

# Education (EDUC) Courses

## **EDUC3050 How We Learn: An Introduction to Teaching**

This course is designed for the student who is considering a career that includes classroom teaching. Through course readings, discussion and activities, students examine the interactive nature of teaching and learning in which the teacher/trainer proactively acts to support students and their learning. Emphasis is on knowing how people learn and the use of this knowledge to support student learning and design effective learning environments. Another theme of this course is the importance of teachers knowing their students and how students' backgrounds, learning styles and challenges affect teaching and learning. Research-based strategies and examples of lesson design, student accommodations and modifications are presented.

Prerequisite(s): ENG1021 or ENG1027, sophomore status.

Offered at Charlotte, Providence, Providence CE

4.5 Quarter Credit Hours

## **EDUC3100 Critical Issues in American Education**

This course is designed for students who are considering teaching and/or for students who are interested in exploring some of the major issues that impact American schools today. Through a combination of research, discussion and debate, students learn about topics that are impacting education today, such as Common Core Standards, high-stakes testing, vocational education and online learning. Students look closely at issues from multiple perspectives, and through that process, begin to build a foundation for their own beliefs about education and gain understanding about the complex systems we call American education.

Prerequisite(s): ENG1021 or ENG1027, sophomore status.

Offered at Providence, Providence CE

4.5 Quarter Credit Hours

## **EDUC5130 Foundations for Teaching and Learning**

This course provides students with foundational knowledge in learning theory, action research and educational best practices, including the roles of standards, instruction and assessment, to build a broad understanding of learning and teaching in American schools today. Students utilize state standards in a data-driven analysis that gives them a big-picture understanding of how teachers, administrators and community members use research, assessment and contextual data to inform practice and support student learning. Students examine professional teacher standards to support their emerging understanding of the professional, educational, legal and ethical responsibilities to students and their families. Additionally, participants explore how students learn best, including the neurological underpinnings of learning, learning theories and the role of culture, motivation and other variables in the learning and teaching process.

Offered at Providence

4.5 Quarter Credit Hours

## **EDUC5145 Theoretical Foundations of Learning, Design, and Technology**

This course provides a solid foundation in theories that focus on how people learn, instructional strategies that support the learner and the use of technology to enhance learning. This course also introduces students to the communication and research skills needed to prepare them for success in their graduate studies and careers. (OL)

Offered at Online

3 Semester Credits

## **EDUC5160 Integrating Literacy in the Culinary Arts Classroom**

This course assists pre-service teachers in understanding the role of literacy in the teaching and learning process in the culinary classroom. Participants identify strategies to help their students access information, improve comprehension, and communicate effectively through reading, writing, speaking, listening and critical thinking. Participants create lessons that develop the literacy abilities of their students as well as the content-specific concepts and skills of their discipline.

Prerequisite(s): EDUC5130, SPED5110.

Offered at Providence

2.25 Quarter Credit Hours

## **EDUC5170 Best Practices in Literacy Instruction**

This course explores the Balanced Literacy Model, an instructional framework designed to teach phonemic awareness, phonics, vocabulary/word study, reading fluency and reading comprehension within the context of lesson design, observed and implemented in elementary through secondary classrooms. Through course content, instructional modeling and related lab experiences, participants are introduced to strategies to motivate and teach students reading, writing, speaking and listening skills. This course focuses on English Language Arts as an interdisciplinary and developmental process. Course assignments involve planning for instruction of comprehension and vocabulary strategies as well as introducing word attack skills.

Prerequisite(s): EDUC5130, SPED5110.

Offered at Providence

4.5 Quarter Credit Hours

## **EDUC5180 Curriculum Development for Culinary Arts Programs**

This course helps students develop a standards-based culinary curriculum. Current theories and standards regarding the curriculum design process are analyzed. Students identify standards, formative and summative assessment measures, instructional strategies, and resources for student achievement.

Prerequisite(s): EDUC5130, SPED5110.

Offered at Providence

4.5 Quarter Credit Hours

## **EDUC5190 Teaching Financial Management**

This course provides business education teacher candidates strategies for teaching middle and secondary students the knowledge, skills and dispositions required for them to make sound financial decisions. The internet and other sources are used to research the latest information on personal finance topics and financial products. Participants design lessons that connect to state standards and that engage students in critical thinking, problem solving and decision making. Emphasis is given to recognizing and accommodating for the continuum of student differences and changing nature of the financial environment. Participants observe, reflect on and implement lessons based on course content through related lab experiences.

Prerequisite(s): EDUC5170, SPED5120.

Offered at Providence

4.5 Quarter Credit Hours

## **EDUC5220 Strategies for Teaching Culinary Arts Mathematics**

This course is designed for students to critically analyze curriculum and the process of teaching and learning culinary arts mathematics. Current research on best practices for delivering mathematics instruction is examined. Value is placed on thinking, reasoning and communicating mathematically among mathematical ideas and real-world situations. Standards addressed include the state professional teacher standards and national and state standards for mathematics. Participants observe, reflect on and implement lessons based on course content through related lab experiences.

Prerequisite(s): EDUC5160, EDUC5180.

Offered at Providence

4.5 Quarter Credit Hours

## **EDUC5230 Methods of Teaching Business**

This course prepares aspiring teachers to create and deliver standards-based lessons that support student learning in business coursework. Prospective teachers become facilitators of learning specifically by planning, developing, delivering and evaluating basic business curriculum related to technology, economics and marketing. Multiple instructional strategies are considered for 1) planning, designing, delivering and evaluating lessons; 2) creating an environment in the classroom conducive to learning; 3) treating all students equitably in the classroom; 4) connecting the Common Core State Standards and Student Learning Outcomes (SLO) to the business curriculum; 5) developing a professional philosophy of education; and 6) participating in professional development. Readings on current trends in education augment class discussion. Participants observe, reflect on and implement lessons based on course content through related lab experiences.

Prerequisite(s): EDUC5170, SPED5120.

Offered at Providence

4.5 Quarter Credit Hours

**EDUC5240 Methods of Teaching Culinary Arts**

This methods course is designed to provide knowledge of the principles and techniques of instruction as it pertains to the experiential classroom of culinary arts. Emphasis is on long-range and daily lesson plans, methods, tools and skills of instruction, and the organization of instructional and supplementary materials to accommodate the special needs and individual differences among students in today's diversely populated secondary and post-secondary school classrooms. Participants observe, reflect on and implement lessons based on course content through related lab experiences. The importance of staying abreast of professional practices, trends and research is stressed via an outside reading list.

Prerequisite(s): EDUC5160, EDUC5180.

Offered at Providence

4.5 Quarter Credit Hours

**EDUC5260 Strategies for Teaching Mathematics**

This course is based on current level three research, including the Third International Mathematics and Science Study (TIMSS), which examines best practices for delivering mathematics instruction. Value is placed on thinking, reasoning, and communicating mathematically and making connections among mathematical ideas and real world situations. Participants observe, reflect and implement lessons based on course content through related lab experiences. Participants use protocols for looking at student work. This course provides an opportunity to deepen mathematical understandings and align instructional practice to state and national standards.

Prerequisite(s): EDUC5170, SPED5120.

Offered at Providence

4.5 Quarter Credit Hours

**EDUC5270 Advanced Methods of Teaching Culinary Arts**

This advanced methods course is designed to build upon the course outcomes of Methods of Teaching Culinary Arts. Students apply their knowledge of the principles and pedagogies for teaching culinary/pastry arts skills and techniques in both a lab and classroom environment. Emphasis is on understanding how students think, learn, communicate and perform culinary/pastry technical skills.

Prerequisite(s): EDUC5220, EDUC5240.

Offered at Providence

9 Quarter Credit Hours

**EDUC5280 Strategies for Teaching Science**

This course is designed to increase the students science content knowledge, critically analyze curriculum, and experience best practices in teaching and learning science in elementary and middle school grades with a technology component. Current theories regarding instructional strategies for science, the application of language arts skills in the content area, and uses of various technologies in the classroom are integrated into the course. Emphasis is placed on a student-centered approach to science inquiry that maintains the rigor necessary to prepare students with the habits of mind required to meet the demands of a highly scientifically literate society. Lab experiences play a vital role in this course.

Prerequisite(s): EDUC5170, SPED5120.

Offered at Providence

4.5 Quarter Credit Hours

**EDUC5300 Literacy in the Content Area**

This course offers prospective teachers the opportunity to develop strategies to enhance content area literacy instruction. Special emphasis is placed on balancing the challenges of developing standards-based curriculum and meeting the needs of a diverse classroom population. Best practices for instruction and assessment are explored and tested through the field placement experience. Based on course content and collaboration with cooperating teachers, participants will design a content area unit that will be implemented during student teaching.

Prerequisite(s): EDUC5260, EDUC5280 or EDUC5190, EDUC5230.

Offered at Providence

2.25 Quarter Credit Hours

**EDUC5310 Exploration of Teaching and Learning**

This course examines fundamental principles, beliefs and issues in teaching and learning. Participants explore these areas of inquiry to develop a vision of effective teaching for all students that serves as a foundation for the Teaching and Learning master's degree program. Emphasis is on the importance of teacher quality and developing quality teaching. Various theories and philosophies are explored to evaluate their role in accomplished teaching. Equal emphasis is also given to the critical role of research and data to guide instruction and instructional planning. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging concept of teaching excellence. Additionally, participants begin their capstone project by identifying issues of interest within their teaching context that merit deep exploration.

Offered at Providence

9 Quarter Credit Hours

**EDUC5320 Monitoring and Managing Student Learning**

This course examines student learners, their role in the teaching and learning equation, and how teachers can impact the learning process. Focus is on the interactive nature of teaching for learning in which the teacher continuously and proactively supports student learning. Emphasis is on three major themes: 1) discovering how students learn and using this knowledge to support student learning by designing effective learning environments; 2) knowing students as individuals and how their backgrounds, strengths and challenges affect teaching and learning; 3) connecting the first two themes to discover the essential role of the teacher, actively monitoring and managing the learning environment and student learning. Through critical analysis and course work, participants analyze and apply these understandings to support student learning.

Prerequisite(s): EDUC5310.

Offered at Providence

9 Quarter Credit Hours

**EDUC5330 Standards, Curriculum and Instructional Design**

This course examines the nature and roles of standards, curriculum and instructional design in teaching for learning. The major focus of the course is on the essential integration of standards, curriculum and instructional design to facilitate deliberate and strategic planning for student learning. Emphasis is on identifying how standards support student learning, the relationship between curriculum and classroom instruction, and the focus of the teacher in planning and designing effective learning experiences. An additional theme of the course is the teacher's crucial role as designer, producer and consumer, as well as critical reviewer of the three. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging facility and expertise with standards, curriculum and instructional design.

Prerequisite(s): EDUC5320.

Offered at Providence

9 Quarter Credit Hours

**EDUC5445 Strategic Assessment and Evaluation**

Instructional designers need to be able to develop assessments and evaluations that measure learning and performance improvement of different types of learners in various settings. This course teaches students how to develop assessment and evaluation tools that benefit learners within the higher education or corporate environments. Students become familiar with assorted assessment and evaluation models, application of models, and their outcomes. Course work culminates in the completion of a performance improvement plan where students design valid, fair assessment instruments to measure performance improvement. (OL)

Offered at Online

3 Semester Credits

**EDUC5600 Socio-Cultural Foundations, Intercultural Communication and Accountability**

This course introduces students to the current sociopolitical issues and state/school accountability in ESL and bilingual programs. Students examine the sociocultural and legal contexts of instruction and current research related to immigration and minority achievement. Students research various ethnolinguistic groups represented in Rhode Island school populations. (HY)

Offered at Providence

4.5 Quarter Credit Hours

**EDUC5620 Second Language Acquisition**

This course provides an introduction to second language acquisition (SLA) theory and practice. Through readings, discussion and fieldwork experience, students explore the relevance of SLA research for second language learning and teaching in a variety of contexts. In-depth analysis of SLA theory from past to present supports the students' fieldwork and enables them to discuss and analyze grammar, linguistics and teaching methods through the lenses of SLA theories.

Prerequisite(s): EDUC5600. (HY)

Offered at Providence

4.5 Quarter Credit Hours

**EDUC5640 Applied Linguistics and Grammar Pedagogy**

This course introduces applied linguistics and grammar pedagogy to content area teachers who are working with English Language Learners (ELLs).

Focus is on understanding how phonetics, phonology, morphology, syntax, semantics and pragmatics affect contemporary English usage. By studying the sounds, structures, organization and meaning of English words, phrases and sentences, students gain a better understanding of the linguistic challenges encountered by ELLs. Coursework includes translating words and phrases into the International Phonetic Alphabet, identifying articulatory descriptions of English language consonants and vowels, diagramming sentences, and analyzing the oral and written communication of an English language learner, all to better understand how to help ELLs acquire English language proficiency in various content areas.

Prerequisite(s): EDUC5620. (HY)

Offered at Providence

4.5 Quarter Credit Hours

**EDUC5660 Instructional Strategies and Methods for English Language Learners**

In this course, students research various teaching methods and approaches in Teaching English to Speakers of Other Languages (TESOL). Students examine a variety of classroom contexts, student populations and pedagogical approaches. In addition, students receive on-site experience in a classroom with English Language Learners (ELLs), observing and analyzing methodologies used to facilitate English language learning. Ultimately, students design classroom lessons and units that reflect an understanding of best practices in teaching to ELLs.

Prerequisite(s): EDUC5640. (HY)

Offered at Providence

4.5 Quarter Credit Hours

**EDUC5680 Performance-Based Assessment of English Language Learners**

This course serves as an introduction to the research and evaluation of assessment standards for content area teachers who are working with English Language Learners (ELLs). Students in this course analyze and design authentic, content-specific assessments as well as recognize the importance of evaluating language testing instruments. Finally, students complete a 25-hour practicum that allows for the implementation of assessment strategies that focus on the relationships between second language proficiency, academic achievement, sociocultural dimensions and non-biased assessment tools.

Prerequisite(s): EDUC5660. (HY)

Offered at Providence

4.5 Quarter Credit Hours

**EDUC6120 Assessment for Student Learning**

This course explores how assessment and resulting data are used to guide and inform instruction. A major theme of the course is formative assessment as a tool to effectively monitor, respond to and develop student learning. Participants examine how students think and develop skills in their discipline and design lessons that strategically use formative assessment strategies to assess learning and guide instruction. Participants implement a lesson applying formative assessment and collaboratively reflect upon the lesson with peers in order to improve their practice. Emphasis is given to the use of rubrics, grading practices and the effective use of technology strategies to assist in the process of formative assessment.

Prerequisite(s): (EDUC5300, SPED5130, SPED5150, SPED5170) or (EDUC5270, SPED5130).

Offered at Providence

4.5 Quarter Credit Hours

**EDUC6130 Digital Collaborative Tools**

This course provides an understanding of the shifting learning literacies that the 21st century demands and how they will change the way teachers facilitate and educate their digital learners. The course examines and emphasizes Web 2.0 tools such as wikis, blogs, podcasts and other powerful tools of the Web that create authentic learning. Students learn about these various tools and how to infuse these unique technologies into their pedagogy. Through in-class, individual instruction and team-based experiential learning, students incorporate these innovative and collaborative tools into their classrooms to create purposeful curriculum design.

Prerequisite(s): SPED5130, SPED5150, SPED5170, EDUC5300.

Offered at Providence

2.25 Quarter Credit Hours

**EDUC6140 Methods of Teaching Social Studies**

This methods course is designed to provide knowledge of how to design and teach an integrated study of social sciences and humanities to promote historical understanding and civic competence among students. Emphasis is on instruction that facilitates the teaching of social studies content, skills and concepts through daily and long-range planning and uses research-based, best-practice methods. The course also emphasizes the tools and skills of instruction and the organization of instructional and supplementary materials to accommodate the special needs and individual differences among students in today's diversely populated elementary school classrooms.

Prerequisite(s): SPED5130, SPED5150, SPED5170, EDUC5300.

Offered at Providence

2.25 Quarter Credit Hours

**EDUC6160 Student Teaching: Elementary Education**

Students in this course spend 12 weeks in a teaching situation at a public school site under the direct supervision of a cooperating elementary education teacher. Student teachers plan lessons and demonstrate their ability to teach and work effectively. During the course, students are required to demonstrate their understanding of and competence in the RIPTS and CEC Standards by producing a student teachers portfolio. Students may participate in ad hoc seminars related to their student teaching experience.

Prerequisite(s): EDUC6120, EDUC6140, SPED6110, passing score on Praxis II Elementary Education Content Area Exam, department permission.

Offered at Providence

9 Quarter Credit Hours

**EDUC6310 Instructional Strategies and Resources**

This course examines the field of instructional strategies and resources and their impact on student learning. The course focuses on those strategies and resources that effective teachers use to support students and their learning, such as teaching as an iterative process, and matching instructional strategies and resources with evidence of student learning. An additional theme is the intentional use of strategies and resources that are based on research, best practices, content and student needs. Equal emphasis is also given to the essential role of reflection and revision, as effective teachers continuously monitor and learn from their practice. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging expertise with the selection and use of instructional strategies and resources.

Prerequisite(s): EDUC5330.

Offered at Providence

9 Quarter Credit Hours

**EDUC6320 Assessment for Learning**

This course examines the field of assessment, major issues and trends, and the impact of assessment on teaching and learning. The course focuses on assessment as a teaching and learning strategy as opposed to simply being a matter of testing and evaluating. Emphasis is on assessment epistemology, the variety and purposes of assessment, and how assessment and resulting data are used to guide and inform instruction. A major theme of the course is formative assessment as a tool to effectively monitor, respond to, and develop student learning. Emphasis is also given to the use of rubrics, collaboratively looking at student work and the student's role in assessing their learning. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging concept of assessment for learning.

Offered at Providence

9 Quarter Credit Hours

**EDUC6330 Capstone: Multiple Roles of Teachers**

This course explores the multiple and critical roles effective teachers engage in and fulfill to support student learning and advance the goals of the school community. The course emphasizes how and why effective teachers, beyond their instructional responsibilities, must act as learners, leaders and collaborators, professionals and connectors between the school, families and communities. While examining these various roles, participants demonstrate, share and reflect on evidence of their emerging engagement in the roles. As the last course in the Teaching and Learning master's degree program, this module allows participants to connect and synthesize learning and central themes that have evolved during their work in the program. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context and develop a path for continuous future growth. Participants apply their learning to their capstone project and present their findings and recommendations.

Prerequisite(s): EDUC6320.

Offered at Providence

9 Quarter Credit Hours

**EDUC6810 Student Teaching: Business Education**

Students in this course spend 12 weeks in a teaching situation at a public secondary school site under the direct supervision of a cooperating business education teacher. During student teaching, students plan and implement lessons with the guidance of their cooperating teacher. Students are required to demonstrate their understanding of the RIPTS and CEC Standards by collecting evidence for their student teaching portfolio. Students may participate in ad hoc seminars related to their student teaching experience.

Prerequisite(s): EDUC6120, SPED6110, EDUC6130, passing score on the ETS Exam, department permission.

Offered at Providence

9 Quarter Credit Hours

**EDUC6820 Student Teaching: Culinary Arts Education**

Students in this course spend twelve weeks in a teaching situation at a public school site under the direct supervision of a cooperating teacher-chef. Student-teachers plan lessons and demonstrate their ability to teach and work effectively. During the course, students are required to demonstrate their understanding of and competence in the RIPTS standards by producing a student-teacher's portfolio. Students may participate in ad hoc seminars related to their student-teaching experience.

Prerequisite(s): EDUC6120, SPED6110.

Offered at Providence

9 Quarter Credit Hours

**EDUC6840 Student Teaching Internship: Culinary Arts Education**

Students in this course spend 11 weeks in a teaching situation at a university site under the direct supervision of a cooperating teacher chef. Student teachers plan lessons and demonstrate their ability to teach and work effectively. During the course, students are required to demonstrate their understanding of and competence in the RIPTS standards by producing a student teacher's portfolio. Students may participate in ad hoc seminars related to their student teaching experience.

Prerequisite(s): EDUC6120, SPED6110.

Offered at Providence

9 Quarter Credit Hours

**EDUC6860 Capstone Project: Culinary Arts Education**

This capstone course affords students the opportunity to apply theory learned throughout the program and conduct new research to design a curriculum for a secondary and/or post-secondary culinary arts program. Participants engage in an action research study that results in identifying best practices in culinary education and recommendations for curriculum improvement.

Prerequisite(s): EDUC6120, SPED6110.

Offered at Providence

9 Quarter Credit Hours

**EDUC7004 Research I**

This course prepares students to analyze, synthesize and apply research to educational issues and challenges in educational settings. Students draw on their professional experience in these settings to identify and analyze problems, formulate research questions, critique existing research, and use a variety of research to improve policies, programs and practices. (HY) (OL)

Offered at Online, Providence

6 Semester Credits

**EDUC7011 Strategy & Change**

This course prepares students to lead change, particularly strategic and systemic change. Students develop competencies in strategic thinking and acting, developing change strategies, and facilitating innovation. This course focuses on the nature of change and the change process. Attention is given to the development of skills and strategies needed by educational leaders to challenge present practices and to create highly innovative alternatives. Attention is also given to building leadership capacity to support school reform and change. The course prepares students to incorporate information technology planning into the strategic planning process. (HY)

Offered at Providence

6 Semester Credits

**EDUC7021 Nature of Higher Education**

This course presents an overview of the defining characteristics of higher education in the U.S. with emphasis on past, present and emerging trends, and on the social, economic and political issues that are crucial for higher education leaders to recognize and understand. Strategies and tactics needed to bring about constructive change are studied and applied. Various information sources and mechanism are used. Expansion and refinement of the knowledge, skills and interests of students in the higher education enterprise are the goals of the course. (HY) (OL)

Offered at Online, Providence

6 Semester Credits

**EDUC7030 Teaching and Learning in Higher Education**

This course prepares students to lead reform initiatives in teaching and learning in higher education settings. The course focuses on the relationships among curriculum, instruction and assessment. Students are given opportunities to examine key issues and problems impacting teaching and learning in higher education. Students engage in an action research project that is centered on typical problems in teaching and learning confronting educational leaders. (HY) (OL)

Offered at Online, Providence

6 Semester Credits

**EDUC7031 Organizational Theory and Behavior in Higher Education**

This course focuses on higher education organizational theory, behavior and culture, with special emphasis on how leaders can effect change by developing a dynamic, holistic systems approach to understanding and facilitating the work of the organization. Using re-framing as a lens to view organizations, the course examines the complex relationships among individuals and groups, as well as team building, decision-making, conflict resolution, strategy and policy development, and administrative management styles. Organizational development and change theory are explored with regard to traditional and evolving patterns for organizing colleges effectively to meet current and future demands. (HY) (OL)

Offered at Online, Providence

6 Semester Credits

**EDUC7032 Organizational Theory, Behavior, and Development in Elementary-Secondary Education**

This course focuses on the organizational theory, behavior and culture with special emphasis on how elementary-secondary leaders can affect change by developing a systemic approach to understanding and facilitating the work of the organization. Emphasis is placed on understanding and facilitating the work of organizations. Emphasis is also placed on understanding the "frameworks" (political, symbolic, human resources and structural) that affect organizations. In understanding the impact of the "frameworks", the intent is to provide the skills for leaders to re-frame existing organizations and review organizations from a different "lens" or perspective. The course examines the complex relationships among individuals and groups as well as team building, decision-making, conflict resolution, strategy, policy development, and administrative and management styles. (HY)

Offered at Providence

6 Semester Credits

**EDUC7035 Curriculum, Instruction and Assessment**

This course is designed to prepare students to lead reform initiatives in curriculum, instruction and assessment in the K-12 educational setting. Emphasis is given to the major phases of curriculum improvement: planning, development, implementation and evaluation. The course also provides students with opportunities to examine issues among such topics as theories of curriculum and instruction, leadership roles and responsibilities, supervision of instruction, the impact of technology in improving teaching and learning, professional development, differentiated instruction, student assessment, standards-based curriculum, and problem/project-based learning. Students engage in an action research project that is centered on typical problems in teaching and learning confronting educational leaders. (HY)

Offered at Providence  
6 Semester Credits

**EDUC8004 Research II**

Research II builds upon the content and skills acquired in Research I. The course prepares students to design and conduct qualitative and quantitative research addressed to significant educational issues and challenges in education settings. Students work in these settings to create research designs, collect and analyze qualitative and quantitative data, and derive/report findings and conclusions.

Prerequisite(s): EDUC7004 or EDUC7006 or EDUC7007. (HY) (OL)  
Offered at Online, Providence  
6 Semester Credits

**EDUC8016 Resource Planning and Management in Higher Education**

This course assists doctoral students in developing the knowledge, skills and dispositions needed to plan and execute sound approaches to resource decision-making and use. Authentic fiscal issues and practices in higher education are identified and potential solutions and needed changes explored. Students investigate the entire spectrum of revenues, rationales and justifications for budget requests and resource allocations, and design appropriate practices for resource management. Traditional and evolving funding sources are examined, and grant-writing strategies explored. The fusion of planning, budgeting and technology to produce better resource allocations, and oversight of those allocations, is emphasized.

Prerequisite(s): 24 semester credit hours of doctoral study. (HY) (OL)  
Offered at Online, Providence  
6 Semester Credits

**EDUC8017 Resource Planning and Management in Elementary-Secondary Education**

This course examines the foundations of school finance and business practices and how they are integral to achieving school and district goals for student learning and achievement to state performance standards. Current and prospective education leaders and school administrators investigate how school finance, budget, business management, asset protection, and facilities planning and management are vital to the teaching and learning process. (HY)

Offered at Providence  
6 Semester Credits

**EDUC8026 Student Development in Higher Education**

This course focuses on the comprehensive nature of student affairs as a vital component in the evolving learner-centered environments of higher education. Students investigate and seek potential solutions to authentic problems facing leaders in student affairs, such as those concerning student enrollment management, student diversity, student induction, advising and counseling, placement testing, career development, residential life, food services, health services, student activities, Greek organizations, athletics, security and discipline. Theory and good practice are used to guide the discussion, investigate the issues, and generate alternative solutions.

Prerequisite(s): 36 semester credit hours of doctoral study. (HY) (OL)  
Offered at Online, Providence  
6 Semester Credits

**EDUC8027 Family and Community Engagement**

This course addresses the role of the educational leader in engaging the community in supporting the education of its children and youth. Topics focus on home and school collaboration and parent/family involvement in the education of children. Topics also include developing and maintaining relationships with businesses and higher education to promote their involvement and active participation in elementary and secondary schools. In addition, areas of community service, diversity within the community, community relations and the school as a community center are investigated. (HY)

Offered at Providence  
6 Semester Credits

**EDUC8090 Leadership in Higher Education Capstone**

This capstone builds upon the knowledge, skills and dispositions that students have acquired from other courses, independent studies, and their experiences to address authentic issues in higher education. The approach is problem-based, context-bound and service-oriented. Through case studies, exercises and projects, students work individually and collaboratively to seek practical solutions to actual and hypothetical dilemmas in higher education. Emphasis is placed on analyzing and addressing the policy aspects of issues, on seeking appropriate research paradigms, and on defining leadership roles to facilitate realistic and creative change.

Prerequisite(s): 36 semester credit hours in the Educational Leadership Program. (HY) (OL)  
Offered at Online, Providence  
6 Semester Credits

**EDUC8095 Leadership in Elementary-Secondary Education**

This course examines leadership theories and models and their applications to educational reform in elementary-secondary education. Topics addressed include: leadership styles, organizational cultures, school change strategies, leadership behaviors, leadership standards, strategic planning, site-based management, school culture, data-driven decision making, and shared decision making. Students employ action research and problem-based learning approaches to conduct research on current leadership-related problems and issues. (HY)

Offered at Providence  
6 Semester Credits

**EDUC9005 The Field Research Project**

Students or groups of students conduct an action research field project in concert with a public or private educational institution or setting. The purposes of this project are to identify a significant educational problem in the context of a local/state educational setting, to review existing theory and research, to analyze the problem, and to develop potential solutions for the problem. Students are encouraged to identify a research project early in their program. The project must be approved by the major advisor and the local/state educational setting, system or institution. The seminar series provides students with dissertation support, and moves students towards degree completion.

Prerequisite(s): All 7000 and 8000 level coursework, comprehensive exam. (HY) (OL)

Offered at Online, Providence  
6 Semester Credits

**EDUC9010 Doctoral Dissertation**

The dissertation is the refinement and publication of a field research project. The seminar series provides students with dissertation support, and moves students towards degree completion. (HY) (OL)

Offered at Online, Providence  
6 Semester Credits

**EDUC9011 Doctoral Dissertation Advisement**

The course is provided to students after the third year to provide ongoing dissertation advisement and continuous enrollment. The seminar series provides students with dissertation support, and moves students towards degree completion.

Offered at Providence  
0 Semester Credits