

Education (EDUC) Courses

EDUC5070 Disciplinary Literacy in the Secondary Classroom

Teacher candidates study the role of literacy in the teaching and learning process in the secondary classroom. They identify strategies to help their students access information, improve comprehension, and communicate effectively through reading, writing, speaking, listening and critical thinking. Teacher candidates develop lessons with an underpinning of the Understanding by Design framework that develop the literacy abilities of their students as well as the content-specific concepts and skills of their discipline. Offered at Providence
3 Semester Credits

EDUC5130 Foundations for Teaching and Learning

This initial course in the M.A.T. program provides students with foundational knowledge in learning theory, action research, and educational practices including the role of technology to build a broad understanding of learning and teaching in American schools today. Through course lectures, videos, readings, discussion and interactive activities, students examine a variety of issues including neurological and cultural factors that impact how students learn, characteristics of standards-based curricula, meeting the needs of diverse learners, the power of collaboration, and the purposes for formative and summative assessments. Students examine and utilize the Common Core State Standards in a data-driven school improvement project designed to give 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 the Rhode Island Professional Teacher Standards and the Rhode Island teacher evaluation system to support their emerging understanding of the professional, educational, legal and ethical responsibilities to students and their families. Offered at Providence
3 Semester Credits

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. Offered at Online
3 Semester Credits

EDUC5170 Best Practices in Literacy Instruction

This course explores the science of reading through an instructional framework designed to teach phonemic awareness, phonics, vocabulary/word study, reading fluency and reading comprehension. Students write lesson plans in each of these five areas of reading and implement lessons in class and/or field settings. Through course content and guided field experiences students learn strategies and best practices to teach reading, writing, speaking and listening skills. This course focuses on English Language Arts as an interdisciplinary and developmental process. Offered at Providence
3 Semester Credits

EDUC5180 Curriculum Development for Culinary Arts Programs

This course introduces students to current theories and models in curriculum design in the field of culinary education. Students explore and evaluate curricula currently used in both higher education culinary programs and in high school culinary programs. During this process, students identify an area of need or of interest in the field and construct program or unit curricula to improve teaching and learning outcomes. Students identify standards, formative and summative assessment measures, instructional strategies and resources for student achievement. Prerequisite(s): EDUC5130. Offered at Providence
3 Semester Credits

EDUC5190 Teaching Financial Literacy

Pre-service business education teachers learn various strategies for teaching secondary students the knowledge, skills and dispositions required for them to become independent adult consumers capable of making wise financial decisions for a lifetime of economic well-being. Emphasis is placed on supporting secondary students in managing their own personal finances by employing knowledge and critical thinking. Online tools and financial literacy resources are employed to research the most current data and information on personal finance topics such as savings, credit, investing, insurance, taxes, budgeting, banking and other important components of personal finance. Teacher candidates design lessons that connect to the Common Core State Standards and engage students in critical thinking, problem-solving and sound decision-making in the consumer financial enterprise. Participants observe, reflect on and implement lessons based on course content through related lab experiences. Prerequisite(s): EDUC5230. Offered at Providence
3 Semester Credits

EDUC5230 Strategies for Teaching Business

This course provides aspiring business teachers with information and experiences that will help them develop and deliver effective instructional programs for students at the secondary level. Teacher candidates put instructional theory into practice in the areas of lesson planning, classroom instruction, management and assessment. In both class and fieldwork settings in high school classrooms, teacher candidates engage in planning, delivering and evaluating lessons, and providing feedback to support student learning in the business classroom. Discussion of readings, reflection on practice, and the use of technological advancements in the classroom setting enrich the learning experience. Prerequisite(s): EDUC5130. Offered at Providence
3 Semester Credits

EDUC5240 Methods of Teaching Culinary Arts

This methods course provides students with the 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 plans, methods, tools and skills of instruction. The organization of instructional materials and supplementary materials in order to accommodate special needs and individual differences among students in today's diversely populated secondary and post-secondary school classrooms is stressed. Participants observe, reflect on and implement lessons based on course content and through related lab experiences. Students are required to synthesize the content of the course, current research and best practices with their fieldwork experiences. Prerequisite(s): EDUC5130. Offered at Providence
3 Semester Credits

EDUC5260 Strategies for Teaching Mathematics

This course is based on best practices in level two and level three research for delivering mathematics instruction. Value is placed on thinking, reasoning, and communicating mathematically and making connections among mathematical ideas and real-world situations. All course content is connected to teacher moves based on the Ten Principles of Thinking Mathematics and student habits of mind based on the Eight Mathematical Practices. Participants observe, reflect, write 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 Common Core Standards and Mathematical Language Routines. Prerequisite(s): EDUC5130. Offered at Providence
3 Semester Credits

EDUC5270 Advanced Methods of Teaching Culinary Arts

This advanced methods course is designed to expand 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 in both a lab and classroom environment. Emphasis is placed on understanding how students think, learn, communicate, and perform culinary/pastry technical skills in the experiential culinary arts classroom. Students construct a standards-based unit using a backward design framework and teach a lesson or series of lessons from their unit. Self, peer and instructor feedback is used to strengthen their teaching practice.

Prerequisite(s): EDUC5240.

Offered at Providence

6 Semester Credits

EDUC5280 Strategies for Teaching Science

Pre-service teachers critically analyze and develop science curriculum that meets the needs of all learners using the Understanding by Design (UbD) framework. Teacher candidates review science content as they synthesize the Next Generation Science Standards to determine enduring understandings that are critical for real-world application. Emphasis is placed on the incorporation of the eight science and engineering practices within inquiry-based science experiences. Teacher candidates are required to demonstrate high levels of reflection to connect current research to observations in lab experiences.

Prerequisite(s): EDUC6120.

Offered at Providence

3 Semester Credits

EDUC5315 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 that serves as the foundation for the M.Ed. in Teaching and Learning program at Johnson & Wales University. Emphasis is on the importance of developing accomplished practice and the potential of effective teaching to support significant student learning. Various educational and instructional theories, philosophies, practices and programs are explored to evaluate their role in contributing to accomplished teaching. Emphasis is given to the critical role of research and data to guide instruction and instructional planning. Through critical analysis, coursework and reflection, participants analyze and apply these understandings to their teaching context in a "classroom as laboratory" model.

Offered at Providence

4.5 Semester Credits

EDUC5335 Culturally Responsive Teaching

This course examines the learner and his/her role in the teaching and learning equation and how the teacher can impact the learning process. The focus of the course is on the interactive nature of teaching for learning in which the teacher continuously and proactively acts to support students and their learning. A major theme of this course is knowing students as individuals and how students' culture, backgrounds, strengths and challenges affect teaching and learning. Emphasis is also placed on knowing how students learn and the use of this knowledge to support student learning and design effective learning environments. Connecting these two threads is the essential role of the teacher to actively monitor and manage the learning environment and student learning. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging mastery and use of strategies to support student learning.

Offered at Providence

4.5 Semester Credits

EDUC5355 Standards and Curriculum Development

This course examines the nature and roles of standards, standards-based learning, curriculum and instructional design. Emphasis is on identifying how standards support and inform 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, consumer and reviewer of curriculum and instruction. Through critical analysis and coursework, participants analyze and apply these understandings to their teaching context to document their emerging expertise.

Prerequisite(s): EDUC5315.

Offered at Providence

4.5 Semester Credits

EDUC5375 Instructional Strategies and Resources

This course examines high quality curriculum design with emphasis on instructional strategies and resources and their impact on student learning. Strategies and resources that effective teachers use to support students and their learning are explored, such as teaching as an iterative process, and matching instructional use of strategies and resources that are based on research, best practices, content, and student needs. 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 coursework, 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): EDUC5315.

Offered at Providence

4.5 Semester Credits

EDUC5400 Using Feedback to Support Learning in Culinary Education

This course explores how assessment and resulting data are used to guide and inform instruction in the culinary classroom/kitchen. A major theme of the course is formative assessment as a tool to effectively monitor, respond to, and advance student learning. Participants examine how students think and develop skills in the culinary setting and design lessons that strategically use the formative assessment process to assess learning and guide instruction for whole class, small group and individual learners. In addition, participants explore and apply strategies that allow their students to use feedback to improve learning. 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): EDUC5240.

Offered at Providence

3 Semester Credits

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.

Offered at Online

3 Semester Credits

EDUC6120 Assessment for Student Learning

This course explores how assessment and resulting data are used to guide and inform instruction. Students use 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): EDUC5130.

Offered at Providence

3 Semester Credits

EDUC6230 Disciplinary Literacy in the Social Studies Classroom

This methods course is designed to provide knowledge of how to design and teach an integrated study of social sciences and the humanities to promote historical understanding and civic competence among students. Emphasis is on instruction that facilitates the teaching of social studies content, skills, concepts and disciplinary literacy through daily and long-range planning aligned with the Understanding by Design framework, and the use of research-based, best-practice methods. The course also emphasizes the tools and skills of instruction and the organization of instructional and supplementary materials in order to accommodate the special needs and individual differences among students in today's diverse elementary school classrooms. Based on course content and collaboration with cooperating teachers, participants design a content area unit to be implemented during student teaching.

Prerequisite(s): EDUC6120.

Offered at Providence

3 Semester Credits

EDUC6250 Coding, Apps, and Digital Collaborative Tools

This course provides an understanding of digital collaborative tools and emerging technology in order to create authentic learning. It introduces programming and apps for student engagement for digital learners. Students learn about these various digital technologies and how to design and infuse them into their pedagogy. Through in-class, individual, hands-on instruction and team-based experiential learning, students incorporate these innovative tools into their classrooms to create purposeful curriculum design with 21st-century tools.

Prerequisite(s): EDUC5230.

Offered at Providence

3 Semester Credits

EDUC6315 Assessment and Evaluation in Education

This course examines the field of assessment, major issues and trends, and the impact of assessment on teaching and learning. Students explore the various types and purposes of assessments, and examine foundational concepts of the field, such as validity and reliability. Students look at a variety of large and small-scale assessment data and explore the use of data to inform curricular and programmatic changes.

Prerequisite(s): EDUC5375.

Offered at Providence

4.5 Semester Credits

EDUC6335 Embedding Formative Assessment in Teaching Practices

This course extends and deepens understandings about 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. 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 learning progressions, rubrics, collaboratively examining student work and the student's role in assessing their learning. Through critical analysis and coursework, participants analyze and apply these understandings to their teaching context to document their emerging concept of assessment for learning.

Prerequisite(s): EDUC5375.

Offered at Providence

4.5 Semester Credits

EDUC6355 Supporting Learners in a Challenging World

This course examines the broad context of contemporary education. From issues of economic instability to the demands of college and career readiness, today's educators must support students who arrive in the classroom facing any number of family, mental health, economic and societal issues. Each course participant takes a deep dive into one issue to determine impacts on students and learning. Research in education and related fields is used to develop recommendations to support students academically, emotionally and socially, building skills and knowledge that lead to increased grit and resiliency. Students complete a case study to put their learning into practice. Through sharing research in this learning community, course participants benefit from each other's growing expertise.

Prerequisite(s): EDUC6315.

Offered at Providence

4.5 Semester Credits

EDUC6375 Teaching: A Call to Action

This course explores the multiple and critical roles accomplished teachers engage in and fulfill to support student learning and advance the goals of the larger educational community. The focus of the course is on how and why accomplished teachers, in addition to their instructional responsibilities, must act as learners, leaders and collaborators with their colleagues, the community and students' families to maximize learning and advance the culture of learning and teaching. In addition to examining these critical roles, participants demonstrate, share and reflect upon evidence of their emerging engagement in each. As the last course in the M.Ed. in Teaching and Learning, this course requires that degree candidates connect and synthesize learnings and central themes, which have evolved during their work in the program, to their ongoing efforts to be learners, leaders and collaborators. Through critical analysis and coursework, participants analyze and apply these understandings to their teaching context and develop a path for continuous future growth.

Prerequisite(s): EDUC6315.

Offered at Providence

4.5 Semester Credits

EDUC6570 Classroom Management in the Culinary Arts

The purpose of this course is to provide pre-service culinary/baking teachers with group and individual behavior management and instructional procedures that can be used in a variety of educational environments. Course content provides both theoretical understanding and practical application of strategies aimed at creating safe, encouraging and effective learning environments. Emphasis is placed on the use of evidence-based instructional procedures rather than the content (i.e., curriculum) of instruction, behavior and program evaluation, and core management principles. Specific focus is on the unique challenges and opportunities of the culinary/baking setting.

Prerequisite(s): EDUC5270.

Offered at Providence

3 Semester Credits

EDUC6610 Sustaining a Culinary Arts Program

This course is designed to prepare students to sustain culinary arts programs in secondary and postsecondary settings. Through an examination of prototypes, case studies and existing programs, students evaluate features of culinary arts programs with respect to their structure, educational quality, funding sources and marketing strategies. Emphasis is placed on how these elements are interconnected and how programs can be made more sustainable through specific strategies. Students synthesize their findings and develop a fiscally sustainable program that meets the needs of students.

Prerequisite(s): EDUC5270.

Offered at Providence

3 Semester Credits

EDUC6910 Student Teaching Part 1: Elementary Education

Students in this course spend 30 school days in a supervised teaching situation at a public elementary school (grades 1–6) or middle school (grades 4–6) site. During student teaching, students plan and implement lessons and perform other related tasks under the supervision of the school site certified clinical educator, university supervisor and professional M.A.T. program staff. Through their work at the school site, students demonstrate their understanding of the Rhode Island Professional Teaching Standards, applicable content standards, as well as any other professional standards or guidelines in force in the field. Periodic evaluations and specific feedback guide the learning. From time-to-time, students participate in ad hoc seminars related to their student teaching experience. Note: In order to meet program requirements, students must complete both Part 1 and Part 2 of this placement.

Prerequisite(s): EDUC6120.

Offered at Providence

3 Semester Credits

EDUC6920 Student Teaching Part 2: Elementary Education

Students in this course continue the Student Teaching Part 1: Elementary Education placement in a supervised teaching situation at a public elementary (grades 1–6) or middle school (grades 4–6) site for an additional 30 school days. During student teaching, students plan and implement lessons and perform other related tasks under the supervision of the school site certified clinical educator, university supervisor and professional M.A.T. program staff. Through their work at the school site, students demonstrate their understanding of the Rhode Island Professional Teaching Standards and applicable content standards, as well as any other professional standards or guidelines in force in the field. Periodic evaluations and specific feedback guide the learning. From time-to-time, students participate in ad hoc seminars related to their student teaching experience. Note: In order to fully meet program requirements, students must complete both Part 1 and Part 2 of this placement.

Prerequisite(s): EDUC6910.

Offered at Providence

3 Semester Credits

EDUC6930 Student Teaching Part 1: Business Education

Students in this course spend 30 school days in a supervised teaching situation at a public secondary school site. During student teaching, students plan and implement lessons and perform other related tasks under the supervision of the school site certified clinical educator, university supervisor and professional M.A.T. program staff. Through their work at the school site, students demonstrate their understanding of the Rhode Island Professional Teaching Standards and applicable content standards, as well as any other professional standards or guidelines in force in the field. Periodic evaluations and specific feedback guide the learning. From time-to-time, students may participate in ad hoc seminars related to their student teaching experience. Note: In order to fully meet program requirements, students must complete both Part 1 and Part 2 of this placement.

Prerequisite(s): EDUC6120.

Offered at Providence

3 Semester Credits

EDUC6940 Student Teaching Part 2: Business Education

Students in this course continue the Student Teaching Part 1: Business Education placement in a supervised teaching situation at a public secondary school site for an additional 30 school days. During student teaching, students plan and implement lessons and perform other related tasks under the supervision of the school site clinical educator, university supervisor and professional M.A.T. program staff. Through their work at the school site, students demonstrate their understanding of the Rhode Island Professional Teaching Standards and applicable content standards, as well as any other professional standards or guidelines in force in the field. Periodic evaluations and specific feedback guide the learning. From time-to-time, students participate in ad hoc seminars related to their student teaching experience. Note: In order to fully meet program requirements, students must complete both Part 1 and Part 2 of this placement.

Prerequisite(s): EDUC6930.

Offered at Providence

3 Semester Credits

EDUC6950 Student Teaching Part 1: Culinary/Baking Education

Students in this course spend 30 school days in a supervised teaching situation at a public secondary school site. During student teaching, students plan and implement lessons and perform other related tasks under the supervision of the school site certified clinical educator, university supervisor and professional M.A.T. program staff. Through their work at the school site, students are required to demonstrate their understanding of the Rhode Island Professional Teaching Standards and applicable content standards, as well as any other professional standards or guidelines in force in the field. Periodic evaluations and specific feedback guide the learning. From time-to-time, students may participate in ad hoc seminars related to their student teaching experience. Note: In order to fully meet program requirements, students must complete both Part 1 and Part 2 of this placement.

Prerequisite(s): EDUC5270.

Offered at Providence

3 Semester Credits

EDUC6960 Student Teaching Part 2: Culinary/Baking Education

Students in this course continue the Student Teaching Part 1: Culinary/Baking Education placement in a supervised teaching situation at a public secondary school site for an additional 30 school days. During student teaching, students plan and implement lessons and perform other related tasks under the supervision of the school site clinical educator, university supervisor and professional M.A.T. program staff. Through their work at the school site, students demonstrate their understanding of the Rhode Island Professional Teaching Standards and applicable content standards, as well as any other professional standards or guidelines in force in the field. Periodic evaluations and specific feedback guide the learning. From time-to-time, students participate in ad hoc seminars related to their student teaching experience. Note: In order to fully meet program requirements, students must complete both Part 1 and Part 2 of this placement.

Prerequisite(s): EDUC6950.

Offered at Providence

3 Semester Credits

EDUC6970 Capstone Part 1: Culinary/Baking

Students in this course (and Part 2 of same) spend 15, 30 or 45 class days in a supervised teaching situation at Johnson & Wales University. During student teaching, students plan and implement lessons and perform other related tasks under the supervision of the JWU clinical educator, university supervisor and professional M.A.T. program staff. Through their work at the school site, students demonstrate their understanding of all applicable content standards, as well as any other professional standards or guidelines in force in the field. Periodic evaluations and specific feedback guide the learning. From time-to-time, students participate in ad hoc seminars related to their student teaching experience. In addition, along with the capstone faculty, each student designs and implements a culinary/baking curriculum capstone project that is research-based and tied to strong educational practice learned throughout the program. The scope of the project is tied to the length of the student teaching done as part of the overall capstone experience. Note: In order to fully meet program requirements, students must complete both Part 1 and Part 2 of this placement.

Prerequisite(s): EDUC5270.

Offered at Providence

3 Semester Credits

EDUC6980 Capstone Part 2: Culinary/Baking

Students in this course (and Part 1 of same) spend 15, 30 or 45 class days in a supervised teaching situation at Johnson & Wales University. During student teaching, students plan and implement lessons and perform other related tasks under the supervision of the JWU clinical educator, university supervisor and professional M.A.T. program staff. Through their work at the school site, students demonstrate their understanding of all applicable content standards, as well as any other professional standards or guidelines in force in the field. Periodic evaluations and specific feedback guide the learning. From time-to-time, students participate in ad hoc seminars related to their student teaching experience. In addition, along with the capstone faculty, each student designs and implements a culinary/baking curriculum capstone project that is research-based and tied to strong educational practice learned throughout the program. The scope of the project is tied to the length of the student teaching done as part of the overall capstone experience. Note: In order to fully meet program requirements, students must complete both Part 1 and Part 2 of this placement.

Prerequisite(s): EDUC6970.

Offered at Providence

3 Semester Credits

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 existing research to improve policies, programs and practices.

Offered at Providence

6 Semester Credits

EDUC7011 Strategy & Change in Elementary and Secondary Education

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. Students examine systems thinking and its application to education. 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.

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 and emerging trends and on the social, economic and political issues that are crucial for higher education leaders in the 21st century to recognize and understand. Strategies and skills needed to bring about constructive change are studied and applied. The spectrum of postsecondary institutions is explored with reference to students, faculty, offerings, financing, policies, and such important issues as access, affordability, student success, academic quality and completion. A variety of information sources and mechanisms is used in this exploration.

Offered at Providence

6 Semester Credits

EDUC7030 The Transformative Learning Environment 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 influencing teaching and learning in higher education. Students engage in action research projects that are centered on typical problems in teaching and learning confronting educational leaders.

Prerequisite(s): EDUC7004.

Offered at Providence

6 Semester Credits

EDUC7031 Organizational Theory and Behavior in Higher Education

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

Prerequisite(s): EDUC7004.

Offered at Providence

6 Semester Credits

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

This course focuses on organizational theory, behavior and culture with special emphasis on how elementary-secondary leaders can affect change. Emphasis is on understanding the frameworks (political, symbolic, human resources and structural) that affect organizations and developing a systemic approach to facilitating the work of the organization. Coursework helps leaders re-frame existing organizations and review them from a different "lens" or perspective. This 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.

Prerequisite(s): EDUC7004.

Offered at Providence

6 Semester Credits

EDUC7035 Teaching and Learning in Elementary and Secondary Education

This course prepares 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. Students 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.

Prerequisite(s): EDUC7004.

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.

Offered at 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): EDUC7004.

Offered at Providence

6 Semester Credits

EDUC8017 Strategic Fiscal Leadership in Elementary and Secondary Education

This course focuses on the economics, politics and administration of school finance from both theoretical and practical perspectives. Emphasis is placed on the strategic planning, policy and procedural aspects of school funding, resource allocation and school plant management. This course examines the relationship between financial management, educational leadership and organizational change. The fiscal management concepts and techniques needed by educational leaders in order to plan, control and evaluate their operations effectively are similarly examined. Students investigate how school finance, budget, business management, asset protection, and facilities planning and management are vital to the teaching and learning process.

Prerequisite(s): EDUC7004.

Offered at Providence

6 Semester Credits

EDUC8090 Leadership in Higher Education

This course builds upon the knowledge, skills and dispositions that students have acquired from their previous doctoral coursework and professional experiences to address authentic issues in higher education leadership. 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, legal and ethical aspects of issues, on seeking appropriate research paradigms, and on defining leadership roles to facilitate realistic and creative change.

Prerequisite(s): EDUC7004.

Offered at Providence

6 Semester Credits

EDUC8095 Leadership in Elementary and Secondary Education

This course examines leadership theories and models and their application to educational reform in elementary-secondary education and related community organizations. Topics addressed include: leadership styles, organizational cultures, school change strategies, leadership behaviors, leadership standards, 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.

Prerequisite(s): EDUC7004.

Offered at Providence

6 Semester Credits

EDUC8120 Family and Community Engagement in Elementary and Secondary Education

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 schools as community centers are investigated.

Prerequisite(s): EDUC7004.

Offered at Providence

3 Semester Credits

EDUC8150 The Contemporary College Student

This course examines the intersection between the characteristics of contemporary student populations and the campus environments in which they operate – with a focus on how this intersection contributes to or detracts from their experiences and success in higher education. The course explores the ways in which higher education institutions support the students to ensure academic achievement, personal growth, persistence, and successful completion of their degree programs. The trends and changes in the demographics and characteristics of students who enroll in college are examined, along with current best practices for serving diverse student populations in all aspects of community life. Theoretical and research literature and current discourse on the college student experience from the perspective of various stakeholders are foundational to the learning. The course is guided by three questions: Who attends college today? What is each college's responsibility to their students to ensure their success and growth? And how does each college ensure that as a result of their experiences while in college, each student becomes a productive and contributing citizen of our world?.

Prerequisite(s): EDUC7004.

Offered at Providence

3 Semester Credits

EDUC8240 Law and Policy in Elementary and Secondary Education

Students examine the relevant legal principles that affect the operation, organization and leadership of American public schools and gain knowledge about legal issues that support the use of effective and ethical engagement in leadership practices within the boundaries of constitutional, statutory and case law. Students examine the theoretical foundations (economic, political and institutional) to identify what influences, shapes and explains the development, implementation and evaluation of public policy.

Prerequisite(s): EDUC7004.

Offered at Providence

3 Semester Credits

EDUC8270 Law and Policy in Higher Education

This course examines current legal and policy issues in higher education, including policy, analysis, research and development, implementation, refinement, and monitoring mechanisms. Emphasis is placed on the use of policy as a tool for continuous improvement and development of higher education institutions and systems. The role of consultation with stakeholders in policy and regulatory development and refinement is stressed. The course emphasizes the knowledge, skills and attitudes relating to policy, the application of legal constructs and standards, and the understanding of governance structures and functions. Students learn about relevant statutory and case law for postsecondary leaders and policy makers with particular emphasis on employment, affirmative action, torts, public and private law, academic freedom, contracts, tenure, free speech, privacy rights, civil rights, due process, and student rights. Emphasis is placed on what postsecondary leaders need to know about the law and policy.

Prerequisite(s): EDUC7004.

Offered at Providence

3 Semester Credits

EDUC9005 Doctoral Dissertation I

Doctoral Dissertation I provides guidance and practical support for doctoral candidates in the initial phases of the dissertation project with emphasis on refining the problem of practice and grounding the study; developing a dissertation proposal; submitting an application to the JWU Institutional Review Board (IRB) for permission to conduct the study; completing the ELP External Review Process; completing any other ethical research practices and protocols in accordance with the protection of human subjects and informed consent procedures; piloting instruments for data collection; conducting data collection for the approved study; transforming the dissertation proposal into chapters 1 and 3 for the dissertation; and outlining/developing the literature review (chapter 2) for the dissertation. Workshops are provided on special topics related to data collection, instrument design and sampling strategies, as well as scholarly writing support and APA formatting/guidelines sessions.

Prerequisite(s): Successful completion of all required coursework at the 7000 and 8000 levels, passing score on Comprehensive Assessment.

Offered at Providence

6 Semester Credits

EDUC9010 Doctoral Dissertation II

Doctoral Dissertation II provides guidance and practical support for doctoral candidates in the final phases of the dissertation with emphasis on data collection, analysis, and presentation of the study findings, conclusions and recommendations. Workshops are provided on special topics related to data collection, instrument design, data analysis, as well as scholarly writing support and APA formatting/guidelines sessions.

Prerequisite(s): Successful completion of all required coursework at the 7000 and 8000 levels, passing score on Comprehensive Assessment.

Offered at Providence

6 Semester Credits

EDUC9011 Doctoral Dissertation Advisement

This noncredit-bearing course is provided to students after the third year to provide ongoing dissertation advisement and continuous enrollment.

Prerequisite(s): Successful completion of all required coursework at the 7000 and 8000 levels, passing score on Comprehensive Assessment.

Offered at Providence

0 Semester Credits