

## Program Description

### Urban Education Advocacy and Leadership Graduate Certificate To Be Offered by IUPUI hybrid

(Date Submitted:    )

#### 1. Characteristics of the Program

- a. Campus(es) Offering Program: Indiana University-Purdue University Indianapolis
- b. Scope of Delivery (Specific Sites or Statewide): Statewide
- c. Mode of Delivery (Classroom, Blended, or Online): Blended
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): None
- e. Academic Unit(s) Offering Program: (IUPUI School and Department): IUPUI School of Education

#### 2. Rationale for the Program

- a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

Indiana state policies have induced major changes in the educational sector, resulting in an increase in educational providers in urban and urban-fringe communities such as charter schools, private educational vendors, community organizations and private schools accepting school vouchers. As public schools adjust to a competitive market, school and community leaders are seeking new partnerships and innovations for offering high quality educational experiences to urban children and youth, while supporting economic and community development in surrounding communities.

The Certificate in Urban Education Advocacy and Leadership prepares individuals who work in schools and/or community-based organizations to advocate for and lead in the development of equitable and high quality educational opportunities in urban communities. To earn the certificate, students will be required to complete five courses (15 credits). Four of these courses are prescribed (listed below). The fifth course is an elective and would be subject to advisor approval. Elective options might include courses in special education, school law, budget and finance, or special topics in urban education.

- EDUC A500 – Introduction to Educational Leadership
- EDUC T531 – Organizational Change in cultural and Linguistically Diverse Schools
- EDUC A560 – Political Perspectives in Education
- EDUC T550 – Cultural/Community Forces in School
- Elective to be determined by the student and certificate advisor

Prospective students include individuals in the local and regional area who work in school settings as well as community-based organizations, non-profits, educational management organizations or other education-focused organizations.

Students from multiple sectors who do not wish to pursue a Masters degree in education or a Doctoral degree in Urban Education Studies can complete the certificate and obtain expertise focused on advocacy in the current education reform context. Upon completion of the certificate, students will have acquired in depth knowledge of political and cultural dynamics that influence educational opportunities in urban communities, as well as developed skills for influencing change in educational organizations and systems. Students will participate in relevant, interactive online courses and on-campus (classroom and programming offered by the School of Education). The program also ensures that local students with non-traditional work schedules can complete coursework.

The certificate reflects campus, school and departmental priorities in developing leaders and, in this case, educational and community advocates whose learning is embedded in urban community contexts. The certificate also incorporates the School of Education's focus on developing educators and leaders who promote high quality and equitable educational programs in a diverse rapidly changing and increasingly technological environment. Finally and most importantly the certificate integrates a focus on community partnerships (a campus and school priority) with a curriculum aimed at developing effective advocates of urban education amid a changing educational policy landscape.

The Indiana University Principles of Excellence build accountability through relevant research and exemplary teaching that the IU School of Education at IUPUI embraces. The certificate curriculum is designed by faculty who are leading and engaging in rich qualitative and quantitative inquiry in cutting edge areas. These include effective and ethical educational leadership approaches, the integration of students and families within the refugee communities and schools, family-school engagement and dynamics, disproportionality in school discipline rates, K-12 school-community partnerships, education-focused community organizing, and race consciousness and equity in schools (P-16).

The university's strategic plan to establish "students as partners in learning" (IU Principles of Excellence) is a founding principle of this certificate. The certificate will provide a particular expertise in research and long-term university-community partnerships. Ongoing faculty collaboration with schools and organizations as well as interviews with community members revealed varying levels of expertise present locally and statewide. Faculty will integrate students' advocacy and leadership for urban education through individualized projects to support future and current work in their prospective areas.

#### b. State Rationale

The Certificate in Urban Education Advocacy and Leadership addresses Indiana's focus on accountability in the areas of college and career readiness, informed families and communities, and access to education. The program enhances the School of Education and IUPUI's mission to demonstrate a joint responsibility with K-12 school systems. A focus on urban education is evident in the certificate's curriculum and pedagogy geared toward strengthening partnerships with local professionals who are employed or volunteer with community centers, parent-family groups, education-focused organizations, and schools. Students who enroll in a certificate program entitled "Urban Education Advocacy and Leadership" will be

prepared to address and advocate for culturally relevant curriculum, productive family engagement, and high quality college and career preparation as a result of inter-segmental and cross-sector organizational collaboration. The School of Education is poised to address these and related concerns through programs such as this certificate.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

This program is designed with the local Indianapolis community in mind (school, families, and organizations) but will have state and national appeal given the state's focus on accountability, parent engagement, and school choice. Although there is less urgency to complete a graduate degree, school districts expect professional growth in teachers and staff. Offering graduate credits through the certificate allows for ongoing professional development with a focus on urban education.

Furthermore, specific courses continue to situate national educational reform in the context of state and local initiatives. Two major examples include legislation and community support for at least 31 existing charter schools in Indianapolis alone (Mayor's Office of Education Innovation) and federal funding for Indiana after school programming (21<sup>st</sup> Century Community Learning Centers Initiative). This certificate supports meaningful inquiry that may lead to grant procurement, equity audits, and increased knowledge about related policy and politics of education.

Interviews with local school and community leaders (representing national and local organizations) substantiated the certificate's curriculum. Interviewees shared expectations of urban education advocates that included: 1) assisting with research and policy analysis relevant to legislative advocacy, 2) recognizing the difficulties Black and Latino organizations have in advocating for families and students in school settings, and 3) sharpening attention toward improving K-12 outcomes. The certificate is well positioned to support such dialogue and action around these critical issues.

ii. Preparation for Graduate Programs or Other Benefits

Students from multiple sectors who do not wish to pursue a Masters degree in education or doctoral degree in urban education studies can complete the certificate and obtain expertise focused on advocacy in the current education reform context. However, all five courses can be accepted for credit to the current Masters Program in Elementary and Secondary Education. Two of the courses are required for the Masters degree in Educational Leadership through the Urban Principalship Program. A student can complete this certificate and opt to pursue either degree.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

Individual and focus group interviews with Indianapolis-based educational, community and advocacy organizations provided feedback informing the design of this certificate. Interview data supported conclusions drawn from trends in Indianapolis and nationwide related to the proliferation of charter schools, new educational advocacy organizations, full-service community school models and the

management needs of these entities. Other urban serving institutions offer similar programs via face-to-face delivery. This program meets local and regional market needs via blended delivery by integrating community-based knowledge and competencies for both educators and non-educators.

#### iv. National, State, or Regional Studies

National and local support for thorough research, deliberate programming, outcomes-based policies for equity and access in schools, student achievement, and school-family partnerships inform the development of this certificate in urban education, advocacy, and leadership.

- *The 2013 White House Hispanic Community Action Summits Final Report* stresses the importance of parents, schools, and community organizations having the expertise and tools for mobilizing for policy reform.
- *The White House Initiative on Educational Excellence for African American Executive Order (2012)* called for attention and elimination for racial isolation and resegregation and recruitment and retention of African American teachers and school leaders.
- The Equity Project, Indiana University Bloomington, offered persistent data on disproportionality in rates of suspension and expulsion among students, revealing Black and Latino students are more likely than white students in urban schools to be suspended or expelled (Gregory & Weinstein, 2008; Skiba, 2002; Skiba et. al, 2011). Particular expertise in culturally responsive teaching and integration of community in restorative justice approaches were recommended to schools and districts.
- National Council of LaRaza Issue Brief No. 24 (2012) recommended clear pathways for Latinos to obtain relevant education to work in multicultural and multilingual educational settings (K-12).
- The *2012 Early Childhood to College & Career Community Report* (Talent Alliance) reported that “Black and Hispanic students, while still the least likely to receive at least a Core 40 diploma, saw significant increases in graduates with at least Core 40 diplomas from 2009 to 2011” (p. 14) and recommended more programming and initiatives to promote and support college readiness.

#### v. Surveys of Employers or Students and Analyses of Job Postings

The certificate intends to serve students with Bachelors degrees currently working in charter, private, and public schools as well as students working outside of schools in such settings as: community-based organizations that provide or support educational activities, education-oriented foundations, educational management organizations and policy advocacy organizations. A review of relevant positions evidenced great need for continuing education and access to graduate programs in urban education and educational leadership. Current positions such as out-of-school program coordinator, director of college transitions programs, parent liaisons for urban schools and urban-focused organizations require coordination of programs that involve meaningful interactions with students and families from ethnically diverse and multilingual communities. Also, leadership positions in the Indianapolis area require communication as well as the creation of accountability structures across organization. The significant population of teachers and administrators who may enroll in the certificate program are not excluded in this analysis. The Indiana Workforce

Development cites a 2018 projection of 14.4% growth in careers in education, training, and library occupations (code 25-000) ([www.in.gov/dwd](http://www.in.gov/dwd)).

**3. Cost of and Support for the Program**

a. Costs

i. Faculty and staff

Existing resources will be used. No new faculty will be needed.

ii. Facilities

No additional space or renovations needed. Courses for this certificate have been offered in classroom buildings on the IUPUI campus and online.

iii. Other Capital Costs

No impact on capital costs.

b. Support

i. No reallocation of resources needed for this certificate.

ii. Special Fees above Baseline Tuition

No special fees above baseline tuition required for this program.

**4. Similar and Related Programs**

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Graduate certificates offered at other institutions in Indiana that are similar are more narrow in scope. Only one program, at IU Northwest, targets secondary education teacher education masters students.

a. List of Similar Programs Outside Indiana

The Certificate in Urban Education Advocacy and Leadership is a certificate offered through a blended delivery format that requires 15 credits of graduate-level academic work. IUPUI’s peer institutions and universities in the Midwest region offer related graduate programs and certificates. However, these programs have specific limitations that do not exist in the proposed certificate. The following chart outlines those limitations. The limitations are based on accessibility to the courses and programs and student populations served.

University	Related Program and Certificate Elements	Limitations in Offerings and Accessibility
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<b>Temple University*</b>	Post-baccalaureate certificate in Urban Education 12 credit hours	Offered in evening courses
<b>University of Cincinnati*</b>	Graduate certificate in Teacher Leader Program offered through Department of Curriculum and Instruction  Stand-alone certificate (acceptance to Masters degree program is not required)  Courses focus on teachers facilitating and leading change through coaching other teachers and facilitating learning communities	Offered online Focus on local, licensed teachers No explicit focus on urban education
<b>University of Utah*</b>	Master of Education (M.Ed.) 30 credit hours total Interdisciplinary approach Educational policy Emphasis on schools, community organizations, community leaders, tribes, nations, parents	Offered face-to-face Not a graduate certificate
<b>University of Wisconsin-Milwaukee*</b>	B.S. in Community Engagement and Education Students' experiences as community organizers, youth work supervisors, teachers, community-based organization administrators	Offered day, online, evening, weekends Not a graduate certificate
<b>University of Wisconsin-Milwaukee*</b>	M.S. in Cultural Foundations of Education (CFE)-30 credit hours total Program concentrations in 1) "Community Organizing with AUSM (Autonomous University of Social Movement) and 2) "Community Power and Participation" that includes courses such as "Race and Public Policy in Urban America" and "Rhetorics of Constituting Communities and Social Controversy"	Offered day, online, evening, weekends Not a graduate certificate
<b>University of Louisville*</b>	Masters in Teacher Leadership focused on meeting needs of	No affiliated certificate offered Geared toward licensed teachers

	diverse learners and collaboration with teachers, school administrators, and university faculty.	No explicit urban focus
<b>Michigan State University</b>	Graduate Certificate in Urban Education 12 credit hours total Courses include “Critical Race Theory in Education” “Engaging Diverse Students and Families”	Not online Currently enrolled Masters or doctoral students only

\*IUPUI peer institution

b. Collaboration with Similar or Related Programs on Other Campuses

n/a