

## **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**

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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**

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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**

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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**

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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**

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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 21<sup>st</sup> 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 21<sup>st</sup> 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**

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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**

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**

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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**

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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**

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**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**

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#### **THE URBAN EDUCATION MAJOR (36 CREDITS)**

##### **REQUIRED COURSES**

**Students are required to take the following seven 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.

## **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**

**Y520 Methodological Approaches to Ed Inquiry**

**Major, Minor or Elective Course**

**J655 Seminar in Multicultural & Global Education**

**Y611 Qualitative Research**

**T590 Early Inquiry in Urban Education**

**T750 Doctoral Seminar in Urban Education**

**Y650 Community-Based, Participatory Research**

**Major, Minor or Elective Course**

**T750 Doctoral Seminar in Urban Education**

**Y502 Intermediate Statistics Applied to Education**

**Major, Minor, or Elective Course**

**Second Year Fall Semester (9 credits)**

**T700 Research Seminar in Urban Education**

**T650 Teaching Internship in Urban Education**

**Major, Minor, or Elective Course**

**Second Year Spring Semester (9 credits)**

**Qualifying Dossier Preparation and Defense**

**Second Year Summer Session**

**Third Year/Fourth Year/Fifth Year (15 credits)**

**T795 Dissertation Proposal Preparation**

**T799 Doctoral Thesis in Urban Education**