



JOHNSON & WALES
UNIVERSITY

Educational Leadership Program (Ed.D.)

Program Prospectus 2024–25

PROVIDENCE



Doctor of Educational Leadership

Program Handbook

This document provides information regarding the structure and content of the Ed.D. program. Certain details, such as the wording of course titles and descriptions and course sequence may change.

For official academic information for the Educational Leadership Program, visit JWU's 2024-25 Providence Catalog:

<https://catalog.jwu.edu/programsofstudy/arts-sciences/edd-educational-leadership-edd/providence/>



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About Johnson & Wales University

JWU Facts

Founded in 1914, Johnson & Wales University is a private, nonprofit, accredited institution with more than 8,000 graduate, undergraduate and online students at its campuses in Providence, Rhode Island and Charlotte, North Carolina. An innovative educational leader, the university offers undergraduate and graduate degree programs in arts and sciences, business, engineering, food innovation, hospitality, nutrition, health and wellness. It also offers undergraduate programs in culinary arts, dietetics and design. JWU's unique model provides students with the personalized attention, academic expertise and industry connections that inspire professional success and personal growth. The time students spend at JWU is nothing short of transformative, as demonstrated by career outcomes, expected earnings and economic mobility rankings. The university's impact is global, with alumni from 130 countries pursuing careers worldwide.

Accreditation

JWU is accredited by the New England Commission of Higher Education (NECHE) through its Commission on Institutions of Higher Education (CIHE). The nation's oldest regional accrediting association, NECHE accredits educational institutions internationally. This accreditation encompasses the university's two campuses.

JWU Mission & Guiding Principles

Johnson & Wales University... an exceptional education that inspires professional success and lifelong personal and intellectual growth.

In support of our mission and recognizing the importance of preserving our unique student-centered culture, we will be guided by the following principles:

- Undertake continuous improvement and planning for a sustainable future
- Foster an evidence-based teaching and learning environment
- Support faculty scholarship to advance our status as a comprehensive university
- Maximize student potential by further enriching our academic programs with experiential and work-integrated learning
- Value our faculty and staff
- Embrace diversity for a richly inclusive community
- Practice ethical citizenship in all aspects of university life
- Act as a good steward of our resources to support the needs of our students, faculty and staff

University Essential Learning Outcomes

Professional Competence

Graduates will demonstrate the knowledge and skills required to succeed in their chosen profession.

Foundation for Lifelong Learning

Graduates will demonstrate the knowledge and skills necessary for lifelong learning, including competence in communication, critical and creative thinking, quantitative and scientific reasoning, and the ability to evaluate, integrate and apply knowledge from multiple perspectives when making decisions and solving problems.

Global and Community Citizenship

Graduates will demonstrate the necessary skills, including an awareness of ethical responsibility and cultural/global diversity, to live and work collaboratively as contributing members of society.

About the John Hazen White College of Arts & Sciences

The Educational Leadership degree program resides in the John Hazen White College of Arts & Sciences within the School of Education.

John Hazen White College of Arts & Sciences

Bachelor of Arts Degrees (B.A.)

- Interdisciplinary Studies: Design Your Own Major
- Media & Communication Studies

Bachelor of Science Degrees (B.S.)

- Animal Science
- Biology
- Criminal Justice
- Data Analytics
- Equine Studies
- Liberal Studies
- Political Science
- Psychology

Master of Science Degrees (M.S.)

- Addiction Counseling
- Clinical Mental Health Counseling

Learn more about the John Hazen White College of Arts & Sciences:

jwu.edu/campuses/providence/colleges/college-of-arts-and-sciences.html

School of Education

The School of Education is comprised of three programs:

- Master of Arts in Teaching (M.A.T.)
- Master of Education in Teaching and Learning (M.Ed.)
- Doctor of Education in Educational Leadership (Ed.D.)



About the Ed.D. Program

Program Description

The Educational Leadership Ed.D. program has established itself as a prominent preparation program for educational leaders in Southern New England. With its focus on preparing graduates who can think, learn and perform as educational leaders, the program exemplifies the university's mission of blending academic and work-based learning for career advancement. The doctoral program's particular focus is on the creation and use of knowledge to impact education practice.

The program emphasizes the preparation of educators who aspire to advance to leadership positions in their respective fields. To do so, these educators must keep abreast of developments and current practices in their fields, keep current in their knowledge, embrace contemporary practices, and develop and maintain the skills to recognize, evaluate and lead change. The program is designed with distinct specializations in higher education and elementary-secondary education.

Program outcomes are designed so that graduates develop skills in leadership, collaboration, effective communication, research and evaluation, critical thinking, problem solving, technology, and ethics and social responsibilities.

JWU's Ed.D. program offered its first courses in the fall semester of 1996 with the first hooding ceremony held in May 1999. To date, the Ed.D. program has more than 400 graduates.

What Students Can Expect

The program consists of two distinct tracks: Elementary/Secondary and Higher Education. Each track requires two years of coursework. Courses, particularly those in the second year, are designed to assist students in narrowing their focus from an area of interest to a researchable problem of their choosing for their dissertation. Beginning in the third year, a seminar series and a comprehensive assessment assist students in dissertation writing. Many dissertations are constructed to deal with an actual problem of practice and are intended to result in recommendations for solving those problems.

Faculty

Johnson & Wales University has a long history of hiring and working with high-quality faculty members who are actively engaged in effective teaching to ensure student learning, as well as in scholarly activities to continually enhance their own knowledge and skills. All faculty members, both full-time and practitioner (adjunct) faculty have terminal degrees and bring considerable professional experience working in elementary-secondary school and/or higher education settings. Practitioner faculty are school principals, superintendents, college deans and directors, college vice-presidents and presidents. Prior to joining the doctoral program, many faculty members have consulted with, taught, and/or served as leaders and administrators at other higher education institutions or school systems.

Program Learning Outcomes

Upon completion of the Ed.D. program, graduates are expected to:

- Define problems, not just recognize symptoms, to ask the right questions, to think beyond the obvious, to develop and test several alternatives, and choose the option that maximizes the results.
- Utilize existing research, data and appropriate research methodology to develop and test alternative solutions, and to choose the best course of action.
- Communicate appropriately to individuals and groups of various sizes orally and in writing in order to teach students, to persuade others, to mediate disputes and to build convincing cases.
- Structure educational environments in which leadership roles and responsibilities are shared; in which the mission, goals and work are determined collaboratively; in which evidence overrides opinion, tradition and bias; in which decisions are made in a timely manner and communicated efficiently; and in which others are motivated to do more than they thought they could.
- Think beyond common constraints, to take calculated risks and to advocate stretched goals in order to bring fresh perspectives to educational issues and problems and to open the way for new and potential promising solutions.
- Articulate a vision for technology utilization in order to model and promote effective uses; to support teaching and learning; to improve management functions; to provide forward-thinking leadership and management to continuously improve organizations; and to facilitate better understanding of social, ethical and legal issues and responsibilities related to a digital age culture.
- Recognize and take into account the ethical and legal dimension of potential actions, to practice and promote social awareness and ethical behavior, and to encourage others to do the same.
- Exercise leadership to address the pressing issues of social justice, diversity, equity and inclusion in order to close achievement gaps for underrepresented populations.

Advantages of JWU's Ed.D. Program

Ed.D. faculty support students both academically and professionally and form close working relationships with them.

A cohort model allows students to build close relationships with classmates and extends the benefits of professional networking.

Academic program rigor allows students to develop skills as educational researchers, which they can transfer back to their professional roles as educators and leaders in the classroom and in administration.

Our Ed.D. program design and format allows students to specialize in either elementary-secondary education or higher education strands and focus on issues and content particular to their fields.

Required research seminars are led by research faculty members during Year 3 of the program to support the needs of students as they conduct their research and prepare their manuscripts.

Program graduates enjoy documented career advancement in all sectors of education.

Weekend classes combine synchronous remote learning on Friday evenings with all-day Saturday face-to-face classes on our Harborside Campus in Providence.

Special features include

- [Carnegie Project on the Education Doctorate \(CPED\)](#), a consortium of over 100 schools of education in the US, Canada, and New Zealand working collaboratively to improve professional preparation in educational leadership to the highest level and
- [Principal Residence Network \(PRN\)](#), a Rhode Island Department of Education approved certification program for K-12 school leadership.

Admissions Process

Recruiting talented individuals is the goal of the Johnson & Wales University Ed.D. program. Basic admissions requirements must be met, including an interview with doctoral faculty.

Basic Admissions Requirements

Admissions requirements are set specifically to assure that students are prepared for the academic challenge of doctoral work and have the necessary academic and professional background. To be admitted into the Ed.D. program, applicants must have a:

- master's degree in an appropriate field from an accredited institution
- cumulative grade point average of 3.25 or better for all post-baccalaureate study

If above requirements are met, applicants must complete the following steps:

- Submit application.
- Submit official transcripts from undergraduate and graduate coursework.
- Submit a personal statement, demonstrating clear, succinct and well-reasoned writing that discusses
 - (a) reasons for applying to the Ed.D. program
 - (b) your scholarship abilities
 - (c) professional experience
 - (d) career goals
 - (e) learning style preferences
 - (f) potential contributions to the program/cohort (1,500 words or less)
- Submit a résumé that includes job responsibilities, relevant experience, achievements and education history.
- Request three letters of recommendation, two of which must be from professional educators.
- Participate in a faculty interview.

Due to the applied nature of the Ed.D. program and the level of experience required of applicants, the GMAT or GRE are not required.

Interview Process

All Ed.D. applicants are interviewed by two doctoral faculty members.

Admission

Admission decisions are made on a rolling basis throughout the year. Students are encouraged to apply early, as the size of each cohort is limited.

Admission decisions are made within 30 days of receipt of all application materials, including completion of the interview.

To apply, complete the free JWU graduate studies application and submit an official transcript, three formal letters of recommendation, statement of purpose, and résumé to gradpvd@admissions.jwu.edu.



Ed.D. Program Structure and Curriculum

Basic Program Requirements

To satisfy program requirements, each student must successfully

- complete 60 credit hours (48 credit hours of coursework and 12 credit hours of dissertation seminar, which forms the basis for the dissertation);
- maintain a cumulative grade point average of at least 3.25;
- maintain continuous enrollment, even during dissertation phase;
- successfully complete the comprehensive assessment;
- submit a dissertation proposal within five semesters (including summer semesters) of completion of coursework; and
- complete all program requirements within six academic years from the initial date of matriculation. (Note: For a valid reason, the Educational Leadership program director may extend deadlines.)

Program Structure

Classes meet eight times a semester on a weekend schedule (Friday evenings remote and Saturday face-to-face) on the Providence Harborside Campus plus asynchronous online delivery of instruction between scheduled weekend sessions to prepare for and respond to the synchronous classes. Students progress through the program as part of a cohort — a group of other education professionals. In addition to the successful completion of all required coursework, students will be prepared to meet the following program milestones to be awarded the educational doctorate: Comprehensive Assessment, Doctoral Dissertation I, and Doctoral Dissertation II.

Required Grades

Ed.D. students are required to maintain a minimum cumulative grade point average of 3.25.

Curriculum

All Ed.D. students must complete the curriculum specified in the following course sequence:

ELEMENTARY-SECONDARY EDUCATION

Year 1

SEMESTER	COURSE TITLE	CREDITS
FALL	Research I	6
	Strategy & Change in Elementary and Secondary Education	6
SPRING	Strategic Fiscal Leadership in Elementary-Secondary Education	6
	Teaching and Learning in Elementary and Secondary Education	6

Year 2

SEMESTER	COURSE TITLE	CREDITS
FALL	Organizational Theory, Behavior, and Development in Elementary and Secondary Education	6
	Law and Policy in Elementary and Secondary Education	3
	Family & Community Engagement	3
SPRING	Research II	6
	Leadership in Elementary and Secondary Education	6

Year 3

SEMESTER	COURSE TITLE	CREDITS
FALL	Doctoral Dissertation I	6
SPRING	Doctoral Dissertation II	6
CONTINUING AS NEEDED	Doctoral Dissertation Advisement*	N/A

*Note: For students who do not complete the dissertation process prior to the deadline.

HIGHER EDUCATION

Year 1

SEMESTER	COURSE TITLE	CREDITS
FALL	Research I	6
	Nature of Higher Education	6
SPRING	Organizational Theory and Behavior in Higher Education	6
	The Transformative Learning Environment in Higher Education	6

Year 2

SEMESTER	COURSE TITLE	CREDITS
FALL	Resource Planning and Management in Higher Education	6
	Law and Policy in Higher Education	3
	The Contemporary College Student	3
SPRING	Research II	6
	Leadership in Higher Education	6

Year 3

SEMESTER	COURSE TITLE	CREDITS
FALL	Doctoral Dissertation I	6
SPRING	Doctoral Dissertation II	6
CONTINUING AS NEEDED	Doctoral Dissertation Advisement*	N/A

*Note: For students who do not complete the dissertation process prior to deadline.

Elementary-Secondary Education Course Descriptions

Research I

This course prepares students to identify, synthesize and analyze research, applying it to 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 applicable practices.

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. 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.

Organizational Theory, Behavior, and Development in Elementary and 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.

Teaching and Learning in Elementary and Secondary Education

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.

Research II

This course prepares students to design and conduct qualitative, quantitative and mixed methods research, in order to address significant issues and challenges in educational settings. Students work in these settings to create research designs, collect and analyze qualitative and quantitative data, and derive/report findings and conclusions.

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.

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 school as a community center are investigated.

Leadership in Elementary and 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.

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.

Higher Education Course Descriptions

Research I

This course prepares students to identify, synthesize and analyze research and apply it to 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 applicable practices.

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.

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 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.

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.

Research II

This course prepares students to design and conduct qualitative, quantitative and mixed methods research, in order to address significant issues and challenges in educational settings. Students work in these settings to create research designs, collect and analyze qualitative and quantitative data, and derive/report findings and conclusions.

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.

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?

Leadership in Higher Education

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.

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.

Comprehensive Assessment

The comprehensive assessment is scheduled after coursework is completed. The purpose of this authentic assessment is to determine whether a student has mastered the knowledge and developed the skills required in the Educational Leadership Program competencies, and is thus ready to undertake dissertation work.

Dissertation Course Descriptions

Doctoral Dissertation I (fall semester)

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.

Doctoral Dissertation II (spring semester)

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.

Applied Research in the Ed.D.

Dissertation Process

Students are required to submit a dissertation that demonstrates they have acquired the technical and professional competencies associated with educational leadership and the ability to conduct research. The dissertation identifies an issue of concern, reports on the existing body of knowledge, and presents significant research that would advance present information. The dissertation describes a research project in which students apply best theory and practice. The problem may be drawn from students' workplaces or from some other setting.

In keeping with the mission and conceptual framework of the Educational Leadership Program, students are strongly encouraged to develop dissertations on topics dealing with educational leadership in K-16 and lifelong learning settings.

Faculty Advisors

To expedite the process of completing the dissertation, students will receive close, ongoing faculty supervision and shall submit the dissertation proposal within five semesters (including summer semesters) of completion of coursework.

Dissertation Outline

The dissertation and process are explained more fully in the Educational Leadership Program Guide and Dissertation Handbook; for informational purposes only, the basic outline is included below. Essentially, the dissertation will need to identify a problem of practice, to show relevance, be tied to appropriate research literature, and have appropriate methodology and analysis to support conclusions.

The Proposal (Dissertation Plan)

- Introduction, background, and statement of the problem
- Purpose of the study and the research question(s) or hypotheses
- Methodology and resulting actions
- Preliminary references and work plan

Dissertation

Chapter 1: Introduction

- Introduction, background, and statement of the problem, significance of the study
- Background of the study
- Research questions and methods
- Definition of terms and assumptions
- Conclusion and resulting actions

Chapter 2: Review of the Literature

- Introduction
- Conceptual or theoretical framework
- Review of research and justification of study

Chapter 3: Methodology (Quantitative, Qualitative, or Mixed-Method Design)

- Introduction and research design
- Sample, instrumentation, data collection, data analysis, trustworthiness, limitations/delimitations, conclusion
- Data collection and analysis
- Conclusion

Chapter 4: Research Findings

- Introduction
- Findings
- Conclusion

Chapter 5: Conclusions, Discussion, and Suggestions for Future Research

- Introduction
- Summary of findings
- Interpretation and implication of findings
- Recommendations of practice, policy, and further research
- Conclusion

Program Leadership and Faculty

Ed.D. Administration

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Doctoral Faculty

Felice Billups, Ed.D.

PROFESSOR

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401-598-1924

Educational background in Higher Education Administration and Research. Research interests focus on organizational culture, with special emphasis on collegiate culture/subcultures, organizational effectiveness, and the doctoral student experience. Teaching and research specializations include qualitative and mixed methods research methods and cultural studies designs.

Suzanne Buglione, Ed.D.

ASSOCIATE PROFESSOR

Suzanne.Buglione@jwu.edu

401-598-1996

Educational background in Higher Education Leadership. Research interests focus on higher education equity-conscious leadership, adult learning, scholarship of engagement, identity development and social justice, faculty development, and organizational culture. Teaching and research specializations include critical and decolonial pedagogy and qualitative methods.

Stacey Kite, DBA

PROFESSOR

Stacey.Kite@jwu.edu

401-598-1488

Educational background in research, marketing, and management. Research interests focus on cyberbullying and internet risk at the K-12 and college level as well as parent knowledge and involvement. Additional research interests include satisfaction, loyalty, and assessment.

Victor Mercurio, Ed.D.

ASSOCIATE PROFESSOR

Victor.Mercurio@jwu.edu

401-598-2434

Educational background in K-12 educational leadership and organizational theory. Academic research interests include school leadership, organizational change, school reform, and educational equity. Special interests include education law, policy development, and collective bargaining.

Doctoral Practitioner Faculty

Donna Braun '08 Ed.D.

EXECUTIVE DIRECTOR, THE CENTER FOR LEADERSHIP IN EDUCATIONAL EQUITY, PROVIDENCE

Donna.Braun@jwu.edu

Research interests include exploring characteristics of preparation programs, professional development, and school program designs linked to equitable outcomes for students and schools.

Aynsley Diamond '12 Ed.D.

ASSOCIATE VICE PRESIDENT OF ACADEMIC AFFAIRS, CONNECTICUT STATE COLLEGES AND UNIVERSITIES SYSTEM

Aynsley.Diamond@jwu.edu

Graduate of Johnson & Wales' Educational Leadership Ed.D. program where she was the first student to complete a grounded theory study. Her dissertation, "The Adaptive Military Transition Theory", sought to support the transition experience of service men and women entering academia. Her career includes a focus on educational policy and research and integrating teaching and learning theory into best practices in teaching methodology.

Lawrence P. Filippelli, Ed.D.

SUPERINTENDENT OF SCHOOLS, LINCOLN, RHODE ISLAND

Lawrence.Filippelli@jwu.edu

Academic research interests include educational technology, student bullying, cyberbullying and cybersafety in the educational setting. Educational background in secondary history, elementary, secondary and central office administration. Areas of special interests include strategy and change, school crisis response, district visioning and construction, a systems approach to school safety and security, leader mentoring, funding education through the change process, the development and retention of human capital and programmatic design, implementation and evaluation.

Shannon Gilkey, Ed.D.

COMMISSIONER, RHODE ISLAND OFFICE OF THE POSTSECONDARY COMMISSIONER

Shannon.Gilkey@jwu.edu

Co-founded a national higher education policy and advocacy initiative consisting of more than 500 university presidents, trustees, and chief executives of national higher education organizations. His experiences from the public and private sector offer one central theme: leveraging education to improve society. During his 10-plus years of service in higher education, he has developed and lead the implementation of institutional, state and national initiatives.

Tonya Glantz, Ph.D.

DIRECTOR, THE INSTITUTE FOR EDUCATION IN HEALTHCARE IN RHODE ISLAND

Tonya.Glantz@jwu.edu

Research interests include cross-system collaboration (schools, communities, and consumers), empowerment work with disenfranchised fathers, child welfare, and engagement of consumer voice to shape system change.

Thomas Kenworthy, Ed.D.

SUPERINTENDENT OF SCHOOLS, PORTSMOUTH, RHODE ISLAND

Thomas.Kenworthy@jwu.edu

First-generation college graduate who has risen to the highest ranks of educational leadership. Research interests include curriculum, instruction and assessment. Additional interests include leadership capacity building of educators and resiliency factors in K-12 students.

Doctoral Practitioner Faculty *(continued)*

John J. King, Ed.D.

VICE PRESIDENT OF STUDENT LIFE,
ROGER WILLIAMS UNIVERSITY

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Research interests include social norms theory research and other conceptual frameworks that influence college student development and behavior such as social influence of peers, environmental conditions, and campus culture. Area of special interest includes best practices in and comprehensive approaches for Title IX prevention, interventions, resources and processes.

Matthew Oliverio, J.D.

PARTNER AT OLIVERIO & MARCACCIO LLP

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Legal career spanning 38 years representing a multitude of public sector clients on legal and policy issues that confront school committees and administrators. Experience with substantive, legal and policy issue disputes involving labor, budget funding, unique constitutional considerations and challenges, and laws that guide educators relative to anti-discrimination, privacy and special education policies and regulations.

Judith Paolucci, Ph.D.

SUPERINTENDENT OF SCHOOLS (RETIRED),
SMITHFIELD, RHODE ISLAND

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Educational background in chemistry and environmental studies prior to beginning a career in teaching. Research interests focus on adolescents' views about the nature of science (NOS), conceptions of their gender identities, and whether these conceptions and views are related to their science interest. Special area of interest includes effective ways to navigate the change process and ensure that resources are harnessed to provide educational experiences that students need to lead fulfilling lives.



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