variety of students?*	Bi-annually	Student Services Office *creates a PhD database and runs reports disaggregating the data.* *PhD Committee Urban Education Coordinator* Chair of Graduate Programs analyze reports and strategize new recruiting tactics.
2. Infrastructure to answer inquiries and guide students through the application process	Students get accurate information in a timely fashion.	Student satisfaction surveys conducted by IUPUI Student Services and IUPUI Office of Assessment. Emails and comments made to advisors *What does the data show about students' experiences in learning about and applying to our program?*	On-going	*Urban Education Coordinator responds to issues at they arise— update web information and assign tasks to advisors as needed.*
3. Provide Research Assistantships or Fellowships for full-time students.	Financial support and meaningful internships for all students who want them.	Student applications, CUME job searches, CUME job evaluations, School of Education (SOE) Teaching Assistantships and evaluations *What positions are available? How well are students doing in their roles? What positions are being created in new projects? What do our school partners need? Where is the funding?*	On-going	*PhD Committee Urban Education Coordinator* CUME Director *are in an ongoing dialogue about the student pool, positions available through CUME and SOE, and student success in their roles.*
4. Program recruits and starts 10-15 students each year.	Each cohort has a minimum of 15 students.	Records of admitted students, budget reports detailing courses and numbers of students, cost of assistantships *Is the program fiscally solvent?*	Bi-annually	Urban Education Coordinator *prepares a report that looks at the financial repercussions of the program and analyze. Share.*
5. Students plan their programs of study with faculty support.	Every student has a 3 member Program of Study committee and a signed Program of Study by the end of the second semester.	Programs of Study submitted to Graduate Studies. *Are we providing the support faculty and students need to plan their courses of study? What additional resources or training are needed?*	Bi-annually	*Urban Education Coordinator* enters data to provide a record of the progress each student is making toward completion of the degree.
6. Students connect with a faculty mentor and get support during their early inquiry and dissertation processes.	Every student works with a faculty mentor on community-based research and has faculty committee for his/her dissertation.	Data about community-based internships and on-going dissertation work *Which faculty members are involved? To what degree? Is there a need that is not being met? How could we meet it?*	Annually	*Urban Education Coordinator* keeps an up-dated list of the work going on and anticipates needs of faculty and students.

Objective	Benchmark	Data Collected/*Analysis Questions*	Timeline	*Responsible Person*/Report
C: Student Performance and Progress				
STUDENT UNDERSTANDS: 1. Systemic nature, strengths, and failures of urban education.	Student is conversant with the multitude of issues endemic to urban schools and envisions alternative pathways for community development with the potential to move learning beyond basic skills and toward meaningful participation in our democracy, the global economy, and their communities.	Curriculum audits to study alignment of coursework to learning goals of the program; Projects/learning measured by rubrics and grades in Urban Education Concentration, T600, and T750; Qualifying Exams, Dissertations Are students demonstrating mastery ($\geq$80%) on coursework and exam measures? What kind of assignments and learning engagements best support their conceptual development? Do we need to design more of these?	Annual Review (November)	*Urban Education Coordinator* will prepare a systematic evaluation of graduate outcomes detailing the completion of course requirements, exams, and research projects. *PhD Committee* and *Chair of Graduate Programs* will discuss the report, ask the analysis questions, and create action plans.
2. Diversity	Student demonstrates deep understanding of all the dimensions of difference and the capacity to foster a climate of dignity and respect. Student practices habits of reflection about self and practice that lead to continual growth and positive community development.	Curriculum audits to study alignment of coursework to learning goals of the program; Projects/learning measured by rubrics and grades in Urban Education Concentration, J655; Qualifying Exams, Dissertations Are students demonstrating mastery ($\geq$80%) on coursework and exam measures? Are we keeping diversity at the forefront of their thinking by encouraging reflections and broadening their experiences with diverse people and contexts? Are the students questioning their own assumptions and engaging in critical conversations and reflections?	Annual Review (November)	*Urban Education Coordinator* will prepare a systematic evaluation of graduate outcomes detailing the completion of course requirements, exams, and research projects. *PhD Committee* and *Chair of Graduate Programs* will discuss the report, ask the analysis questions, and create action plans.
3. Commitment to equity	Student demonstrates awareness of policies, practices, and controversies surrounding the achievement gap and educational services to poor and minority students. Student displays ethical and moral commitment to fairness and equal opportunity for all students.	*Assessments of written assignments (rubrics), posted reflections, class discussions, student decisions (anecdotal notes) throughout program* Do the students understand systems of oppression and the need for social justice? Do we see evidence that they are attuned to inequities and prepared to interrupt inequitable practices in the schools and community?	Annual Review (November)	*Urban Education Coordinator* will prepare a systematic review of data about cohort members' ethical stances. *PhD Committee* and *Chair of Graduate Programs* will discuss the report, ask the analysis questions, and create action plans.

Objective	Benchmark	Data Collected/*Analysis Questions*	Timeline	*Responsible Person*/Report
C: Student Performance and Progress (continued)				
STUDENT UNDERSTANDS: 4. Excellence in teaching--critical, inclusive, multiliteracies pedagogy	Student knows how to teach in ways that meet the needs of diverse learners, including students with special needs and ESL. As teachers, they model differentiation, cognitively challenging engagements, technology used as a tool, and 21st century literacies.	*Running records of learning engagements from the doctoral courses, projects, lesson plans, demonstrations measured by rubrics and grades in courses.* Are students seeing demonstrations of inclusive pedagogy in the doctoral classes? Are they developing complex pedagogical frameworks? What needs to be revised or updated?	Annual Review (February)	*Urban Education Coordinator* will prepare a systematic review of data about cohort members' frameworks for teaching. *PhD Committee* and *Chair of Graduate Programs* will discuss the report, ask the analysis questions, and create action plans.
5. Power of collaborative research used to support partnerships and create new knowledge and unique community-based solutions.	100% of students are engaged in collaborative community-based research projects.	*Records of student involvement in community-based research projects, internship paperwork (inquiry proposals and reports), assessments of students' portfolios, brown bags, presentations, publications, seminars, community events* Are students engaged in projects that intersect with children, teachers, parents, schools, community and civic organizations? Are they supported in doing systemic thinking and problem solving? Are they helping the SOE to develop long-term partnerships?	Annual Review (February)	*Director of CUME* will oversee the compilation of reports and facilitation of public sharing of the findings and accomplishments of community-based collaborative projects.
STUDENT IS ABLE TO: 6. teach university-level courses in urban education and their specialty area	100% of students practice using inclusive pedagogy and new literacies in university classes, modeling the pedagogical practices appropriate to urban education settings.	*Syllabi from classes taught with mentor or independently, observations and assessments of mentors, course evaluations (≥80% student satisfaction), teaching observations (faculty rating of ≥80%).* Is there evidence of high quality teaching for each student? What further mentoring or professional development is needed?	Annual Review (February)	*Chair of Graduate Programs* will assign students to mentors and classes and review the data to draw conclusions about the quality of cohort member's teaching.

Objective	Benchmark	Data Collected/*Analysis Questions*	Timeline	*Responsible Person*/Report
C: Student Performance and Progress (continued)				
STUDENT IS ABLE TO: 7. Use data to for decisions	Student can develop and use leading indicators that offer targets for improvement and show progress.	*Inquiry proposals and reports, class assignments (≥80% as scored with rubrics), dissertations, professional development modules* Are students working efficiently and effectively with data? Are they making the connection between data analysis and formulating the next action step? What revisions need to be made to inquiry courses? What additional training needs to be available?	Annual Review (April)	*Director of CUME* and *faculty members who teach inquiry courses* will review student artifacts related to data-driven decisions.
8. Use technology as a tool for learning, research, and community engagement	Students become technology innovators who create new modes of delivery and data management as they work in schools and community.	*Projects and assignments that use technology in novel ways, teaching engagements* Are students using technology as a tool to support cognitively complex learning? Are the newest forms of technology in use? Is their use resulting in innovation?	Annual Review (September)	*Technology Committee of SOE* will reviews and reports on technology developments in the program and projects.
9. Write proposals, present, and publish research reports in peer reviewed venues.	100% of the students participate in professional organizations and contribute to knowledge production in the field of urban education.	*Portfolios (vita and sample presentations or publications), presentations and publications with faculty, reports, brown bags, public events* Are we mentoring all of the students well? Are they engaged at the national level in professional organizations? Do we have evidence that each of them is making progress in his or her development as a scholar of teaching, research, and service? What additional supports need to be put in place? How will that be accomplished?	Annual Review (November)	*Urban Education Coordinator* will supervise the compilation of a listing of students' participation in professional organizations. . .

Objective	Benchmark	Data Collected/*Analysis Questions*	Timeline	*Responsible Person*/Report
D: Program Quality				
1. Monitor progress toward program goals	Five specific goals are set for the program at the beginning of each academic year.	Long-range plans, goals and indicators, evidence of goal achievement *Do we have specific measurable targets for the upcoming year? Are we are meeting those targets*?	September April	*PhD Committee, Urban Education Coordinator, and Chair of Graduate Programs* will set goals in the fall of the year and assess progress in the spring.
2. Collaboration across campus units	Students work with faculty members in other university departments according to their interests and projects.	Schedule of meet-and-greet events and/or informal meetings between students and faculty from other departments, records of courses taken outside the SOE and informal reports from students about the classes, involvement of faculty from other departments in community-based projects and students' committees *Which faculty members on the IUPUI campus are most interested in working with our doctoral students at this time? Who are the doctoral students seeking out for courses and mentoring? How can we collaborate with the students and faculty to support interdisciplinary work? How can we foster their involvement in community-based projects?*	November April	*PhD Committee, Urban Education Coordinator, and Chair of Graduate Programs* will discuss the interdisciplinary involvement of faculty and students and strategize plans for continued engagement and new outreach.
3. Practice systematic assessment and revision of program components	A plan for program assessment is developed and carried out on an annual basis.	Calendar of PhD Committee meetings with assessment steps parsed out across meetings, meeting agendas and minutes, assessment reports, action steps *Are we engaged in continuous assessment and program improvement? Are leaders in the program living up to their responsibilities? Is there an audit trail that documents the process?*	September November February April	*Urban Education Coordinator and Chair of Graduate Programs* will collaborate in planning agendas for the *PhD Committee* meetings that walk the team through the data-driven assessment work and document the resulting critiques, feedback, and plans.
4. Faculty and student engagement and satisfaction	Model quality instruction and mentoring.	New course development, end-of-course evaluations, reviews of courses, faculty peer-observations, course or unit redesigns *Do we have evidence that the faculty and students are happy with the quality of the program? What needs to be improved? What are the next steps in making that happen? Who will be responsible for taking those steps?*	February	*Chair of Graduate Programs* will report results of reviews of instruction to *PhD Committee.*

Objective	Benchmark	Data Collected/*Analysis Questions*	Timeline	*Responsible Person*/Report
E: Community Partnerships/ Research and Teaching Opportunities				
1. Collaborating with the community in support of schools and districts.	Students work in projects where leadership is distributed across partners and take responsibility for conducting inquiry in support of the projects.	Brown bag sessions, reports, presentations, published articles, public recognition of collaborative projects *Are these projects cutting-edge? Do they represent new ways of working in the community? Have these projects been shared in all the right venues? What are the potentials for long-term partnerships related to the projects? What more could faculty and doctoral students contribute to the efforts of the partnership?*	5-year review	CUME, UCASE
2. Building capacity in the community	Students make new knowledge and skills available in the community.	Records of professional development activities, study groups, coaching, working with teachers and students.	5–year review	CUME, UCASE
F: Career Pathways and Graduates' Contributions to the Field				
1. Dissertations represent original contributions to the scholarship of the field of urban education.	Students' research helps to develop community support for high quality schools.	Dissertations, partnership documentation, presentations, strategic plans, publications *Are these projects cutting-edge? Do they represent new ways of working in the community? How can insights from these projects be shared and used in support of other schools in the community?*	5-year review	*PhD Committee* *Urban Education Coordinator* *Chair of Graduate Programs*
2. Graduates are hired into university or other professional positions that enable them to make contributions to the improvement of urban schools.	IUPUI SOE website has a list showing where graduates of the program are employed.	Within two to three years of post-completion, graduates have utilized the research process to address issues important to the field of urban education within their employment setting. Employers report satisfaction with graduates' performance and scholarship		*PhD Committee* *Urban Education Coordinator* *Chair of Graduate Programs*

Appendix B

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APPENDIX C

<u>UNIVERSITY COURSE INTERFACES</u>

Departments & Courses with potential interface with SOE proposed Doctorate Program

School of Education: Curriculum
J636 Educational Futures/Curriculum (3 cr.)
Investigates the concept of "futures research" and the significance of the future for education. Topics include major problems of the future, probable developments with a bearing on curriculum, curriculum designs and models for the future, and related innovation techniques.

School of Education: Higher Education
C585 Principles of Fundraising Management (3 cr.)
Aspects of the fundraising process for nonprofit organizations; assessing the organization's value base, preparing its case, techniques and strategies, sources of support, human resource development, and process management. Societal factors that may affect the process are also reviewed.

C656 Nontraditional Higher Education Institutions (3 cr.)
Historical and sociological approach to the study and understanding of the nontraditional postsecondary educational institutions; i.e., community colleges, commuter campuses, technical institutes, etc. Attention will be given to topics concerning the relationships between these institutions and the academic community, the governance system, the students, and the physical environment of the institution.

C665 Higher Education Administration (3 cr.)
Patterns of organization and administration for academic, business, student, and public relations activities.

School of Education: History, Philosophy, and Policy Studies in Education
H560 Education and Change in Societies (3 cr.)
Analysis of the role of education and literacy in national development, modernization, and change processes. Compares the historical role schools have played in the growth of industrialized countries with present demands placed on educational systems in the developing countries.

H600 Concepts and Arguments in Education (3 cr.)
The use of philosophic resources in the analysis of the grounds and reasons for educational claims.

H631 Social and Political Philosophy and Education (3 cr.)
Methods and concepts of social and political philosophy relative to educational issues.

School of Education: Instructional Systems Technology
R621 Needs Analysis and Assessment (3 cr.)
Exploration of contextual paradigms. Study of deficiencies and discrepancies in human performance. Root cause analysis. Extensive analysis of role needs in contrasting environments.

R622 Learning Environments Design (3 cr.)
Study of interrelationships among environmental variables. Use of decision models in the design process. Design, construction, and testing of learning environments representing alternative profiles of variables.

R667 Educational Systems Design (3 cr.)
Introduces students to the opportunities and challenges of systemic restructuring in education. It is concerned with both product and process issues: what an educational system should be like for a post-industrial information-age society, and what process will most facilitate transformation to such a system.

School of Liberal Arts: Philanthropic Studies
P512 Human & Financial Resources for Philanthropy (3 cr.)
This course is designed to familiarize beginning graduate students with the three major areas subsumed under resources of the independent sector: volunteers, grant making, and financial resources obtained through a fundraising program. The course is divided into four parts to include the theoretical framework for the sector; government, corporate and foundation resources; charitable donations by individuals; and volunteer management.

P521 The Nonprofit and Voluntary Sector (3 cr.)
Students examine issues of why people organize, give, and donate time, theories of the sector, policy formulation in the sector, etc., with the objective of becoming "philanthropically literate."

School of Liberal Arts: Sociology
S610 Urban Sociology (3 cr.)
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.

S612 Political Sociology (3 cr.)
An analysis of the nature and operation of power in a political system. Topics may include classical theories of power, political behavior and campaigns, the role of mass media in sustaining power, the state as a social institution, and political movements.

S613 Complex Organizations (3 cr.)
Theory and research in formal organizations: industry, school, church, hospital, government, military, and university. Problems of bureaucracy and decision-making in large-scale organizations. For students in the social sciences and professional schools interested in the comparative approach to problems of organization and their management.

S616 Sociology of Family Systems (3 cr.)
Focus on the nature, structure, functions, and changes of family systems in modern and emerging societies, in comparative and historical perspective. Attention is given to relationships with other societal subsystems and to interaction between role occupants within and between subsystems.

R530 Families & Social Policy (3 cr.)
This seminar will explore how the government and labor market affect family structure and the quality of family life. Students will study the implications of family research for social policy and learn to develop theoretical frameworks for evaluating social politics affecting families.

R551 Sociological Research Methods (3 cr.)
This course surveys the major techniques for investigating current sociological problems. It emphasizes the relationship between theory and practice in understanding and conducting research. Although methods int4ended for rigorous hypothesis-testing through quantitative analysis will be of major concern, the course will also examine issues in field research essential to a full understanding of a research problem.

School of Liberal Arts: Political Science
Y570 Introduction to the Study of Politics (3 cr.)
Problems of graduate study and professional scholarship; central organizing concepts and the use of theory in political science and related disciplines; specialized areas of research and scholarship in political science; conditions of scientific inquiry and methodological problems in the study of political phenomena; central importance of theory in explanation.

School of Social Work
S720 Philosophy of Science and Social Work (3 cr.)
This course examines the nature and sources of social work knowledge and considers a range of epistemological issues involved in the selection, development, evaluation, and use of knowledge for social work.

S726 Advanced Social Work Research Methods, Qualitative Research (3 cr.)
This course provides an opportunity for students to initiate a research project using qualitative research methods. Topics covered will include developing the research question, exploring the literature, writing an interview guide, interviewing, analyzing data, computer analysis, writing reports, subjectivity and bias, ethics, role of theory, trustworthiness, and audits.

S730 Proseminar on Social Work Policy Analysis (3 cr.)
This seminar focuses on the development and application of analytical tools necessary to critically examine and evaluate social policy theory and research germane to social work, including the values and ideologies that undergird social problem construction, social policy creation, and social program design. Specific attention is devoted to the application of this schemata for diverse populations.

S646 Community Organization and Social Action (3 cr.)
Focuses on theory and skills needed by social workers for advanced community organization and social action.

S647 Program Planning and Development (3 cr.)
This is a skills course in which the student learns how to develop a program plan and all its components as well as the strategy for its implementation.

S648 Enhancing Task-Oriented Skills in Macro Practice (3 cr.)
This is a skills course in which the student learns and uses a framework for social advocacy and social justice as applied to "community" and "organization and social development."

S511Human Behavior & the Social Environment: Organizations, Communities & Societies (3 cr)
Presents theoretical frameworks for understanding organizations, communities, and society as both targets and instruments of change, focusing on the ways that organizational, community, and societal structures and processes enhance or inhibit the well-being of people. Course content includes selected social problems. Special attention is given to the impact of inequality, discrimination, and differential access to opportunity on the larger systems as well as on individual s and groups within them.

S530 Social Policy & Services (3 cr.)
Examines the political and legislative processes as these influence the development of social policy and services. Included are legislative and political processes, models of policy analysis, service delivery, and policy implementation. The effects of these on people are considered from global, political, economic, and social policy perspectives.

School of Nursing
N530 Policy & Practice Perspectives in Advanced Nursing Practice (2 cr.)
Introduction to policy development in health care and advanced nursing practice within the context of the larger society. Provides a basis for understanding political forces, including government, industry, and economic constraints, that shape nursing and health care delivery. Strategies by which nursing influences development of health policy through politica l involvement are considered.

H540 Community Assessment (3 cr.)
This course focuses on concepts and methods for the assessment of a mainstream and multicultural community's strengths and needs. Students will collect and analyze secondary data for selected communities, analyze health indicators, conduct a community assessment and delineate implications for advanced practice nursing.

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.

School of Public & Environmental Affairs (SPEA)

V504 Public Organizations (1-3 cr.)
Focuses on the behavior and theory of public organizations in four areas: 1) individuals and groups in public organizations, 2) the design of public organizations, 3) organization-environment relations, and 4) inter-organizational relations.

V505 Professional Development Practicum: Teamwork and Integrated Policy Project (1 cr.)

Students integrate courses and knowledge through team-based case analysis of complex policy problems. Teamwork is practiced using structured team-building exercises and discussions.

V512 Public Policy Process (1-3 cr.)
An examination of the role of public affairs professionals in policy processes. Focuses on relationships with political actors in various policy areas.

V521 The Nonprofit and Voluntary Sector (3 cr.)
Same as PHST P521. The theory, size, scope, and functions of the nonprofit and voluntary sector are covered from multiple disciplinary perspectives including historical, political, economic, and social.

V540 Law & Public Affairs (1-3 cr.)
Explanation of law in society and its influence on public sector operations. Examination of some of the central substantive areas of the study of law, including regulatory processes, administrative adjudication, the Administrative Procedures Act, ombudsmen, and citizen rights, among others.

V541 Benefit-Cost Analysis of Public and Environmental Policies (3 cr.)
A course applying benefit-cost analysis to public and environmental policies. The first part of the course develops the foundation of benefit-cost analysis. The second part of the course consists of case studies applying benefit-cost analysis to actual policy decisions.

V564 Urban Management (3 cr.)
Deals with the management of public policy in American urban government, with special attention to the relationships between structure, process, and policy. Readings and case studies will focus on urban management problems relating to leadership, planning, and operations.

V566 Executive Leadership (3 cr.)
Offers an in-depth examination of factors that contribute to successful executive leadership practice in a wide variety of organizational settings. Topics include what leadership is, what impact leadership has, and how leaders use various approaches and powers to achieve their goals.

V568 Management of Urban Government (1-3 cr.)
Deals with selected topics in urban services. The course may focus on a specific urgan service or provide and overview for several urban services.

V572 Urban Topics (3 cr.)
Deals with selected topics in urban policy and administration. The course is sometimes restricted to a special group of students in order to focus on a particular research interest.

V575 Comparative Public Management & Administrative (3 cr.)
Reading and discussion of case studies and comparative analyses of formal organizations, with emphasis on governmental bureaucracies, public corporations, and international organizations. Topic include bureaucratic environment and culture, technology and organizations, program and administrative structure and process.

V594 Principles of Urban and Regional Science (3 cr.)
Discussion of the basic processes of change and development in regional systems, with emphasis on metropolitan regions. Includes economic, demographic, and environmental aspects of their interactions.

V602 Strategic Management of Public and Nonprofit Organizations (3 cr.)
Concepts, cases, and problem solving associated with the structure and process of strategic management in the public sector, broadly defined to include governmental and nongovernmental organizations.

V622 Seminar in Urban Economic Development (3 cr.)
Reading, discussion, and research into problems of urban economic development in the United States. Case study approach used to investigate job creation, financial incentives, development corporations and other factors that have led to successful economic development plans and projects.

V665 Seminar in Policy and Administration (3 cr.)
Politics of program development and management. Translation of plans into viable, administrable programs. Marshaling support, political processes, strategies, constraints, tradeoffs, etc.

Appendix D

Public Institution	2000-2001			2001-2002			2002-2003		
	Total Headcount	Education Headcount	Education Doctoral Headcount	Total Headcount	Education Headcount	Education Doctoral Headcount	Total Headcount	Education Headcount	Education Doctoral Headcount
Indiana University									
IU-Bloomington	45,006	6,883	745	45,433	6,872	722	46,530	7,120	754
IU-East	3,487	463		3,608	460		3,470	451	
IU-Kokomo	4,192	463		4,173	454		4,152	417	
IU-Northwest	6,800	701		6,906	761		7,379	793	
IU-South Bend	10,640	2,006		10,664	2,133		10,750	2,012	
IU-Southeast	8,869	2,149		9,066	2,254		9,231	2,213	
IUPUI	38,779	3,603	78	39,692	3,761	62	40,954	3,879	47
Indiana University Total	117,773	16,268	823	119,542	16,695	784	122,466	16,885	801
Purdue University									
PU-WL	44,960	4,278	290	44,820	4,004	303	45,081	4,287	331
PU-Calumet	11,656	1,232		11,799	1,204		11,570	1,138	
PU-North Central	4,340	355		4,412	357		4,601	326	
IUPU-Fort Wayne	13,771	2,426		14,652	2,552		15,237	2,696	
Purdue University Total	74,727	8,291	290	75,683	8,117	303	76,489	8,447	331
Indiana State University	15,813	2,410	220	15,857	2,435	207	16,333	2,525	209
University of Southern Indiana	10,951	1,333		11,296	1,435		11,653	1,453	
Ball State University	23,375	4,279	141	24,049	4,587	108	24,728	5,051	139
Vincennes University									
VU-Vincennes	10,781	435		9,723	402		10,998	409	
VU-Jasper	1,787	52		1,870	56		1,876	47	
VU-ATC	344	-		363	-		277	-	

Public Institution	2000-2001			2001-2002			2002-2003		
	Total Headcount	Education Headcount	Education Doctoral Headcount		Total Headcount	Education Headcount	Education Doctoral Headcount		Total Headcount
VU-Lawrence	519	-		165	-		174	-	
Vincennes University Total	13,431	487		12,121	458		13,325	456	
Ivy Tech State College									
Region 01-Gary (CCI)	7,689	-		9,088	-		9,557	-	
Region 02-South Bend	6,623	-		7,613	-		7,432	-	
Region 03-Fort Wayne	7,531	-		8,192	-		9,076	-	
Region 04-Lafayette (CCI)	5,928	-		6,980	-		7,939	-	
Region 05-Kokomo	3,583	-		4,077	-		4,146	-	
Region 06-Muncie (CCI)	6,805	-		8,480	-		9,063	-	
Region 07-Terre Haute	5,542	-		6,199	-		6,296	-	
Region 08-Indianapolis (CCI)	14,719	-		16,753	-		18,298	-	
Region 09-Richmond	2,533	-		2,904	-		2,636	-	
Region 10-Columbus	7,005	-		3,195	-		3,333	-	
Region 11-Madison	3,083	-		3,095	-		3,106	-	
Region 12-Evansville (CCI)	6,554	-		7,726	-		7,463	-	
Region 13-Sellersburg	4,668	-		4,633	-		4,875	-	
Region 14-Bloomington		-		4,658	-		4,255	-	
Ivy Tech State College Total	82,263	-		93,593	-		97,475	-	
Public Institutions Total	338,333	33,068	1,474	352,141	33,727	1,402	362,469	34,817	1480

SOURCE: ICHE SIS Database - Stafford_Edu_HC