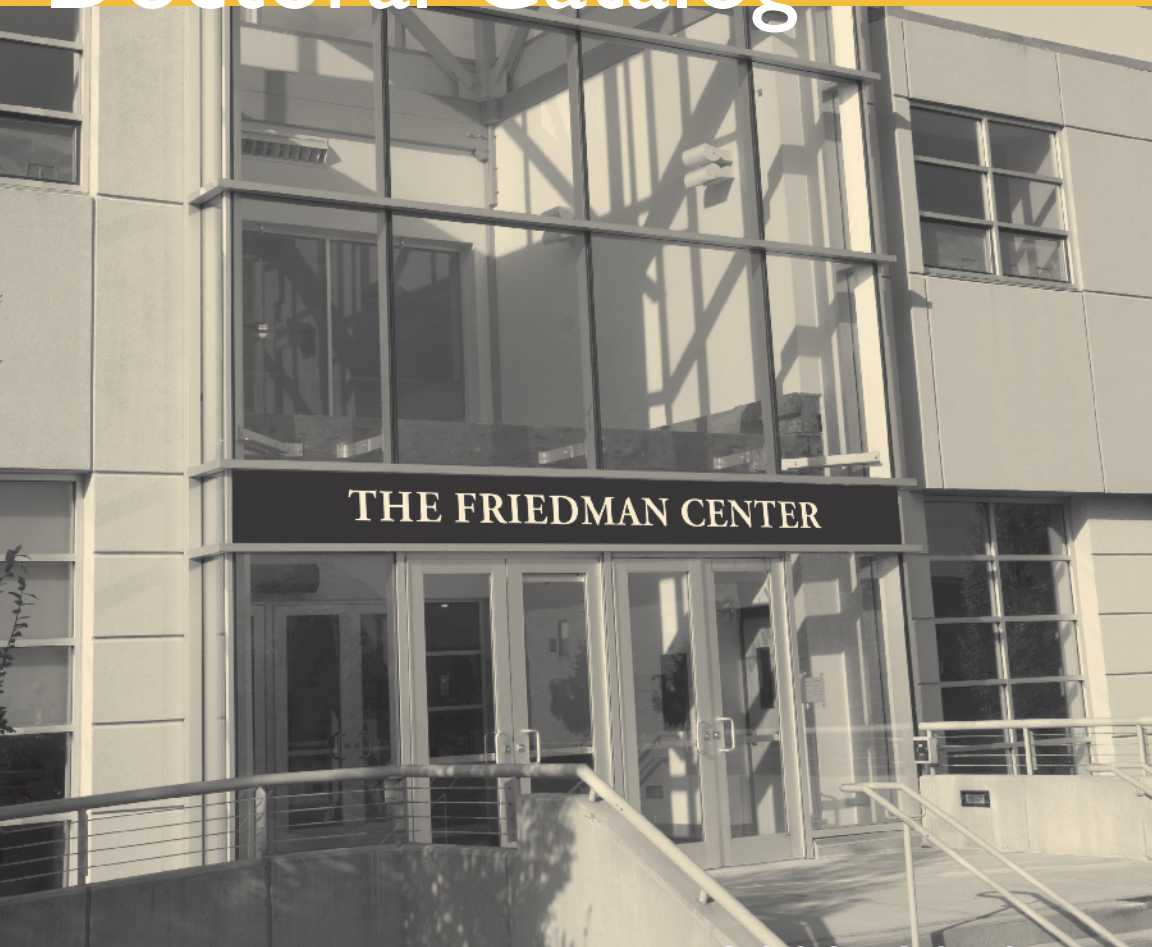




JOHNSON & WALES
UNIVERSITY

School of Education

Doctoral Catalog



2009–2010

Ed.D. in Educational Leadership

Doctoral Catalog

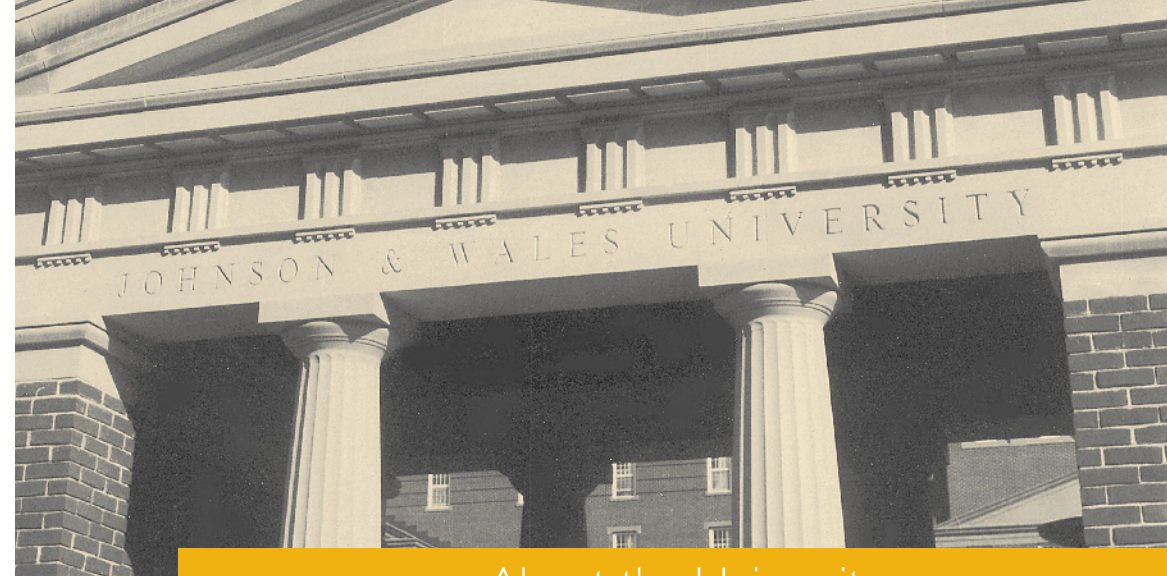
Johnson & Wales University
School of Education
Educational Leadership Program

2009–2010

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Providence, Rhode Island 02903
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This catalog is an official publication of Johnson & Wales University. As such, it is subject to revision at any time. The university reserves the right to add, withdraw or revise any course, program of study, provision or requirement described within the catalog as may be deemed necessary.



About the University

Mission Statement

The mission of Johnson & Wales University is to empower its diverse student body to succeed in today's dynamic world by integrating general education, professional skills and career-focused education. To this end, the university employs its faculty, services, curricula and facilities to equip students with conceptual and practical tools required to become contributing members of society.

Purposes of the University

Johnson & Wales University supports the following purposes in accordance with the mission:

- to enroll students with potential from varied backgrounds and to give them every opportunity to excel in their academic and professional lives;
- to develop and assess sound programs and curricula that allow students to attain proficiencies in general education and relevant professional disciplines;
- to evaluate and assess regularly the rigor of all academic programs;
- to provide experiential education opportunities that are curriculum-driven and include practical experiences for students in every program;
- to support diversity in the curriculum, activities and services for students, and in the employment of faculty and staff;
- to provide students with the opportunities that support intellectual development, personal growth and civic engagement;
- to monitor the external and internal environment of the university through regular and effective planning and assessment;
- to hold each academic, administrative and support department accountable for the achievement of the mission;
- to plan for and provide facilities and resources that meet the needs of students, faculty and staff.

University Core Values

Johnson & Wales University is

Student Centered

We are strongly student-centered, stressing personal development as well as career management skills.

Experientially Based

We integrate hands-on learning with a career-focused curriculum, to enable our students to gain real-world experience.

Industry Relevant

We are industry relevant, focusing both on the needs of our students and the needs of our students' future employers.

Employment Focused

Our business is developing employment-ready, motivated graduates for world-class employers in all industries.

Globally Oriented

We respond to the increasingly global nature of business by fostering multiculturalism and providing an international educational experience.

Outcomes Assessment Statement of Purpose

The definition of a well-educated college graduate will continue to evolve throughout this new millennium. In accordance with our mission to empower students to succeed in today's dynamic world, and to become contributing members of society, Johnson & Wales University integrates general education, professional skills and career-focused education.

Johnson & Wales University is committed to outcomes assessment. Faculty and students are therefore part of an ongoing effort to determine and refine the effectiveness of instruction and learning. Names of individual students will not be used when reporting results.

School of Education Mission Statement

The mission of the Johnson & Wales University School of Education is to empower a diverse student body to succeed in the dynamic world of education by integrating theory, practice, research and reflection.

The School of Education is a proactive teaching, learning and research community. The school is entrepreneurial, dynamic, progressive, and focused on its students and the educational community. It forms alliances with educational institutions to better develop graduates as scholar-practitioners through innovative, customized and field-based educational experiences.

The Doctoral Program in Educational Leadership Mission Statement

The mission of the Doctoral Program in Educational Leadership is to prepare educational leaders to promote excellence in teaching and learning.

The program has established itself as a prominent preparation program for education 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 educational practice. In keeping with the program's purpose — to develop students' abilities to become leaders in a variety of contexts in education — the program helps students develop the knowledge, skills and critical abilities that allow them to become effective practitioners. To this end, students and faculty are guided by the belief that understanding theory and practice is the foundation of their lifelong learning as well as part of their lives.

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 perhaps most important, develop and maintain the skills to recognize, evaluate and lead change.

University History

Johnson & Wales was founded in 1914 as a private, coeducational institution. Based on an educational philosophy that prepares students to enter the working world with solid foundations in their chosen careers, the university has grown to offer more than 60 academic programs culminating in associate, baccalaureate, master's and doctoral degrees.

Special approaches to career education at Johnson & Wales University (JWU) have evolved over more than 90 years' time and continue to adapt as JWU responds to the changing needs of business and industry. JWU was founded as a business school in 1914 in Providence, R.I., by Gertrude I. Johnson and Mary T. Wales. From its origins as a school devoted to business education, JWU grew to a junior college, a senior college, and ultimately, university status. For additional information on the history of JWU, visit www.jwu.edu (About JWU — History)

Total enrollment for the 2008–2009 academic year exceeded 15,000 students representing 50 states and 89 countries. Through its experienced, professional approach, the university has earned an international reputation in business, education and industry. In addition to the main campus in Providence, Rhode Island, Johnson & Wales presently offers undergraduate programs in North Miami, Florida; Denver, Colorado, and Charlotte, North Carolina.

In 1980, the Governor and General Assembly of the state of Rhode Island granted a Legislative Charter to the university, authorizing the awarding of advanced degrees.

The School of Education at the Providence Campus offers an M.A. in Teacher Education and an Ed.D. in Educational Leadership. A Certificate of Advanced Graduate study (C.A.G.S.) is awarded at the completion of two years of Ed.D. coursework.



Academic & Administrative Facilities

University Library

The university's main library is located in the Yena Center at the corner of Weybosset and Dorrance streets in downtown Providence. This facility is fully automated including very general to highly specific Web-based resources in support of the arts and sciences, business, hospitality and technology curricula. The Harborside Library is in the Friedman Center, site of doctoral classes. Its resources include an extensive education collection alongside databases which index thousands of magazines, journals and newspapers and offer full-text retrieval of most articles. JWU's library holds membership in the Higher Education Library Information Network (HELIN), providing JWU students with access to library resources, services and facilities at 11 academic libraries in Rhode Island and Southeastern Massachusetts.

Classrooms

Doctoral classes are held at the Harborside Campus. This setting offers an ideal environment for study and student-faculty interaction, all within easy reach of the university's on-site research materials and electronic access to additional research materials.

Computer Laboratories

Johnson & Wales University's three computer labs feature Windows-based computers. All computers feature the Microsoft Office suite and offer black-and-white printing. Students must have an active JWU e-mail account to access the computers.

General purpose labs are located in three buildings: the Harborside Academic Center, the Xavier Complex, and the Academic Center. Staff members are available in all labs to help students and answer questions. Visit the University Help Desk at helpdesk.jwu.edu or call 401-JWU-HELP (598-4357) for more information.

University Bookstore

Books and supplies for doctoral courses may be purchased at the Harborside Academic Center in the bookstore or on the Web at <http://jwu-harborside.bncollege.com>. The cost of books and supplies is not incorporated into the students' tuition and must be paid for at the time of purchase. Orders placed online may be picked up in the store or shipped. The Web site also features store hours, special events, clothing and other gift items.

Security Statement

In compliance with the Crime Awareness and Campus Security Act of 1990, Johnson & Wales University publishes an Annual Security Report which discloses information about campus security policies and procedures, and statistics concerning reported crimes that occurred on campus, on university-controlled property, and on public property immediately adjacent to campus. A copy of the report may be obtained from the Admissions Office and/or Safety & Security Office. You may also visit www.jwu.edu/uploadedFiles/General/Documents/Reports/JWUSecurityReport08PVD.pdf for a copy of the most recent report.

The City of Providence

Johnson & Wales University's main campus is located in Providence, Rhode Island. Providence is New England's second-largest city, but retains its historic charm in combination with the resources of a cultural, education, business and industrial center. An hour from Boston, Massachusetts, and less than four hours from New York City, Providence is also within easy reach of such well-known vacation spots as Newport and Cape Cod.

A true city campus, Johnson & Wales' facilities are located throughout Providence, which provides students with a wide variety of cultural, educational, recreational and social activities. Johnson & Wales students enjoy many local restaurants and shops and are able to take advantage of theater, music and performance opportunities. From museums to sporting events, stage shows to shopping, the city offers something for everyone.

Special Needs/Disabled Students

Johnson & Wales University is dedicated to providing reasonable accommodations to allow learning disabled, physically disabled and other challenged students to succeed in academic pursuits. While maintaining the highest academic integrity, the university strives to balance scholarship with support services which will assist special needs students in functioning in the university's academic environment.

Applicants and students with special needs or physical disabilities should contact the director of the Center for Academic Support at 401-598-4689 to discuss the availability of reasonable accommodations where appropriate.

Notice of Nondiscrimination

Johnson & Wales University does not discriminate unlawfully on the basis of race, religion, color, national origin, age, sex, sexual orientation, gender identity or expression, or disability in admission to, access to, treatment of, or employment in its programs and activities.

(The term "sexual orientation" shall mean and be limited to having an orientation for or being identified as having an orientation for heterosexuality, bisexuality or homosexuality. This Notice of Nondiscrimination shall not be interpreted to prohibit Johnson & Wales University from maintaining separate facilities, sports teams, housing, university-based social fraternities and sororities, and other programs and facilities, for males and females, in accordance with the provisions of Section 16-38-1.1 of the General Laws of Rhode Island, as the same may be amended from time to time, or similar laws applicable in other states where the university conducts operations).

The following person has been designated to handle inquiries regarding the nondiscrimination policy: Sandra Lawrence, Compliance Officer, Johnson & Wales University, One Cookson Place, Providence, RI 02903, 401-598-1423.



Financial Information

Tuition and Fees

Application Fee \$200

This nonrefundable fee is required with the student's application for admission, and is credited to tuition due upon entrance.

Deposit \$300

Three weeks after official acceptance is granted, a nonrefundable deposit is due. This deposit is credited to tuition due upon entrance.

Tuition (2009–2010) \$662 per credit hour
\$3,972 per course

Doctoral courses are six semester credit hours.

Dissertation Advisement Fee \$1,243 per semester

While completing the dissertation only (with no other courses scheduled), students are ineligible for financial aid and in-school loan deferments.

Payment Options

Billing for tuition and fees is done on a semester basis. Students are responsible for paying all charges in full or making appropriate arrangements by the published due date stated for each semester.

Financial Obligations

Continued enrollment as a student in good standing and certain other student benefits (diplomas, transcripts, etc.) are conditioned upon being current in all financial obligations to the university, including loans in which the university appears as a holder or guarantor.

Financial Aid

Students interested in applying for financial aid must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA is available on the Web at www.FAFSA.ed.gov. For information on the financial aid process or programs, contact Student Financial Services.

In order to be eligible for financial aid programs, the student must meet the following criteria:

1. Demonstrate financial need.
2. Maintain program requirements as described on Page 13 of this catalog.
3. Be enrolled in a degree or certificate program.
4. Be a U.S. citizen, permanent resident, or eligible non-citizen.
5. Not owe a refund on a Federal Pell Grant or be in default on a Federal Perkins Loan, Federal Subsidized Stafford Loan, Federal Unsubsidized Loan, Parent Loan for Undergraduate Students (PLUS) or Supplemental Loan for Students (SLS).
6. Sign a Statement of Educational Purpose, a Statement of Registration Status, and a Statement on Overpayments and Defaults.

Students who fail to maintain program requirements will be notified by Student Academic & Financial Services.

Return of Title IV Funds

Federal regulations establish the following allocation for students who receive Title IV, HEA program funds:

A refund owed to a student who received funds under any Title IV, HEA program will be returned to the Title IV, HEA programs from which the student received aid in the following order until the amounts received by the student from these programs are eliminated: the Federal Subsidized Loan, the Federal Unsubsidized Loan program, all other sources of aid, and the student.

* Loans made under federal loan programs are applied to the student's account with the university in equal disbursements per semester based on the loan period and the student's entrance date.

Financial Aid Programs

The following is a list of federal financial aid programs available to U.S. citizens, permanent residents or eligible non-citizens. Students may receive assistance from any one of these, or from a combination of both, in what is called a financial aid package. Student eligibility for these programs is based on the student's completion and submission of the forms described in the Application Requirements and Application Forms sections. Since awards are not automatically renewable, the student must reapply each year.

Federal Subsidized Stafford Loan*

This loan program provides low-interest loans to students who demonstrate financial need. The federal government pays interest on the borrower's behalf while the borrower is enrolled in school. A Master Promissory Note for these loans will be mailed to all eligible students with their Financial Aid Awards by the Financial Aid Office or may be obtained from local lending institutions.

Students should check with their financial planner to determine their annual loan amount. Students must begin repayment six months after they leave college or drop below half-time status, and must pay a minimum of \$50 per month. The amount of the student's monthly payment will be determined based upon the amount of the student's debt and the length of the student's repayment period.

Federal Unsubsidized Stafford Loan*

This loan program offers low-interest loans to students who demonstrate little or no financial need. The terms and loan limits are the same as for the Federal Subsidized Stafford Loan except that the federal government does not pay interest on the borrower's behalf while the borrower is enrolled in school. During that time, the student borrower can choose to make quarterly interest payments, or to "capitalize" interest. "Capitalizing" means the lender will add interest accrued to the principal balance. This will eliminate the need for interest payments while in school.

Independent students are also eligible to borrow additional Federal Unsubsidized Stafford Loans. Check with your financial planner to determine your annual loan amount. These amounts are in addition to the Federal Stafford Loan amounts discussed above.

Student Financial Services

Financial Planning

The university realizes that financing an education may be a very complex process for many students. In order to assist students in these matters, Johnson & Wales has established a staff of financial planning counselors. These counselors are available to work with students on an individual basis to help them best utilize their own funds and other available resources to meet educational expenses. For more information and assistance, call 1-800-343-2565, ext. 1468 or 401-598-1468.

Refund Policy

General Policy

To the extent that any charges due to the university remain unpaid, no refund check will be issued. No tuition or fees will be assessed for semesters that the student does not begin. Students who withdraw from the university prior to the end of the academic year may have their financial aid adjusted. Institutional grants and scholarships will be reduced in proportion to any tuition credit received as defined in the University's Withdrawal Credit Policy. Full-term eligibility for institutional loans will be credited to the student's account to the extent that any charges are due the university. The distribution formula for the institutional refund to the Federal Student Financial Aid program will be calculated according to federal regulations. The University's Withdrawal Credit Policy applies to all withdrawals from the university, voluntary or involuntary.

Term charges are subject to the University's Withdrawal Credit Policy upon withdrawal from the university. Term charges are defined as tuition, and if applicable, room only, room and board, and weekend meal plan. The official notice of withdrawal from the university may be done in person or by written notification through Student Academic & Financial Services. Refunds are by the date of termination based on the date Student Academic & Financial Services receives notification of withdrawal from the student or faculty member. Any refund due will be issued within 45 days after the date that the university was first notified of the withdrawal.

University Withdrawal Credit Policy

If a student enters a class and terminates on the first day of classes of a semester:

- the university will credit 100 percent of the semester charges.

If a student terminates during:

- the first and second week of scheduled classes for the semester, but after the first day of classes, the university will credit 90 percent of the semester charges;
- the third and fourth week of scheduled classes for the semester, the university will credit 50 percent of the semester charges;
- the fifth, sixth, seventh and eighth week of scheduled classes for the semester, the university will credit 25 percent of the semester charges.

After the eighth week of scheduled classes for the semester, students will be responsible for 100 percent of the semester charges.



Academic Information

Admission Procedure

Admission to Johnson & Wales University's Doctoral Program in Educational Leadership is competitive. Only those students who have demonstrated a strong, successful academic foundation, appropriate experience, intellectual promise, and dedication to community service shall be admitted. To gain admission to the doctoral program, a student must possess a master's degree in an appropriate field from an accredited institution. The student must have a 3.25 cumulative grade point average for all post-baccalaureate study.

Applications for admission are processed in the order received. All documents must be sent to the School of Education. When the file is complete, an interview is scheduled with doctoral faculty. Admission is decided by the School

of Education and conveyed by a letter from the School of Education admissions coordinator. Enrollment is limited and applicants are encouraged to submit required documents as early as possible. Applications are processed on an ongoing basis and students are promptly informed of their status.

Certificate of Advanced Graduate Studies (C.A.G.S.)

A Certificate of Advanced Graduate Studies (C.A.G.S.) in Educational Leadership is issued upon completion of the first two years of academic work in the doctoral program with 48 semester credits and an earned GPA of 3.25. See Page 16 for additional information.

Application Requirements

Applicants for admission must follow these steps, sending all required documentation to the School of Education:

- 1) Submit a completed application form with all supporting documentation and \$200 application fee.
- 2) Have official transcripts sent directly from institutions attended.
- 3) Submit three letters of recommendation (two of which should be from professional educators).
- 4) Submit a written personal statement identifying reasons for pursuing the degree, professional goals and academic interests, relevant experiences, and potential contributions to the program.
- 5) Complete the Graduate Record Exam (GRE) and submit official test scores.
- 6) Complete a personal interview with a faculty panel.
- 7) If admitted, a \$300 nonrefundable deposit is due within 21 days of receiving the acceptance letter. This money will be credited toward tuition providing the student begins the program in August of that year. If the student does not begin the program the year of acceptance, this deposit will not be refunded.

Students attain degree candidacy after successfully completing all course requirements, passing the comprehensive assessment and attaining approval of a dissertation proposal.

International Students

Applicants who are not citizens or permanent residents of the U.S. must meet the same admissions requirements as all other applicants, in addition to supplying the following:

- 1) Scores for the Test of English as a Foreign Language (TOEFL). See below for information on JWU's English proficiency requirement.

- 2) Declaration of Financial Support signed by both the applicant and the sponsor.
- 3) Financial statement that supports the information given in the Declaration of Financial Support.

All documents that are not in English must be accompanied by a certified (notarized) translation. Transcripts from institutions located outside the United States will be assessed according to substantive content, comparable equivalency to an accredited institution in the U.S., and official educational policies implemented within the country where the institution operates. Course descriptions may occasionally be necessary in order to ascertain course content.

The Student Visa

Upon receipt of the formal acceptance letter and the I-20 form, students should apply to the nearest American consulate for a special non-quota visa available only to students. The university's international student advisor is available for assistance at 401-598-4669.

English Proficiency Requirement

Every student whose native language is not English is required to take the TOEFL unless they graduated with a degree from a institution of higher education in the United States. A minimum score of 550 on the TOEFL is required before admission.

Applicants who test below a 550 score are required to study full-time for a minimum of one term in the university's intensive English as a Second Language Program and to meet the English proficiency requirement before acceptance into the doctoral program.

Students achieving a score of less than 550 on the TOEFL may be considered for enrollment into the doctoral program with special permission from the ELP director.

Program Requirements

To satisfy program requirements, each student must successfully:

- 1) complete 60 credit hours (48 hours of course work and 12 hours of dissertation work, which forms the basis for the dissertation);
- 2) maintain a cumulative grade point average of 3.25 or higher;
- 3) maintain continuous enrollment, even during dissertation work;
- 4) complete the comprehensive assessment successfully;
- 5) submit a dissertation proposal within three years of matriculation; and
- 6) complete all program requirements within six academic years from the initial date of matriculation. (NOTE: For a valid reason, the ELP director may extend all completed deadlines.)

A student becomes an official candidate for the degree upon successfully completing all courses and receiving formal approval of the dissertation proposal.

Any revisions to the doctoral program will be detailed in catalog supplements which are issued as deemed necessary. It is advised that students read and fully understand the rules, regulations and policies. Additionally, all enrolled students are expected to be familiar with the contents of the Student Handbook, which contains important information concerning the academic performance of students.

Transfer Credits

The cohort structure of this program does not allow for transfer credits or credit for prior learning.

Grading Policy

Grading System

The grading system for the School of Education is as follows.

Grade	Grade Range	Quality Points
A+	97–100	4.00
A	93–96	4.00
A-	90–92	3.70
B+	87–89	3.30
B	83–86	3.00
B-	80–82	2.70
C+	77–79	2.30
C	73–76	2.00
C-	70–72	1.70
F	Below 70	0.00
W	Calculated as F (punitive withdrawal)	0.00
I	Incomplete	
NC	Non-punitive withdrawal	
GP	Grade Pending	
S	Satisfactory	
U	Unsatisfactory	

• Failure (F)

Issued if a student maintains required attendance but fails to achieve adequate scholastic progress. The grade is recorded permanently on the student's academic record. An "F" in the doctoral program will result in dismissal from the program.

• Withdrawal (W)

A punitive grade is issued if a student withdraws from any scheduled course after the official withdrawal period, or is withdrawn by a faculty member. This designation also applies if withdrawal from the university is for reasons other than extenuating and after the official withdrawal period. This is a failing grade and is entered into the cumulative average and recorded permanently on the student's record. A "W" in the doctoral program will result in dismissal from the program.

• Incomplete (I)

Issued to students if they are unable to complete course requirements because of authorized absence due to service commitment or illness. Outstanding work must be completed within two weeks of the last day of class or the grade will automatically become an "F."

- *No Credit (NC)*

A non-punitive designation is issued to a student who has been authorized to withdraw from class or the university due to extenuating circumstances, or who has withdrawn from the university prior to midterm.

- *Grade Pending (GP)*

A “GP” is issued as a temporary mark when the completion of the course requirements is still underway. A grade pending is not calculated into the cumulative average and is generally used under extreme, extenuating circumstances. If a grade is not submitted to replace the “GP” within 30 days, it will automatically become an “F.”

Note: GP’s are issued in courses EDUC9005 and EDUC9010, until completion of dissertation and Form I “Program Completion.”

Academic Standards

Students enrolled in the School of Education doctoral program must maintain a cumulative grade point average (GPA) of 3.25. Students not meeting the 3.25 GPA requirement, or receiving a grade of ‘F’ or ‘W’ in a course, will be dismissed from the program. No classes may be repeated.

Dismissed students may appeal the decision in writing to the dean of the School of Education. All letters must include the rationale for reinstatement and must be received by the School of Education within two weeks of dismissal. The Academic Appeals Committee will consider all appeals, and students will be notified in writing of the decision.

Program of Studies

Instruction is scheduled in a sequence of six-credit courses addressing significant areas of educational leadership. Students take two courses per semester for four semesters and complete the coursework in two years.

Comprehensive Assessment

The comprehensive assessment is done after two years of coursework are completed. The purpose of the assessment is to determine authentically whether a student has mastered the knowledge and developed the skills in the Educational Leadership Program competencies, and is thus ready to undertake dissertation work. The assessment has both a written and an oral component and is structured around a problem the student selects.

Field Project

Upon the completion of coursework, students are required to register for EDUC9005 The Field Research Project. With the guidance of faculty, students will propose a field project. Detailed procedures and expectations for the entire research/defense phase of the program appear in the Dissertation Handbook. This research must focus on a practical and significant problem or issue that can be resolved effectively. The student’s doctoral committee must approve all field projects.

Dissertation

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 is based on the field project. It identifies an issue of concern, reports on the existing body of knowledge, and presents significant research that would advance present information. If the research and dissertation are collaborative, clearly delineated individual components will reflect each student’s substantive contribution to the report and its defense.

The dissertation describes a field 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.

In order to expedite the process of completing the dissertation, students will receive close, ongoing faculty supervision and shall defend the dissertation within three years of approval of the topic. The computerized links between students and faculty and the small size of the program will help ensure that a high level of supervision takes place. The Dissertation Manual describes the process in detail.

Students who do not complete the dissertation in the prescribed time will be automatically scheduled for EDUC9011, Dissertation Advisement Continuation. This continuation requires a Dissertation Advisement Fee (see Page 8) of \$1,243 per semester (fall, spring and summer), which will be assessed each semester until the successful completion of program requirements or an approved leave of absence is granted.

Students scheduling the dissertation defense while enrolled in EDUC9011–Dissertation Advisement will continue to be enrolled and charged appropriate tuition until the Program Completion Form I is submitted to Student Academic & Financial Services.

Cohort Structure

The cohort structure is essential to the philosophy of the program. Students enter and progress through courses as a group, fostering a team approach to studying and solving educational problems, and interpreting and disseminating the results of such study. An important outcome of the program is to establish, over time, a true network of working scholars who can examine, critique, support and complement one another’s educational practice. Cohorts may blend students for certain courses. Not all work will be completed in the cohort system; there will be several opportunities for independent work.

Leave of Absence

A student in good academic standing requesting a leave of absence may apply to the ELP director, who will decide whether to grant the leave of absence based on the reasons provided. If a leave is granted, the time is added to the academic requirement for completion.

Maintain Continuous Enrollment

Students must maintain continuous enrollment throughout their program. This includes registration for semesters in which a student is in the dissertation phase (fall, spring and summer).

Class Schedule

Classes take place every other weekend so that working professionals may pursue doctoral study without interrupting their careers. Classes meet on Friday evenings and Saturdays. The program is offered on a semester schedule. Students are registered for courses each semester by Student Academic & Financial Services. Class schedules are viewable on uconnect.jwu.edu. Students are encouraged to print their schedule from uconnect 24–48 hours prior to their first class.

Instruction

Faculty use a variety of instructional methods, including traditional lectures, but emphasis is on experiential, collaborative, project-based and interactive techniques. Field trips and distinguished visiting professors add to the instructional mix. The weekend offerings also provide for informal faculty/student interaction.

Computer Mediated Communications

The very nature of the Educational Leadership Program dictates that some base of electronic linkages exists among students, faculty, libraries, databases and field research sites.

All communication to students from the university will be conducted through the university e-mail system. Students are required to use and check this account on a regular basis.

Doctoral Program Courses

Elementary-Secondary

Major Courses

EDUC7006	Research I	6.0
EDUC7011	Strategy & Change	6.0
EDUC7032	Human Resource and Organizational Development in Elementary-Secondary Education	6.0
EDUC7035	Teaching & Learning in Elementary-Secondary Education	6.0
EDUC8006	Research II	6.0
EDUC8017	Resource Planning & Management in Elementary-Secondary Education	6.0
EDUC8027	Family and Community Engagement	6.0
EDUC8095	Leadership in Elementary-Secondary Education	6.0
EDUC9005	The Field Research Project	6.0
EDUC9010	Doctoral Dissertation	6.0

Total Semester Credit Hours 60.0

Higher Education

Major Courses

EDUC7006	Research I	6.0
EDUC7021	Nature of Higher Education	6.0
EDUC7030	Teaching & Learning in Higher Education	6.0
EDUC7031	Human Resource and Organizational Development in Higher Education	6.0
EDUC8006	Research II	6.0
EDUC8016	Resource Planning & Management in Higher Education	6.0
EDUC8026	Student Development in Higher Education	6.0
EDUC8090	Leadership in Higher Education Capstone	6.0
EDUC9005	The Field Research Project	6.0
EDUC9010	Doctoral Dissertation	6.0

Total Semester Credit Hours 60.0

All program requirements must be completed within six years. Students who do not complete the dissertation in the prescribed time will be automatically scheduled for EDUC9011, Dissertation Advisement Continuation. This continuation requires a Dissertation Advisement Fee (see Page 8) of \$1,243 per fall, spring and summer semesters.

A Certificate of Advanced Graduate Study (C.A.G.S.) is awarded at the completion of all EDUC 7000 and 8000 level courses (48 credits), with an earned GPA of 3.25.

Course Descriptions

EDUC7006

Research I

This course prepares students to synthesize and analyze research and apply it to educational issues and challenges in elementary-secondary and higher education settings. Students work in these settings to identify and analyze problems, formulate research questions, critique existing research (including evaluation research), and use research to improve policies, programs and practices.

Semester Credit Hours 6.0

EDUC7011

Strategy and 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.

Semester Credit Hours 6.0

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, faculties, offerings, financing and policies. A variety of information sources and mechanisms will be used in this exploration.

Semester Credit Hours 6.0



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. Semester Credit Hours 6.0

EDUC7031

Human Resource and Organization Development in Higher Education

This course focuses on the organizational and human management skills necessary for higher education leaders to accomplish these functions efficiently and successfully. The levels and nature of governing structures—federal, regional, state and institutional—are reviewed and examined as potential levers for change. Basic organization development theory and strategies are explored with regard to traditional and evolving patterns for organizing postsecondary institutions effectively to meet current and future demands. Human resource management regulations and procedures regarding personnel recruitment, selection, supervision, assessment, promotion, termination and development are examined as methods for creating and promoting learning-centered environments. The responsibility of higher education leaders to understand and to use these tools is emphasized. Semester Credit Hours 6.0

EDUC7032

Human Resource and Organization Development in Elementary-Secondary Education

This course focuses on human resources development in elementary-secondary education settings. Emphasis is placed on the responsibility of educational administrators to develop a knowledge base of human resource theories in order to lead persons to best perform their jobs. The proper motivation and leading of human resources is perhaps the most integral piece of school reform

because the proper functioning of all human resources is vital to the teaching and learning process. Topics addressed in the course include federal, state and local legislation, and regulations and procedures regarding personnel recruitment, selection, assessment, promotion and dismissal of employees. This course will also address how to create a learning organization for all employees, and the laws and regulations regarding discrimination based on age, sex, sexual preference, race, affirmative action, supervision and evaluation of faculty and staff, and equal employment opportunities. Students employ problem-based learning strategies, including action research, to address current and potential future problems facing educators in practicing human resource management. Semester Credit Hours 6.0

EDUC7035

Teaching and Learning in Elementary-Secondary Education

This course prepares students to lead reform initiatives in teaching and learning in the Pre-K to 12 educational setting. The course focuses on the relationship among curriculum, instruction and assessment at all levels. Students are given opportunities to examine key issues and problems impacting teaching and learning in elementary, middle and secondary schools. Students engage in an action research project that is centered on typical problems in teaching and learning confronting educational leaders. Semester Credit Hours 6.0

EDUC7150

Special Topics in Educational Leadership

This course is an intensive study of a contemporary issue in educational leadership. Emphasis is placed on a current research trend, event and/or issue that professionals in the field are currently facing. Candidates will review and experience the chosen focus through literature review, case analysis and educational insight. Current events and educational demands will dictate the specific topics discussed. Candidate special interests will also be explored within the context of the topics presented. Semester Credit Hours 6.0

EDUC8006

Research II

This course prepares students to design and conduct qualitative and quantitative research addressed to significant educational issues and challenges in elementary-secondary and higher education settings. Students work in these settings to create research designs, collect and analyze qualitative and quantitative data, and derive findings and conclusions. Semester Credit Hours 6.0

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: 24 semester credit hours of doctoral study. Semester Credit Hours 6.0

EDUC8017

Resource Planning and Management in Elementary-Secondary Education

This course teaches the foundations of school finance and business practices and how they are integral to school reform and operation. As current or potential school administrators, students discover how school finance, business management, and facilities planning and management are vital to the teaching and learning process. Semester Credit Hours 6.0

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: 36 semester credit hours of doctoral study. Semester Credit Hours 6.0

EDUC8027

Family and Community Engagement

This cluster addresses the role of the educational leader in engaging selected parts of the community in supporting the education of its youth. Topics focus on parental/family involvement in the education of children, business involvement and higher education involvement 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. Students examine the research on involvement and design action research projects and construct programs and activities that support involvement in education. Students work collaboratively with a local school department in developing a communications strategic plan that involves parents, students, educators, business partners, the community and Johnson & Wales University. Semester Credit Hours 6.0

EDUC8090

Leadership in Higher Education Capstone

This capstone course uses the knowledge, skills and talents that students have acquired from other courses, independent studies, and their own experiences to address issues in higher education. The approach is problem-based, context-bound and service-oriented. Through case studies and projects, students work individually and collaboratively to develop their leadership knowledge, skills and insights in order to propose practical solutions to current dilemmas in higher education. Emphasis is placed on analyzing and addressing the policy aspects of issues, on seeking appropriate paradigms, and on defining leadership roles to facilitate realistic and creative change. Prerequisite: 36 semester credit hours in the Educational Leadership Program
Semester Credit Hours 6.0

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. Prerequisite: 36 semester credit hours in the Educational Leadership Program
Semester Credit Hours 6.0

EDUC9005

The Field Research Project

Students or groups of students will 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.
Semester Credit Hours 6.0

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.
Semester Credit Hours 6.0

EDUC9011

Doctoral Dissertation Advisement

The dissertation advisement is a period of time 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.
Semester Credit Hours 0.0

Academic Calendar

2009–2010

Fall 2009 Classes

August 28–29
September 11–12, 25–26
October 2–3, 16–17, 30–31
November 13–14, 20–21
December 4–5, 11–12

Spring 2010 Classes

January 8–9, 22–23
February 5–6, 19–20, 26–27
March 12–13, 26–27
April 9–10, 23–24
May 7–8

Hooding ceremony and commencement:
May 20, 2010

This calendar is offered for planning purposes only and is subject to change

Friday classes meet from 5 to 10 p.m., and
Saturdays from 8 a.m. to 6 p.m.



Accreditation & Affiliations

Johnson & Wales University (JWU) is accredited by the New England Association of Schools & Colleges, Inc. (NEASC), through its Commission on Institutions of Higher Education. This accreditation encompasses the university's four campuses in Providence, R.I.; North Miami, Fla.; Denver, Colo., and Charlotte, N.C. Inquiries regarding JWU's accreditation status should be directed to the University Compliance Office, One Cookson Place, Sixth Floor, Providence, R.I. 02903; or at 401-598-1423. Individuals may also contact the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433, 617-271-0022, cihe@neasc.org.

Legal control is vested in the Board of Trustees of Johnson & Wales University. The university is approved for the training of veterans. JWU is an institutional member of Servicemembers Opportunity Colleges. The university is authorized under federal law to enroll non-immigrant alien students. JWU is listed in the Education directory of Colleges & Universities issued by the U.S. Department of Education. JWU, its faculty, and members of the administrative staff hold affiliations with numerous organizations.

Johnson & Wales University will make available for review to any enrolled or prospective student, upon request, a copy of the documents describing the institution's accreditation, approval or licensing. This information may be obtained by contacting the University Compliance Office, One Cookson Place, Sixth Floor, Providence, R.I. 02903; or at 401-598-1423.

The State of Rhode Island has chartered Johnson & Wales University as a nonprofit degree-granting institution of higher learning.

General University Affiliations

Academie Francaise
 Academy of International Business
 Academy of Management
 American Association for Higher Education
 American Association of Collegiate Registrars and Admissions Officers
 American Association of Presidents of Independent Colleges and Universities
 American Association of University Women
 American Bar Association
 American Booksellers Association
 American College Personnel Association
 American Corporate Counsel Association
 American Council on Education
 American Counseling Association
 American Culinary Federation
 American Dietetic Association
 American Educational Finance Association
 American Educational Research Association
 American Hotel & Lodging Association
 American Hotel & Lodging Education Foundation
 American Institute of Certified Public Accountants
 American Institute of Wine and Food
 American Library Association
 American Management Association
 American Marketing Association
 American Payroll Association
 American Planning Association
 American Psychological Association
 American Society for Training and Development
 American Statistical Association
 American Wine Society
 Associated Press
 Association for the Advancement of Computing in Education
 Association for Career and Technical Education (ACTE)
 Association for Institutional Research
 Association for Multicultural Counseling and Development
 Association for Student Judicial Affairs
 Association for Supervision & Curriculum Development
 Association of College & Research Libraries
 Association of College & University Facility Officers
 Association of College & University Telecommunications Administrators
 Association of Governing Boards of Universities and Colleges
 Association of Independent College & Universities of Rhode Island
 Better Business Bureau
 Boy Scouts of America
 Bread Bakers Guild of America
 Bristol County Convention and Visitors Bureau
 Business Network International
 Business Professionals of America
 Business Volunteers for the Arts
 Campus Compact
 Career College Association
 Career Counselors Consortium
 Center for Academic Integrity
 Choristers Guild
 Coalition of Library Advocates
 The College Board
 College & University Professional Association for Human Resources
 Confrerie de la Chaine des Rotisseurs
 Consortium of Rhode Island Academic & Research Libraries
 Cooperative Education Association
 Council for the Advancement and Support of Education (CASE)
 Crossroads Rhode Island
 Dorcas Place
 East Bay Chamber of Commerce
 East Bay Tourism Council
 Eastern Association of Colleges and Employers Inc.
 The Education Partnership
 Educause
 Employment Management Association
 Escoffier Society
 European Council of Hotel Restaurant & Institutional Education
 European Council of Independent Schools
 Fall River Chamber of Commerce
 Family, Career and Community Leaders of America
 Future Business Leaders of America
 Future Farmers of America
 Greater Attleboro Chamber of Commerce
 Greater Providence Chamber of Commerce
 Higher Education Library Information Network
 The Honorable Order of the Golden Toque
 Institute for International Human Resources
 Institute of International Education
 Institute of Management Accountants
 Interfaith Counseling Center
 Interfaith Health Care Ministries
 International Association of Assembly Managers
 International Association of Business Communicators
 International Association of Culinary Professionals
 International Association of Hotel School Directors
 International Career Counselors
 International Council on Hotel, Restaurant and Institutional Education
 International Food Service Editorial Council
 International Food Service Executives Association
 International Hotel & Restaurant Association
 International Special Events Society
 James Beard Foundation
 Junior Achievement
 Kiwanis
 Landmark Restaurants Advisory Board
 Leadership Rhode Island
 Malaysian American Commission on Education Exchange
 Marriott Hospitality High School Education Committee
 Modern Language Association
 Multicultural Foodservice & Hospitality Alliance
 NAFSA — Association of International Educators
 National Advisory Committee on Institutional Quality and Integrity for the U.S. Department of Education
 National Alliance for Business
 National Association for Counseling and Development
 National Association for Developmental Education
 National Association of Catering
 National Association of College & University Attorneys
 National Association of College & University Business Officers
 National Association of College Admissions Counselors
 National Association of College Stores
 National Association of Colleges & Employers
 National Association of Educational Buyers
 National Association of Female Executives

National Association of
 Independent Colleges and Universities
 National Association of Social Workers
 National Association of Student Financial Aid Administrators
 National Association of Student Personnel Administrators
 National Business Educators Association
 National Clearinghouse for Leadership Programs
 National Commission for Cooperative Education
 National Conference for Community and Justice
 National Council of Teachers of English
 National DECA Inc.
 National Education Association
 National Jewish Medical and Research Center
 National Restaurant Association
 National Restaurant Association Educational Foundation
 National Society for Experiential Education
 National Society of Fundraising Executives
 National Staff Development Council
 New England Association for Cooperative Education
 and Field Experience
 New England Association of College Admissions Counselors
 New England Association of
 Collegiate Registrars and Admissions Officers
 New England Association of Schools
 and Colleges Inc. (NEASC)
 New England Board of Higher Education
 New England Business Educators Association
 New England Faculty Development Consortium
 New England Innkeepers' Association
 New England Library Association
 New England Library Network
 New England Museum Association (NEMA)
 New England Regional Council of Hotel,
 Restaurant and Institutional Education
 The Noble Academy of
 Empress St. Theodora Inc., U.S.A.
 Northeast Association for Institutional Research
 Phi Delta Kappa
 Professional Organization & Development Network
 The Providence Foundation
 Providence Public Library
 Providence/Warwick Convention and Visitors Bureau
 Public Relations Society of America
 Publicity Club of New England
 Radcliffe Culinary Friends
 Research Chefs Association
 Rhode Island Association of Admissions Officers (RIAAO)
 Rhode Island Association of Institutional Researchers
 Rhode Island Association of
 Student Financial Aid Administrators
 Rhode Island Association of Colleges for Teacher Education
 Rhode Island Bar Association
 Rhode Island Business Educators Association
 Rhode Island Campus Compact
 Rhode Island Commodores
 Rhode Island Community Food Bank
 Rhode Island Counseling Association
 Rhode Island Department of Education
 Rhode Island Higher Education
 Rhode Island Higher Education Telecommunication
 Association
 Rhode Island Historical Society
 Rhode Island Hospitality and Tourism Association
 Rhode Island Library Association

Rhode Island Payroll Association
 Rhode Island Registrars Association
 Rhode Island Society of Certified Public Accountants
 Rhode Island Student Loan Authority
 Rhode Island Technology Council
 Rhode Island Telecommunications Association
 Rhode Island Public Expenditure Council
 Rotary Club of Providence
 Salvation Army
 Save the Bay
 Skills—USA
 Small Business Development Center
 Society for College and University Planning
 Society for Human Resource Management (SHRM)
 Society Organized Against Racism in Higher Education
 Society of Wine Educators
 Studiorum Universitas Constantiniana
 (The Constantinian University)
 Tuition Management Systems
 United States Department of Education
 United Way of Rhode Island
 University Continuing Education Association (UCEA)
 Volunteer Center of Rhode Island
 WaterFire Providence Board of Directors
 Weybosset Street Community Centers
 Women Chefs and Restaurateurs
 Womens Foodservice Forum
 World Association for Hospitality & Tourism Training
 World Future Society
 Young Men's Christian Association

School of Education Affiliations

American Association of Colleges for Teacher Education
 American Association of School Administration
 American Evaluation Association
 Association of School Business Officials
 Council for Exceptional Children
 Educational Finance Association
 International Reading Association
 International Society for Technology in Education
 National Association of Elementary School Principals
 National Association of Secondary School Principals
 National Association of State Directors of
 Teacher Education and Certification

School of Education Faculty

This is a partial list of faculty for the Educational Leadership Program. An asterisk (*) before the faculty name indicates adjunct status.

Felice D. Billups, Ed.D., Vanderbilt University (Peabody College), 1991; M.A., Rhode Island College, 1987; B.A., Tufts University, 1980. Billups' professional expertise ranges from higher education administration, educational research, higher education assessment, and evaluation to strategic planning and university accreditation. Before joining Johnson & Wales, she served as the director of research and planning at Rhode Island School of Design. During that period, she also served as an evaluator and team chair for the New England Association of Schools & Colleges. Her publications focus on institutional research and strategic planning, and she has presented at many professional association conferences and workshops. Billups' research interests center around organizational culture in higher education, qualitative methodologies, and collegiate administration, leadership and governance structures.

* **Louis A. D'Abrosca**, Ed.D., University of Pittsburgh, 1978; M.S., B.S., University of Rhode Island, 1975/1973; B.S., Roger Williams College, 1972. D'Abrosca is the dean of academic administration at Johnson & Wales University. From 1987–1996, he was dean of the graduate school and teacher education. Before joining Johnson & Wales, he was an associate professor at Suffolk University and assistant instructor at the University of Pittsburgh. He has served on numerous boards and committees, including chairperson of the NEASC Self-study Committee for Johnson & Wales University. He currently holds the position of chairperson of the Johnson & Wales University Academic Audit Committee. D'Abrosca has been the recipient of many awards — most recently the Educator of the Year award from the Rhode Island Business Education Association.



Thomas P. DiPaola, Ph.D., University of Connecticut, 1984; M.Ed., University of Maine, 1972; B.S., University of Rhode Island, 1971. DiPaola began his career as the director of special education in the Central Falls and Pawtucket school systems before becoming the assistant superintendent of the Providence School Department in 1991. In 1992, he was the director of the Rhode Island Technical Assistance Project at Providence College. In this position he worked closely with the Rhode Island Department of Education, becoming its Office of Special Populations' state director in 2000. In 2005, DiPaola was the superintendent of Westerly Public Schools before his retirement in 2008. He has presented at several conferences, co-authored a training manual, and won numerous awards related to his contributions in the special education and assistive technology fields.

Robert K. Gable, Ed.D., M.A., B.A., State University of New York at Albany, 1970/1967/1966. Gable is the director of Johnson & Wales University's Educational Leadership Doctoral Program. He is an emeritus professor of educational psychology in the Neag School of Education at the University of Connecticut, where he taught courses in research methodology, statistics, survey development and program evaluation from 1970 to 2000. He is a former director of the Bureau of Educational Research and Service at the University of Connecticut, and served as director of research for the Leadership Research Institute consulting firm. Gable has published numerous texts, journal articles, tests and research reports. He has received the Outstanding Leadership and Service award from the Northeastern Educational Research Association, an Excellence in Teaching award from the University of Connecticut Alumni Association, and co-authored the "Article of the Year" in *The Journal of College and University Student Housing*.

* **Leslie Goodyear**, Ph.D., M.S. Cornell University, 2001/1997; B.A., Macalester College, 1988. Goodyear is a senior research associate on the NSF-funded ITEST project (Information Technology Experiences for Students and Teachers), in the Education, Employment and Community Programs (EEC). Her areas of specialization and interest include evaluation methodology, ethnography, and developing evaluation capacity within nonprofits, specifically the capacity for ongoing data collection to enhance programmatic reflection and improvement. Goodyear has been an active member of the American Evaluation Association since 1995. She is currently serving in her fifth year as the chair of the Qualitative Methods Topical Interest Group and is the chair of the Ethics Committee of the Association.

Ralph Jaspardo, Ph.D., Clayton University, 1986; C.A.G.S., University of Connecticut; M.A., B.A., Providence College, 1968/1965. Jaspardo has a broad educational background including service as a middle school and high school teacher, high school assistant principal, assistant superintendent, and superintendent of schools. He is a former executive director of the Rhode Island Association for Supervision and Curriculum Development and past president of the Rhode Island Association of School Administrators. Prior to joining JWU's staff, Jaspardo taught in the graduate school of education at Providence College for 25 years and continues teaching there as a visiting lecturer. He is president of his consulting firm, Education Designs, and is also a senior consultant for Teachers21 in Newton, Mass. He has authored several publications and has presented at numerous national and state conferences. His major research interests are in the areas of strategic planning, curriculum improvement, school reform and professional development.

Stacey L. Kite, D.B.A., University of Sarasota, 2003; M.S., B.S., Johnson & Wales University, 1994/1992. Kite began teaching research courses at the university in 1994 and then switched to teaching education courses, becoming a full professor in 2005. She has received numerous awards and accolades for her leadership work in the Delta Epsilon Chi Division of DECA, where she was national president from 1990–1991. Kite's research interests and expertise lie in consumer loyalty, marketing, satisfaction and retention. Her dissertation focused on student loyalty. Kite has spoken at many conferences including the Conference on College Composition and Communication, and the Indianapolis University and Purdue University Assessment Institutes. Kite is also involved in many civic activities and professional organizations promoting education and women in business.

* **Marilyn A. Matzko**, Ed.D., Harvard Graduate School of Education, 2002; M.S.W., Rhode Island College, 1986; M.A.T., Johnson & Wales University, 2008; B.A., McGill University, 1984. Matzko has served as an educational consultant conducting several research projects and program evaluations in the areas of school child service models, curriculum implementation, faculty mentoring through research and course design-related projects, middle school literacy standards-based reform initiatives, computer-based afterschool programs, national youth leadership programming, and several educational media projects.

* **J. Lee Peters**, Ed.D., University of Utah, 1998; M.S., The Ohio State University, 1985; B.S., Michigan State University, 1978. Peters has served as vice president for student affairs and dean of students at the University of Hartford since July 2002. Prior to his appointment in Hartford, he served for four years as vice chancellor for student affairs at Montana State University-Billings where he was responsible for management of the student affairs division, including enrollment services, financial aid,

residential life, multicultural student services, career services, health services, and auxiliary business operations. He was also an assistant professor of educational foundations and chaired a master's degree program in student personnel in higher education. He has held student affairs positions with the Weber State University, the University of Alaska Fairbanks, Franklin University and Ohio Dominican College. Peters has presented and consulted throughout the United States on topics such as organizational influence, diversity, customer service excellence, and building high-functioning teams.

* **Jill M. Pfitzenmayer**, Ph.D., M.A., New York University, 1996/1987; B.A., Hobart and William Smith Colleges, 1985. Pfitzenmayer became the director of the initiative for nonprofit excellence at the Rhode Island Foundation in 2008. She is also the vice president for organizational quality and training at Child & Family Services in Newport, R.I. Prior to this appointment, Pfitzenmayer served as vice president of community services with Child & Family Services for nine years.

* **Frank A. Pontarelli**, Ph.D., University of Connecticut, 1981; M.B.A., B.S., Bryant College, 1972/1968. Pontarelli is the dean of the Alan Shawn Feinstein Graduate School. He held a number of state positions including director of administration and finance for the Rhode Island Department of Education and policy chief for the Rhode Island House of Representatives. He has also served as a specialist in the educational finance unit for the state of Rhode Island. Pontarelli has been coordinator of vocational adult services, a consultant for vocational education and a teacher for business education. He is a member of the graduate school faculty at Providence College and has served on the faculties of Bryant College, Roger Williams College and Rhode Island College. He has made many presentations and published numerous articles relating to school finance.

Irving Schneider, Ph.D., M.A., University of Connecticut, 1982/1975; B.S., Nussan College, 1968. Employed at Johnson & Wales University for almost 30 years, Dr. Schneider was dean of JWU's hospitality and business colleges for eight years before attaining his current position as president of the Providence Campus. Schneider has worked with the Small Business Administration as a consultant for approximately 90 businesses in the Rhode Island area. He has received numerous awards, including the Meritorious Award from Johnson & Wales University for administrative accomplishments, as well as the Dana Hart Memorial Research Award for outstanding research in business education.

* **Thomas D. Sepe**, Ph.D., American University, 1972; M.Ed., Boston University, 1965; B.A., University of Connecticut, 1964. Sepe has 36 years of administrative experience and has served in a variety of college administrative positions, most recently as the president of the Community College of Rhode Island. Previously, he served for eight years as president of Mercer County Community College. For 20 years he served as the chief academic officer at three colleges in Maryland and New Jersey. He has a record of publications, presentations and leadership roles in national and regional professional academic organizations. For more than 10 years he served as an adjunct professor and in 2006 became a full-time professor of psychology, focusing primarily on teaching underprepared students at the Community College of Rhode Island.

Martin Sivula, Ph.D., University of Connecticut, 1990; M.Ed., B.S., Fitchburg State College, 1979/1972. Sivula, the former computer system manager and educational coordinator for the Lunenburg (Mass.) Public School Department, is the director of research at the Alan Shawn Feinstein Graduate School at Johnson & Wales University. He has served as a consultant for the Merrimack Educational Consortium. His experiences at the postsecondary level include faculty member, Fitchburg State College, and director of academic computing and associate dean of technology at Johnson & Wales University. He has also

served as an advisor to doctoral students at the University of Connecticut. He currently serves as a research consultant to the PROBE Commission restructuring the Providence School Department. He is an active member of the American Evaluation Association (AEA) and contributes to research of faculty and measurement.

Cynthia V. L. Ward, Ed.D., Harvard University, 1966; M.B.A., University of Rhode Island, 1987; M.S. and B.A., Southern Illinois University, 1957. Until her retirement in 1999, Ward served for 15 years as the assistant/associate commissioner for program and planning in the Rhode Island Office of Higher Education. Over the course of her career, she has worked for state, regional and federal educational agencies and at different types of higher educational institutions: university, college and community college. Her teaching experience includes courses in chemistry, mathematics, business and education. Ward serves on a variety of boards and commissions and has published numerous articles on a range of educational issues. Her current research interests include the origins and traditions of higher education, leadership in higher education, community colleges and the case study approach.

Rolfe W. Wenner, Ph.D., University of Connecticut, 1982; M.A., Temple University, 1967; B.A., Juniata College, 1964. Wenner was a teacher and school administrator for more than 33 years before retiring and returning to the classroom to teach university-level undergraduate and graduate courses. His area of specialty is curriculum assessment, development and leadership. He has made several national presentations, authored articles for national publications, and served as a chairman of accreditation visits for New England Association of Schools and Colleges. Wenner has been a consultant to several districts and founded a private consulting firm, The Strategic Assessment Group, which specializes in assessing and developing leaders for schools. He is an active member of several national and state organizations related to curriculum development and administration.



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