

M e m o r a n d u m

To: Danielle DeSawal, Chair of Graduate Studies Committee
Elizabeth Boling, Associate Dean for Graduate Studies
Graduate Studies Committee Members

From: Beth Berghoff, Co-Chair Graduate Programs
IU School of Education, IUPUI

Date: November 19, 2011

Re: New Course Requests for PhD in Urban Education Studies

On May 13, 2011, the Indiana Commission of Higher Education gave its approval for the IU School of Education at IUPUI to offer a PhD in Urban Education Studies. This was the culmination of a long approval process and we look forward to admitting the first students in the Fall of 2012.

The Urban Education Studies proposal opens new academic pathways to graduate students. It was deliberately designed to provide opportunities for doctoral preparation that did not overlap other departments.

The program will include eight new courses with “T” as their suffix. These “T” courses will be listed in the bulletin in the section called Multicultural/Urban Education. At the present time, there are only three approved T-courses. We developed these 500-level T-courses several years ago to strengthen our ability to prepare masters students as urban educators. In preparation for the Graduate Studies Committee meeting on November 22, 2011, we are sending a packet of eight new course requests all related to the Urban Education Studies PhD. Seven of the courses will be required for all students earning the PhD. The eighth course will be an Urban Education elective (T630 Topics in Urban Education).

In addition to the course requests and syllabi, we are attaching the Program of Study for the Urban Education Studies PhD and the Program of Studies for the Minor in Urban Education. These two program overviews show how students will be advised to take these courses and the additional courses required. Both of these programs of study have been discussed and approved in prior GSC discussions.

In specific terms, the packet includes:

- 1) Program of Study for PhD in Urban Education Studies
- 2) Program of Study for Urban Education Studies Minor
- 3) New Course Requests and Syllabi for Approval
 - T620 Issues in Urban Education
 - T630 Topics in Urban Education
 - T650 Teaching Internship in Urban Education (internship – no syllabus)*
 - T690 Early Inquiry in Urban Education (independent study - no syllabus)**
 - T750 Topical Seminar in Urban Education
 - T700 Research Seminar in Urban Education

- T795 Dissertation Proposal Preparation
- T799 Doctoral Thesis in Urban Education (independent study - no syllabus)

Additional comments:

*The Teaching Internship is a supervised experience. Students will be assigned to faculty mentors who mentor their teaching experience and guide the reflection process. For that reason, we are calling it an internship, rather than a practicum or teaching experience.

** In other PhD programs on the Bloomington campus, the early inquiry course is a 590. At IUPUI, we are using T590 in the Elementary Education and Secondary Education master's programs for action research projects. Since these are not the same as the early inquiry required by the PhD program, we chose to create a new number for the PhD Early Inquiry, T690, so the two would not be confused.

The course titles and descriptors in our program are modeled after the course titles in the 2008-2010 SOE Graduate Bulletin.

Program of Study
for
PhD in Urban Education Studies

Indiana University School of Education—IUPUI

11-19-11

The PhD in Urban Education Studies prepares students for careers in urban education emphasizing research and related scholarly activities. Toward this end, coursework emphasizes scholarship about educational needs in diverse urban contexts and skills in critical research related to urban education. The program prepares educational researchers capable of working in complex urban environments where collaboration and partnerships are fundamental.

The PhD requires a total of 90 semester credit hours distributed across the following areas:

<u>Area</u>	<u>Credits</u>
Urban Education (major)	36
Inquiry Core	15
Minor	12
Electives	12
Dissertation	15

Total	90

URBAN EDUCATION STUDIES MAJOR (36 CREDIT HOURS) (New courses are in bold.)

Required Courses (21 credit hours)

- T620 Issues in Urban Education (3)**
- J655 Seminar in Multicultural and Global Education (3)
- T690 Early Inquiry in Urban Education (3)**
- T650 Teaching Internship in Urban Education (3)**
- T750 Topical Seminar in Urban Education (taken 2 times = 6)**
- T700 Research Seminar in Urban Education (3)**

Additional Courses (15 credit hours; students must take 5 from the following)

- A560 Political Perspectives of Education (3)
- H520 Education and Social Issues (3)
- H530 Philosophy of Education (3)
- J500 Instruction in the Context of Curriculum (3)
- J630 Curriculum Theory and Practice (3)
- K548 Families, School and Society (3)
- L500 Instructional Issues in Language Learning (3)
- L524 Language Education Issues in Bilingual and Multicultural Education (3)
- L540 ESL/EFL Instruction and Assessment Approaches (3)
- P507 Assessment in Schools (3)
- T515 Inter-professional Collaboration in Urban Schools and Communities (3)
- T531 Organizational Change in Culturally & Linguistically Diverse Schools (3)
- T630 Topics in Urban Education (3)**
- T550 Cultural/Community Forces and the Schools (3)
- Y510 Action Research I (3)

RESEARCH CORE (15 CREDIT HOURS)

- Y521 Methodological Approaches to Educational Inquiry (3)
- Y502 Intermediate Statistics Applied to Education (3)
- Y611 Qualitative Inquiry in Education (3)
- Y603 Statistical Design of Education Research (3) **OR**
- Y604 Multivariate Analysis in Educational Research (3)
- Advanced Research Methods (selected with approval from faculty advisor from the following list) (3)
 - Y612 Critical Qualitative Inquiry (3)
 - Y613 Critical Qualitative Inquiry II (3)
 - Y625 Latent Variables and Structured Education Modeling (3)
 - Y630 Narrative Theory and Inquiry (3)
 - Y631 Discourse Theory and Analysis (3)
 - Y637 Categorical Data Analysis (3)
 - Y638 Multilevel Modeling (3)
 - Y639 Multilevel Models (3)
 - Y645 Covariance Structure Analysis (3)
 - Y650 Topics in Inquiry Methodology: Variable Title (3)
 - Y655 Longitudinal Data Analysis (3)

MINOR (12 CREDIT HOURS)

- 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 (e.g., Social Work, Public Health (Medicine), Urban Health Care (Nursing), Rehabilitation and Health Sciences, Engineering and Technology (STEM focus), Business).

ELECTIVES (12 CREDIT HOURS)

- 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.

DISSERTATION (15 CREDIT HOURS)

- **T795: Doctoral Proposal Preparation (3)**
- **T799: Dissertation in Urban Education (12)**

OTHER PROGRAM REQUIREMENTS

First Year Review of Urban Education Studies Doctoral Students

Students will participate in a review at the end of their first year (18 hours of course work for part-time students). With their advisors, students will reflect on their completed work and plans for the future. They will focus on assessing the students' abilities to: 1) clearly articulate their thoughts and ideas in an organized manner (written and oral); 2) analyze and synthesize research in order to formulate an opinion or argument; and 3) design a focused plan for completing doctoral work.

Program of Study

Students are strongly encouraged to finalize their program of studies no later than the end of their second year if they are full-time students or by the time they have completed 36 hours of coursework (not counting courses that were transferred from other institutions).

Urban Education Inquiry

T690 Early Inquiry in Urban Education (3 credits) is a pre-dissertation research experience undertaken to gain practical experience conducting research. This independent study can be the outgrowth of a course with a strong research component. In this case, students plan individually with a faculty member who then mentors their implementation of the research project and evaluates their final report. Or students can participate in a faculty member's research. In either case, the research projects must be approved by the program committee chair and involve gathering data, analyzing it, and writing it up in a professional format.

T700 Research Seminar in Urban Education (3 credits) is a course specifically focused on analyzing and critiquing research in the field of urban education. The course is also concerned with the research paradigms and research designs appropriate to research in urban education. Students will deepen their understanding of the role of peer-review and learn to judge the value of published research. This inquiry linkage course should be taken after the courses in the research core.

University-Level Teaching

T650 Teaching Internship in Urban Education is a directed and supervised experience in teaching at the university level. This experience may take a variety of forms depending on the interests of the mentors, the needs of the School of Education, and the prior experience and background of students.

Residency Requirement

Students are expected to be highly involved in activities of the School of Education as well as active in professional associations at the regional and national levels. During the residency period, students deliberately work with faculty on research and teaching, participate in colloquia and topical seminars, and publish articles and/or present papers. Students meet the residency requirement in one of two ways: a) two consecutive 9-credit semesters. These must be fall and spring semesters, not summer term. b) Or three consecutive 6-credit terms. These can be fall, spring, and summer semesters. (Summer Session I and II count as one semester. Dissertation credit hours [T799 or G901] MAY NOT be used to fulfill residency requirements.)

Doctoral Candidacy

When students are nearing the end of their coursework, they will present an *Urban Education Qualifying Dossier* to their Program Committee as a means of reviewing their experiences and reflecting on the quality of their own preparation and development as a scholar in the field of urban education. The discussion of this dossier will lead into planning for the student's qualifying examination with the Program Committee.

The dossier will include the following:

1. *Completed Program of Study* – as it has been approved by the Program Committee
2. *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.

Qualifying Exam

Prior to beginning the dissertation, students in the Urban Education Studies PhD program will take a comprehensive written examination on theoretical and methodological issues. This examination will be tailored to the student's program of study, with two parts addressing the important concepts, issues, arguments, and research methodologies relevant to the major of urban education and one part focusing on their minor area. Students will also have a comprehensive oral examination conducted by the student's Program Committee wherein questioning further enables the faculty to evaluate the student's readiness for dissertation work.

Following completion of all coursework requirements, the presentation of the dossier and successfully passing the qualifying examination, the student will be nominated to candidacy.

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. The dissertation must be completed within seven years of passing the oral qualifying examination.