

COMMISSION FOR HIGHER EDUCATION

Friday, February 11, 2011

DECISION ITEM A-4:

Doctor of Philosophy in Urban Education To Be Offered by Indiana University through its IUPUI campus

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Philosophy (Ph.D.) in Urban Education to be offered by Indiana University through its IUPUI campus, in accordance with the background discussion in this agenda item and the *Abstract*, January 28, 2011; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 28, 2011.

Background

The proposed Ph.D. in Urban Education would be the first doctoral program available through the IU School of Education that would be offered entirely at the IUPUI campus. Two Bloomington-based, doctoral programs – the Ed.D. in Education Leadership and the Ed.D./Ph.D. in Higher Education and Student Affairs – are largely available to IUPUI students. However, slightly less than one-half of the coursework is taught on the IUPUI campus face-to-face, with much, though not all, of the remaining coursework taught through a two-way video connection to Bloomington.

Urban Education is an emerging field, with only a dozen universities nationwide – none in Indiana – offering doctoral programs in the field or specializations within a broader educational doctorate. IUPUI has identified four universities that offer Ph.D. in Urban Education programs: the University of Wisconsin at Milwaukee, City University of New York (CUNY), Temple University, and Cleveland State University. The latter two programs are deemed to be closest to the proposed program.

The Ph.D. in Urban Education will prepare researchers who study schools in complex urban environments and can conduct community-based research that is designed in partnership with P-12 schools and community organizations. This approach – translational research – involves researchers being imbedded in the organizations being studied, with a dialog developing over time incorporating feedback and involving the researchers, the schools, and the service providers.

A special focus of the program is to research issues related to urban education, with particular attention given to addressing the needs of high risk students and the various community-based factors that influence the ability of students to learn. Faculty and students in the Ph.D. program, for example, will investigate issues such as the effectiveness of programs delivered by community organizations offering health, social, and other services in partnership with P-12 schools. Given this approach, the School of Education will also involve a variety of units on campus – such as the Schools of Social Work, Public and Environmental Affairs, Nursing, Medicine, Science, and Liberal Arts – in the research it designs and conducts.

The School of Education's Center for Urban and Multicultural Education (CUME) will be a central vehicle through which research will be undertaken by faculty and doctoral students. CUME's annual report for 2009-10 highlights a dozen of its projects, including two evaluations involving the NSF-funded Noyce Scholars Program and the Woodrow Wilson Indiana Teacher Fellowship Program. Both of these latter projects are in collaboration with IUPUI's Urban Center for the Advancement of STEM Education (UCASE). Two very recent projects associated with CUME and the School of Education are also noteworthy: (1) an on-going evaluation of a just announced \$2.5 million USDOE grant to study school/community collaboration involving the Mary Rigg Neighborhood Center and George Washington Community High School and (2) an evaluation of early childhood readiness assessment instruments for the Marion County Superintendents to aid them in adopting a common assessment tool. Over the three-year period FY2008-10, CUME averaged annual external research expenditures of \$335,000.

The University anticipates that two-thirds of the entering class will come from education-related backgrounds, with most of these students having already earned master's degrees. About two-thirds of the graduates of the proposed Ph.D. program are expected to be employed by universities. The remaining graduates are expected to find employment in non-university research centers and think-tanks, government agencies, and community organizations.

Supporting Documents

- (1) *Abstract – Doctor of Philosophy in Urban Education To Be Offered by Indiana University through its IUPUI Campus*, January 28, 2011.
- (2) *New Academic Degree Program Proposal Summary – Ph.D. in Urban Education*, January 28, 2011.

Abstract

Doctor of Philosophy in Urban Education
To Be Offered by
Indiana University through its IUPUI Campus

January 28, 2011

Objectives: To prepare highly qualified doctorates who are knowledgeable about educational needs in diverse urban contexts and skilled in critical research related to urban education.

Clientele to be Served: 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 a bachelor's degree can enter the masters program at IUPUI with an urban education focus and matriculate to the doctoral program if they successfully meet all requirements.

Curriculum: A total of 90 semester credit hours are required to complete the program, distributed as follows:

Urban Education Major (36 credit hours)

Required Courses (21 credit hours)

- Issues in Urban Education (3)
- Seminar in Multicultural and Global Education (3)
- Internship in Urban Education (3)
- Doctoral Seminar in Urban Education (6)
- Research Practicum (3)
- Research Seminar in Urban Education (3)

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

- Political Perspectives of Education (3)
- Education and Social Issues (3)
- Philosophy of Education (3)
- Instruction in the Context of Curriculum (3)
- Curriculum Theory and Practice (3)
- Families, School and Society (3)
- Instructional Issues in Language Learning (3)
- Language Education Issues in Bilingual and Multicultural Education (3)
- ESL/EFL Instruction and Assessment Approaches (3)
- Assessment in Schools (3)
- Interprofessional Collaboration in Urban Schools and Communities (3)
- Organizational Change in Culturally & Linguistically Diverse Schools (3)
- Topics in Urban Education: Variable Topics (3)
- Cultural/Community Forces and the Schools (3)
- Action Research I (3)

Inquiry Core (12 credit hours)

- Intermediate Statistics Applied to Education (3)
- Methodological Approaches to Educational Inquiry (3)
- Qualitative Inquiry in Education (3)
- Topical Seminar in Educational Inquiry Methodology (3)

Minor (12-18 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.

Electives (9-15 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)

- Doctoral Proposal Preparation (3)
- Doctoral Dissertation (12)

Employment Possibilities: The program will prepare future university faculty in Urban Education. Graduates 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.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

January 28, 2011

I. Prepared by Institution

Institution/Location: Indiana University through its IUPUI Campus

Program: Ph.D. in Urban Education

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	<u>4</u>	<u>8</u>	<u>12</u>	<u>16</u>	<u>16</u>
Part-Time	<u>6</u>	<u>12</u>	<u>18</u>	<u>24</u>	<u>30</u>
Total	<u>10</u>	<u>20</u>	<u>30</u>	<u>40</u>	<u>46</u>
Enrollment Projections (FTE)					
Full-Time	<u>4</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>10</u>
Part-Time	<u>4</u>	<u>8</u>	<u>11</u>	<u>13</u>	<u>15</u>
Total	<u>8</u>	<u>16</u>	<u>20</u>	<u>23</u>	<u>25</u>
Degree Completions Projection	<u>0</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>10</u>
New State Funds Requested (Actual) *	<u>7,900</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>(4,775)</u>
New State Funds Requested (Increases) *	<u>7,900</u>	<u>(7,900)</u>	<u>-0-</u>	<u>-0-</u>	<u>(4,774)</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>7,900</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>(4,775)</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>7,900</u>	<u>(7,900)</u>	<u>-0-</u>	<u>-0-</u>	<u>(4,774)</u>

CHE Code: 10-29

Campus Code: 1813

County: Marion

Degree Level: 10

CIP Code: Federal – 130410; State – 130410

Comment: Budget calculations are based on the assumption that Year 1 = FY2012.

* Excludes new state dollars that may be provided through enrollment change funding.