

Graduate Affairs Committee
November 27th, 2001
3:30 p.m. - 5:00 p.m.
UL 1126

AGENDA

1. Approval of the minutes for October 23rd, 2001 Queener
2. Vice Chancellor's Report.....Brenner
3. Associate Dean's Report..... Queener
4. Purdue Dean's ReportPope
5. Graduate Office Report.....Andrew
6. GSO Report..... Wagner
7. Committee Business
Curriculum Committee Report O'Palka
8. Program Review..... Queener
Community Building and Urban Education Graduate Certificate
Ph.D. Minor in Nonprofit Management
9. Discussion Queener
Open House
ApplyYourself WebCenter demonstration
10. New Business.....
11. Next Meeting (January 22) and adjournment

Graduate Affairs Committee
November 27th, 2001
Minutes

Present: Margaret Adamek, James Baldwin, Daniel Callison, Jon Eller, Karen Johnson, Samuel Nunn, Nasser Paydar, Sherry Queener (co-chair), William Schneider, Sharon Sims, Sarah Wagner, James Williams, Kathryn Wilson, Polly Wolfe

Staff: Joelle Andrew-Mohr
Monica Ridge
Guest: Jose Rosario

Approval of the minutes - Dr. Queener

The committee approved the minutes from the October 23rd, 2001 meeting.

Associate Dean's Report - Dr. Queener

The M.S. in Applied Communications and the M.S. in Clinical Research proposals were presented at the most recent Bloomington Curriculum Committee meeting. The M.S. in Clinical Research was approved contingent on approval from the Graduate Council and the Academic Officers Committee. It is on the December 10th Graduate Council Agenda and the December 7th Academic Officers Committee Agenda. The M.S. in Applied Communications was tabled. The committee had questions regarding the project, which substitutes for the thesis. This proposal is scheduled to go back to the Bloomington Curriculum Committee.

Graduate Office Report - Andrew-Mohr

Block grant proposals are due Friday, November 30th.

An International and Graduate Admissions workshop will take place Tuesday, December 4th from 1:00 to 5:00 p.m. in the Hoosier Room.

Gina Bethel will be distributing health insurance cards. They can be picked up this Friday from 9:00 a.m. to 2:00 p.m. and next week from 8:30 a.m. to 12:30 p.m. every day.

Graduate Student Organization (GSO) Report - Sarah Wagner

At the last GSO meeting Education Enhancement grants were awarded. Fifty students were awarded grants, totaling \$18,000. Typically 50% of the students accept the awards.

The GSO co-sponsored the International Banquet on November 10th. The banquet was a success.

The GSO website has been updated to include contact information for school representatives, instructions on how to sign up for the Graduate Student listserve, and the Student Legal Services proposal.

The GSO and the Student Assembly has approved the Student Legal Services proposal, but they did not approve the student fee of \$10 per student per semester. The law students will address this issue at the January meeting.

The GSO submitted a letter to the Sagamore in support of the plan to distribute the Indianapolis Star to students for free. The GSO did ask for feedback from the students regarding the new plan.

Subcommittee Business

Curriculum Subcommittee - Dr. Queener

Dr. O'Palka was unable to attend today's meeting. One course change request and one new course request were approved by the Curriculum Subcommittee. Refer to the course summary for details.

Program Review

Community Building and Urban Education Graduate Certificate

Dr. Queener introduced Jose Rosario from the School of Education. Two reviewers were assigned to this proposal. The first review recommended approval with no changes needed. The second reviewer recommended approval with a few minor suggestions: more details regarding the practicum should be added and the interdisciplinary nature of the certificate should be strengthened. Dr. Rosario will make the appropriate changes. Dr. Rosario noted that this certificate is part of a long-term strategy to test the market and possibly move toward a master's degree and then a PhD. Dr. Sims stated that she did not believe that NURS F570 would be an appropriate course for this certificate. Dr. Rosario noted that NURS F570 was listed with its description on accident, that the course should be NURS H340. Dr. Nunn noted that SPEA V564 was not an appropriate class for the certificate, he suggested replacing it with SPEA P540. The GAC approved the proposal contingent on the above-mentioned revisions being made.

Ph.D. Minor in Nonprofit Management

This proposal was not sent to the GAC prior to the meeting. This is a twelve credit-hour minor that would be approved by the student's advisor. Three of four courses would be SPEA courses and would have to be 500 level or above. The GAC tabled the proposal due to not being able to review it prior to the meeting. (This proposal was later approved over an e-mail vote contingent on two minor revisions. The suggestions were to replace "her advisor" with "his or her advisor" at the bottom of page one and to clarify whether or not a GPA of 3.0 must be maintained or if the students must obtain a 3.0 in every class for it to count toward the minor.)

Discussion

Ph.D. Minors – Dr. Queener

Dr. Queener distributed a draft list of Ph.D. minors. There may be some small errors and some minors missing.

Open House – Dr. Queener

The Graduate School Open House may take place with campus day in March 2002, or it may take place with Explore IUPUI, which will also take place in 2002. There is no budget for the Open House at this time.

ApplyYourself WebCenter demonstration – Joelle Andrew-Mohr

Joelle passed out a packet of information on the new academic structure and a packet of information on ApplyYourself and the WebCenter. The WebCenter is a tool used to extract data and to correspond with those who have applied online. The online application was developed for two reasons: 1) it saves data entry time as well as data entry mistakes; 2) it is a natural progression to modernizing the campus application system. The following URL is the graduate application buffer page: <http://www.iupui.edu/~resgrad/grad/apply.htm>. Accessing the online application from this page will mask the fact that the student has exited IUPUI web space. Schools and departments should link to this page unless their webmaster can mask the ApplyYourself URL and make it look as if the application is still within IUPUI web space.

Changes can be made to the online application after January 29th.

Each school and department must be specific when listing admission and application requirements on their web page. Test scores, personal statements, and publication information are not required fields and students can submit their application without filling out this information.

When logging into the ApplyYourself WebCenter the number of applications in progress, number submitted that day, number submitted that week, number submitted that month, and number submitted to date for the school or department that the user is affiliated with will be displayed on the first page. In the WebCenter you are able to:

- Search for applications that have been submitted and those that have not been submitted.
- E-mail an individual or a group of individuals and record the e-mail as an action
- Track transcript or recommendation letter receipt
- Print completed applications
- Make admissions decisions (this would be done on the Internal Questions panel)
- Perform various searches to find specific populations of applicants

There will be training sessions on how to use the WebCenter after the beginning of the year.

IUIE is an application staff and faculty can use to extract admissions data. This application will replace FOCUS reports and will only allow you to access data on students who have applied to and have been accepted to your program. In this application, you can create reports and queries and save them in your personalized catalog. Staff and faculty will not have direct access to PeopleSoft for a few years; only those who enter applications will have access.

Next meeting date

The next meeting will take place on January 22nd, at 3:30 p.m., UL1126.

Meeting adjourned at 5:00 p.m.

PROPOSAL FOR NEW IUPUI CERTIFICATE PROGRAM COMMUNITY BUILDING AND URBAN EDUCATION

1. Title of the proposed certificate program, as well as department or program and school proposing the certificate.

Certificate Title: Community Building and Urban Education

Proposing Body: IUPUI School of Education

2. Designation as an IU or Purdue University Graduate School certificate.

Graduate School, Indiana University

3. A statement of the purpose and rationale of the program.

Program purpose. Urban school reform has become an interdisciplinary endeavor. No longer solely the province of educators with the peripheral involvement of school nurses and social workers, progressive urban schooling now actively brings together practitioners from multiple professions to address education and community issues in the same context. However, graduate-level, specialized training to prepare human service professionals for effective practice in these urban education settings is not readily available, short of full-scale degree programs or intermittent professional development seminars.

The proposed graduate-level certificate on Community Building and Urban Education will offer an 18-credit, project-based professional development option using an innovative "comprehensive" approach to understanding and intervening in the school-community nexus in urban settings. Instead of simply preparing professionals to "fit" within existing institutions, the program will provide a wide array of community assessment, organizational management, curriculum development, and critical thinking tools necessary for making sense of and producing improvements in school-community relations. The certificate will meet the specific needs of those intending to pursue positions beyond the entry level that require additional certification and/or experience. The certificate will target professionals in such fields as urban planning, criminal justice, community development, and social services (i.e., social work, public health, child welfare, and nursing).

Program rationale. Existing graduate and undergraduate certification programs in the School of Education are pre-service and in-service offerings aimed primarily at prospective and practicing teachers. The general approach in these programs is essentially *school-based* in orientation: that is, they focus primarily on producing effective teaching practice in Pre K-12 classrooms. For the most part, the programs do not have community development as a training goal.

Thus, the certificate aims to complement existing SOE programs with a more *community-based* and *interdisciplinary* approach to schooling. There are two reasons for the orientation.

First, schools are too "bound up" with their social context. To be effective, any professional seeking to work in or on behalf of schools cannot afford to ignore this fact. Collaboration and use of cross-disciplinary perspectives are essential to practice. This is particularly important for professionals working in inner city schools (to say nothing of rural schools), which typically find themselves in the periphery of social life, where the political economy much too often operates to their detriment.

Second, there is need for recasting many of the issues city schools face as community development concerns that implicate broader constituencies. Issues like school safety and student performance, for example, are not just school problems. They are community development problems that are best handled by mobilizing community groups and individuals to attend to them. Until the plight of schools is seen as a concern very much tied to the overall quality of life in a community, well-intentioned reforms will always be ineffective in altering conditions. Since schools and neighborhoods are inextricably and dialectically connected, it would be ineffective to change one without changing the other.

4. The relation to relevant existing or proposed undergraduate or graduate certificate programs, if any.

The program complements the School of Social Work's new certificate program for school social workers and SPEA's array of certificate programs in providing state-of-the-art training for human service professionals serving a dynamically changing society.

5. A description of the target audience, including evidence of need and what proportion of students are expected to be concurrently working toward a graduate degree at IUPUI.

Target audience. The target audience will include the following populations:

- Teachers, administrators, school nurses, school social workers, and other school personnel
- Social workers working in community setting
- Nurses, therapists, specialized medical practitioners, including mental health specialists
- Public health professionals
- Youth development professionals
- Public safety, parks and recreation, family services, and other human service professionals
- Foundation personnel, public administrators, and anyone else requiring specialized educational skills to improve their effectiveness in working with urban schools

Included in this new class of education-oriented community development personnel are the more traditional nurses and social workers along with less conventional health professionals including those in optometry and mental health, public health workers, parks and recreation professionals, and public safety personnel in capacities other than strictly law enforcement.

Evidence of need. Indications of need for the proposed program include the following. Relatively new IPSB subject and developmental standards require an awareness and understanding of community dynamics and school-community relations. For example, “The early adolescence generalist understands the importance of the community in the education of the young adolescent and can work cooperatively with resource persons and community groups to promote students’ learning” (IPSB Standards for Early Adolescence Generalist Teachers). Very few courses and no existing programs directly address this or related standards concerning school organization, classroom environment and the interaction of these elements with community forces. In addition, the proposed introductory seminar for the certificate specifically sets the stage for continuous emphasis on the theme of collaborative learning and professional practice.

Interviews of faculty in several departments throughout the IUPUI campus and leaders of community-based organizations around the city support the need for a program of study that will help human service professionals in general to effectively engage schools within their community development agendas. The vast majority of those non-education professionals interviewed described a distinct difficulty of accessing and partnering with school bureaucracies and teaching staff.

6. A plan for attaining steady-state enrollment. Include the number of students expected to participate in the program in the first year and an enrollment projection for the year in which steady-state enrollment is expected.

Experience over the past two years with an “Interprofessional Collaboration” seminar (see item 13 below), a prototype for the proposed certificate program, suggests that an average enrollment of 15-20 students can be expected. Moreover, to ensure such an enrollment for the first and later years, the School of Education will develop the “Urban Scholars” program, a scholarship opportunity that will provide full financial support to the first cohort of students and for students in subsequent cohorts who are selected for the award. In this regard, we have already written a proposal to the Great Cities Universities consortium for funding support. Other potential sources of funding for the scholarship include Lilly Endowment and United Way Scholars. By publicizing the scholarship opportunity to successive cohorts, a steady-state enrollment level comparable to the first-year enrollment of 15-20 is projected.

7. A description of new resources (funding, space, equipment, etc.) required and what the source of those resources will be.

The full-time faculty of the School of Education and other collaborating schools currently provide course offerings on a regular basis that will be used in this program. The catalogue of offerings is more than adequate to provide interesting electives. The program will be offered within the framework of existing resources: therefore, no additional resources will be required.

8. Proposed date of initiation of the certificate program.

Spring 2002

9. Person designated as the certificate program head.

Professor Patricia Rogan, Assistant Dean for Graduate Programs and Professional Development

10. Faculty initially involved in the program and their credentials.

The core faculty of the certificate program will include the following (see also curriculum vitae attached):

- Jos9 Rosario
- Monica Medina
- Khaula Murtadha
- Mary Kirlin

11. Admissions requirements (see above) and procedures.

Admissions requirements. Admissions requirements are listed below.

- B.A. degree, requiring four years of full-time study, or equivalent, from a college or university holding full regional or national accreditation.
- Two letters of recommendation from community leaders and others who know the applicant's commitment to community involvement and achievements.
- Must declare interest in a community-based project. Student will demonstrate interest in a project by writing a project description that includes purpose, goals and objectives, expected outcomes, participating community agencies (if any), and a general statement about how the project will benefit the student's professional development.

Admissions procedures. Applications to the program will be accepted on a continuous basis and will be reviewed by the School of Education's Office of Student Services and program faculty. Students who are accepted into the program will be notified within two months of submitting their completed applications. Certificate program courses have been scheduled to allow for Fall entrance only (with the exception of the pilot year of the program which will start in Spring 2002.)

12. Completion requirements (see above) and procedures for audit and certification.

In addition to satisfactory completion of required coursework, students must complete a practicum component. The practicum consists of designing an authentic community development

project based on a demonstrated need, implementing the project, and evaluating project outcomes with faculty from the School of Education and community-based organizations.

13. Course list for the program including course descriptions. If new courses are proposed for the program include copies of the paperwork for course submission.

Course list. This certificate will require completion of 18 credit hours of coursework. Fifteen (15) credit hours will consist of required courses, and three credit hours will be taken in an elective course as outlined in the table below.

Course No.	Course Title	Required or Elective
(EDUC)F500	Interprofessional Collaboration Seminar (3 cr.)	Required
(EDUC)T550	Cultural/Community Forces and the Schools (3 cr.)	Required
(EDUC)T531	Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)	Required
(EDUC)A560	Political Perspectives of Education (3 cr.)	Required
(EDUC)T590	Practicum: Independent Study in Urban Multicultural Education (1-3 cr.)	Required
(EDUC)J637	Curriculum Development Process (3 cr.)	Elective
(SPEA)J550	Mentoring Juveniles as a Form of After-care (3 cr.)	Elective
(NURS)H540	Community Assessment (3 cr.)	Elective
(SPEA) V564	Urban Management	Elective

Required courses (15 credit hours):

(EDUC) **F500 Interprofessional Collaboration (3 cr.)** An interdisciplinary seminar designed to prepare professionals to work collaboratively. Engages the student 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 human service providers in efforts to better serve children and families. An expected outcome of this process is the development of a community of leaders who can develop family-friendly strategies in urban communities.

(EDUC) **T550 Cultural/Community Forces and the Schools (3 cr.)** Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops and seminars, culturally focused readings, direct residential participation in community-related activities, and site-based culture/strategies reports.

(EDUC) **T531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)** Organizational development in linguistically and culturally diverse school sites: legal basis; administrative strategies; staff development models; use of community resources; and formative evaluation techniques for organizational development in school contexts.

(EDUC) **A560 Political Perspectives of Education (3 cr.)** This course 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.

(EDUC) **T590 Independent Study in Urban Multicultural Education (1-3 cr.)** Individual research or study with an Urban Multicultural Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products.

Elective courses (3 credit hours):

(EDUC) **J637 Curriculum Development Process (3 cr.)** The analysis and appraisal of goals and procedures used in creating, evaluating, and improving curricula. Critical consideration of theories, practices, and products of curriculum development.

(NURS) **F570 Assessment of Individuals, Families and Communities (3 cr.)** This course focuses on concepts and methods for the assessment of mainstream and multicultural community's strengths and needs. Students will conduct and analyze secondary data for selected communities: analyze health indicators, conduct a community assessment and delineate implications for advanced practice nursing.

(SPEA) **J550 Mentoring Juveniles as a Form of After-care (3 cr.)** Students will work one-on-one with youth being released from the Indiana Boys School.

(SPEA) [?] **Public Management Economics**

Sample program sequence

As shown below, the proposed sequence includes starting the program in Spring 2002 with additional course offerings in Summer Sessions I and II, Fall 2002, and, if necessary for students to complete their practicum, Spring 2003.

Spring 2002	SS-I 2002	SS-II 2002	Fall 2002	Spring 2003
F500 Required seminar	T550/T531 Required courses (taught as 6 credit block)	Elective	Elective A560 Required course T590 Required practicum	T590 Required practicum (continued if necessary)

14. Procedures for governing the program including construction of any committee that might oversee the program.

This certificate is an initiative of the IUPUI School of Education. The School of Education will oversee all aspects of program design, implementation, and evaluation.

15. Procedures for program evaluation including the criteria for success.

Program evaluation procedures. In accordance with the requirements of the Indiana Professional Standards Board, the School of Education will use its Unit Assessment System

(UAS) to track program progress and effectiveness. Student progress will be tracked throughout the program and for one year beyond completion of the certificate. Methods used to collect data will include course-embedded assessments, graduate follow-up, exit interviews, written assessments from field-based organizations, and evaluations of student projects.

Criteria. The following criteria will be used to assess program success:

- Program completion rate
- Job placements
- Employer satisfaction
- Measures of graduates' impact on community and schools

ATTACHMENTS

A Program Faculty Curriculum Vitae

B Syllabi of Required Courses

Review of the Certificate Program in Community Building and Urban Education

This certificate program has been submitted by the IUPUI School of Education. Certification will be granted by the graduate School, Indiana University. The proposal addresses all required information for review. It appears to be a well crafted approach to urban school reform. By requiring the student to engage in a practical project, didactic information is readily transferred into the community setting. No new resources are requested. To encourage enrollment, the School of Education proposes to develop an Urban Scholars Program to provide full financial support for students accepted into the program who meet scholarship requirements. I recommend approval of this certificate by the IUPUI Graduate Affairs Committee.

COURSE SUMMARY

Approved Courses

November 27, 2001

COURSE CHANGE REQUESTS

MICR J837 DNA Repair, Mutation, and Recombination 3 Credits

Change course number to: G837

Change title to: Mammalian DNA Repair and Disease

Change description from:

J837 DNA Repair, Mutation, and Recombination (3 cr) P: consent of instructor. The molecular biology of genetic repair, mutation, and recombination; emphasis on functional capabilities of the processes that exist, how they were discerned, and their significance in the wider context of the molecular cell.

To:

G837 Mammalian DNA Repair and Disease (3 cr) P: consent of instructor. The molecular biology of DNA repair pathways; emphasis on mammalian DNA repair systems and their relevance in human cancer and genetic diseases.

Justification: Retirement of J837 faculty. Resumption of the course in modified form by new faculty (team-taught). There has been an increase in the number of laboratories on campus interested in DNA Repair

NEW COURSE REQUESTS

School of Liberal Arts

COMM C597 Thesis

3-6 Credits

Applied Communication students who choose the thesis option will identify a research topic and develop it under the guidance of the student's thesis director (IUPUI Professor). The thesis topic will be related to the field of applied communication in its foci and method.

Justification: See Attached.

PROPOSAL FOR NEW IUPUI CERTIFICATE PROGRAM COMMUNITY BUILDING AND URBAN EDUCATION

Evaluation

This is an innovative approach to provide training for those involved in urban education and the communities in which they work. It is a bridge for understanding the impact of education on its community and the influence of the urban communities on their schools. The graduate certificate uses an interdisciplinary perspective and attempts to reach an audience beyond those involved in education, notably social workers, health professionals, youth and public safety personnel, as well as others working in non-profit organizations with a community building focus.

The proposal presents a good rationale for the graduate certificate. The 18 hour curriculum is reasonable, including one elective as well as an individual practicum project. The Education School's current faculty and experience give it the necessary resources and connections to potential students, and the program responds to a demonstrated need. The interdisciplinary approach seems especially suitable. Overall, I recommend approval of the graduate certificate.

There are, however, a few questions and suggestions for improvement of the proposed certificate. One is to explain further what the nature of the practicum project will be. It may only be necessary to give a few examples, but it is not clear what the student is expected to produce at the end. A second question is how interdisciplinary the program will be. The required courses implicitly promise to apply the expertise of anthropology, sociology, and political science to the issues of urban schools and their communities, but that should be more directly apparent in the syllabi of the required courses (not available to the reviewer), either through reading, or guest lectures which take advantage of faculty members in those fields.

Another place where the interdisciplinary nature of the certificate could be strengthened is by including additional electives, beyond those courses in SPEA and Nursing. Such courses as Urban Sociology (S610) and Urban Anthropology (E380 but available for graduate credit) might be added to the list.