

Johnson & Wales University
School of Education

Doctoral Catalog



2005–2007

Doctoral Program in Educational Leadership

Doctoral Program Catalog

Johnson & Wales University

2005–2007

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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 the conceptual tools required to become contributing members of society and to achieve success in employment fields with high growth potential.

Purposes of the University

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

- to monitor the external and internal environment of the University through regular and effective planning and assessment;
- to develop and assess sound programs and curricula that allow students to attain proficiencies in general education and professional disciplines;
- to evaluate and assess regularly the rigor of all academic programs;
- to recruit and admit students with potential from varied backgrounds and to give them every opportunity to excel in their academic and professional lives;
- to provide an experiential education approach throughout the curriculum, by integrating practicums, internships, externships, co-op opportunities, international experiences, directed work projects, and community service activities;
- to assure that curricula, activities and services reflect the cultural diversity of the institution;
- to plan for and provide facilities and resources that meet the needs of students, faculty and staff;
- to manage all departments effectively, efficiently and professionally;
- to hold each academic, administrative and support department individually and collectively accountable for the achievement of the mission;
- to provide students with education and experiential opportunities to contribute to the community through service learning.

University Core Values

Johnson & Wales is

Market Driven

We are market-driven, focusing both on the needs of our students and the needs of our students' future employers.

Experientially Based

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

Employment Focused

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

Student Centered

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

Globally Oriented

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

University Outcomes Assessment Statement of Purpose

The definition of a well-educated college graduate will continue to evolve as we enter the 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.

The University is committed to its Outcomes Assessment initiative which employs authentic assessment to evaluate programs and curriculum. All faculty and students are therefore part of an ongoing study to determine and refine the effectiveness of instruction and learning.

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 to develop career-focused leaders. To this end, the School of Education employs its faculty, curricula, services, facilities and partners to equip students with the conceptual and practical tools required to become innovators.

The Doctoral Program in Educational Leadership Statement of Purpose

The purpose of the Doctoral Program in Educational Leadership is to develop students' abilities to become leaders in a variety of contexts in education.

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.

Total enrollment for the 2003–2004 academic year exceeded 16,000 students representing 50 states and more than 90 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.

Presently, the School of Education at the Providence Campus offers an M.A. in Teacher Education and an Ed.D. in Educational Leadership.



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. J&W's main library is fully automated including very general to highly specific Web-based resources. The Harborside Library is in the Paramount Building, site of doctoral classes. These resources include databases which index thousands of magazines, journals and newspapers, and offer full-text retrieval of most articles. J&W's library holds membership in the Higher Education Library Information Network (HELIN) Consortium, which provides our students with access to library resources, services and facilities of 10 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 J&W e-mail account to access the computers.

General purpose labs are located in three buildings: the Harborside Computer 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 University's bookstore. The bookstore is operated by Barnes and Noble College Bookstores Inc. The cost of books and supplies is not billed on the student's invoice and must be paid for at the time of purchase.

Security Statement

In compliance with the Crime Awareness and Campus Security Act of 1990, Johnson & Wales publishes an Annual Security Report which discloses information about campus security policies and procedures, and statistics concerning whether certain crimes took place on or adjacent to and accessible from campus. A copy of the report may be obtained from the Admissions Office and/or Safety & Security Office.

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, R.I. and Cape Cod, Massachusetts.

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, Broadway shows to shopping, the city offers something for everyone.

Notice of Nondiscrimination

Johnson & Wales University does not discriminate unlawfully on the basis of race, religion, color, national origin, age, sex, sexual orientation, or disability, in admission to, access to, treatment of, or employment in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Compliance Officer, One Cookson Place, Sixth Floor, Providence, RI 02903, (401) 598-1423. Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W. McCormack P.O.C.H., Room 701, 01-0061, Boston, MA 02109-4557.

(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. With respect to insurance benefits, housing, and other benefits that are based on documentable, legal, marital relationships, unmarried persons, whether heterosexual, bisexual, or homosexual, who are not legally married, shall not be eligible for such benefits.)



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 (2005–2006) \$546 per credit hour

Tuition (2006–2007) \$585 per credit hour

Doctoral courses are six semester credit hours.

Dissertation Advisement Fee \$1,100 per semester

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 due date stated on the invoice.

Financial Obligations

Continuation as a student in good standing (enrollment, graduation, degree, transcript, etc.) is conditional upon fulfilling 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 11 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 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.

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.

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

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 Services. Refunds are by the date of termination based on the date Student Academic Services receives notification of withdrawal from the student or faculty member. Any refund due will be issued within 30 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 Graduate Admissions. 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 Graduate Admissions. 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.

Application Requirements

Applicants for admission must follow these steps, sending all required documentation to Graduate Admissions:

- 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) Successfully 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 only after successfully completing all course requirements, passing the comprehensive examination and attaining approval of the proposal.

International Students

Applicants who are not U.S. 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). Please read on for information on J&W'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 school 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 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 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 applied research, 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 a comprehensive examination 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 program director may extend all completed deadlines.)

The comprehensive examination is administered after the completion of the courses. The examination provides students with the opportunity to demonstrate their attainment of competency articulated by the program. Students failing the examination the first time must re-take it to continue in the program.

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 described here. 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 life experience.

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
I	Incomplete	0.00
W	Calculated as F (punitive withdrawal)	0.00
NC	Non-Punitive withdrawal	0.00
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 his/her student record. Any student receiving an "F" will be dismissed 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 (i.e., service commitment or illness). The outstanding work must be completed within two weeks of the last day of class or the grade will automatically become an "F" and the grade will be included in the grade point average.

• *Grade Pending (GP)*

A "GP" is issued as a temporary grade pending the completion of the course requirements. A Grade Pending is not calculated into the cumulative average and is generally used under extreme, extenuating circumstances. A GP is authorized by Student Academic Services if it is expected to take longer than two weeks from the exam day to complete the course requirements due to accident, illness, etc. If a grade is not submitted to replace the "GP" within one year, it will automatically become an "F."

• *No Credit (NC)*

Non-punitive designation is issued to a student who has been authorized to withdraw from class or the University due to extenuating circumstances or a withdrawal from the University prior to midterm. A "No Credit" is not calculated into the cumulative average.

Satisfactory Academic Progress

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' in a course, will be dismissed from the program. No classes may be repeated.

Program of Studies

Instruction is scheduled in a sequence of three or six-credit courses addressing significant areas of educational leadership. Courses provide learning opportunities through general courses and individualized courses. Offering study in cohort and individualized courses allows both students and faculty the opportunity to explore topics in depth.

Comprehensive Exam

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

Field Project

The field project precedes the dissertation. With the guidance of faculty, students will propose a field project of applied research. Detailed procedures

and expectations for the entire research/defense phase of the program appear in the Dissertation Manual. 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 applied 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 to the solution of an actual, substantial field problem. The problem may be drawn from students' workplaces or from some other setting.

In keeping with the mission and conceptual framework of the Doctoral Program, students are strongly encouraged to develop dissertations on topics dealing with educational leadership in K-16 and life-long 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 7) of \$1,100 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.

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 will be 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 with varying concentrations. 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 may apply to the program director for a leave of absence. The program director 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.

Registering for Classes

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 given the opportunity to pursue independent work through problem-based individual learning.

Instruction

Faculty use a variety of instructional methods, including traditional lectures, but emphasis will be 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 cohort structure 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 sequence

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
EDUC7056	Teaching & Learning	6.0
EDUC8006	Research II	6.0
EDUC8017	Resource Planning & Management in Elementary-Secondary Education	6.0
EDUC8021	Leadership	6.0
EDUC 8027	Family and Community Engagement	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
EDUC7031	Human Resource and Organizational Development in Higher Education	6.0
EDUC7056	Teaching & Learning	6.0
EDUC8006	Research II	6.0
EDUC8016	Resource Planning & Management in Higher Education	6.0
EDUC8021	Leadership	6.0
EDUC8026	Student Development in Higher Education	6.0
EDUC9005	The Field Research Project	6.0
EDUC9010	Doctoral Dissertation	6.0
Total Semester Credit Hours		60.0

Note: The red text represents K-16 merged classes of both Elementary/Secondary and Higher Education track.

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 7) of \$1,100 per semester.

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

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

EDUC7056

Teaching and Learning

This course prepares students to lead reform initiatives in teaching and learning in the educational setting. This course focuses on the relationships among curriculum, instruction and assessment of student learning at all levels. Students are given opportunities to examine key issues and problems impacting teaching and learning. Students engage in a field experience that is centered on typical teaching and learning problems confronting educational leaders.

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 3.0–6.0

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 3.0–6.0

EDUC8021

Leadership

This course helps students to develop and use leadership knowledge, understandings, dispositions and skills in addressing complex, real-world educational challenges and problems. Students work collaboratively and in an applied research mode to develop practical solutions to current educational problems. Students draw on their previous coursework and their experience in developing action initiatives. Emphasis is placed on analyzing the structural aspects of these challenges and on applying research-based and best practice knowledge to developing and implementing solutions.

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 3.0–6.0

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 3.0–6.0

EDUC9005

The Field Research Project

Students, individuals and/or groups will conduct an action research field project in concert with a public or private educational institution or setting. The purpose of this project is to identify a significant educational problem in the context of a local/state educational setting, review existing theory and research, analyze the problem and 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. Semester Credit Hours 6.0

EDUC9010

Doctoral Dissertation

The dissertation is the refinement and publication of a field research project. Semester Credit Hours 6.0

EDUC9011

Doctoral Dissertation Advisement

The period of time after the third year to provide ongoing dissertation advisement and continuous enrollment. Semester Credit Hours 0.0

2005–2006

Fall 2005 Classes

August 26–27

September 9–10, 16–17, 30

October 1, 14–15, 28–29

November 4–5, 18–19

December 2–3, 16–17

Spring 2006 Classes

January 6–7, 20–21

February 3–4, 17–18

March 3–4, 17–18, 31

April 1, 7–8, 21–22

May 5–6

Hooding ceremony and commencement:

May 18, 2006

This calendar is offered for planning purposes only and is subject to change for the 2005–06 academic year.

2006–2007

Fall 2006 Classes

August 25–26

September 8–9, 15–16, 29–30

October 13–14, 27–28

November 3–4, 17–18

December 1–2, 15–16

Spring 2006 Classes

January 5–6, 19–20

February 2–3, 16–17

March 2–3, 16–17, 30–31

April 13–14, 27–28

May 4–5

Hooding ceremony and commencement:

May 17, 2007

This calendar is offered for planning purposes only and is subject to change for the 2006–07 academic year.



Accreditation & Affiliations

Johnson & Wales University is accredited by the New England Association of Schools and Colleges Inc. (NEAS&C), through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association should be directed to the University's administrative staff. Individuals may also contact: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433, (617) 271-0022; E-mail: cihe@neasc.org.

The University is approved for the training of veterans. The University is an institutional member of the Servicemembers Opportunity Colleges.

The University is authorized under federal law to enroll non-immigrant alien students.

Johnson & Wales University is listed in the Education Directory of Colleges & Universities issued by the U.S. Department of Education.

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

Johnson & Wales University, its faculty, and members of the administrative staff hold affiliations with numerous organizations, including:

General University Affiliations

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 Civil Liberties Union
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 Society for Training and Development
American Statistical Association
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
Better Business Bureau
Boy Scouts 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
Choristers Guild
Coalition of Library Advocates
The College Board
College & University Personnel Association
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
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
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 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 Foreign Student Advisors
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 DECA Inc.

National Education Association
 National Restaurant Association
 National Society for Experiential Education
 National Society of Fundraising Executives
 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 Board of Higher Education
 New England Business Educators Association
 New England Faculty Development Consortium
 New England Innkeepers' Association
 New England Legal Foundation
 New England Library Association
 New England Library Network
 New England Museum Association (NEMA)
 New England Regional Council of
 Hotel, Restaurant, Institutional Educators
 The Noble Academy of
 Empress St. Theodora, Inc., U.S.A.
 Northeast Association for Institutional Research
 Phi Delta Kappa
 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
 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 Community Food Bank
 Rhode Island Counseling Association
 Rhode Island Department of Education
 Rhode Island Higher Education
 Telecommunication Association
 Rhode Island Historical Society
 Rhode Island Hospitality and Tourism Association
 Rhode Island Independent Higher Education Association
 Rhode Island Library Association
 Rhode Island Payroll Association
 Rhode Island Registrars Association
 Rhode Island Society of Certified Public Accountants
 Rhode Island Technology Council
 Rhode Island Telecommunications Association
 Rhode Island Public Expenditure Council
 Rotary Club of Providence
 Salvation Army
 Save the Bay
 Skills-USA
 Society for College and University Planning
 Society for Human Resource Management (SHRM)
 Society Organized Against Racism
 Studiorum Universitas Constantinianna
 (The Constantinian University)
 United Way of Rhode Island
 University Continuing Education Association (UCEA)
 Volunteer Center of Rhode Island

WaterFire Providence Board of Directors
 Weybosset Street Community Centers
 World Association for Hospitality & Tourism Training
 World Future Society
 Young Men's Christian Association

School of Education Affiliations

American Association of School Administration
 American Evaluation Association
 Association of School Business Officials
 Council for Exceptional Children
 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
 National Staff Development Council

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.

* **Richard R. Ackerman**, J.D., Georgetown Law School, 1967; A.B., Brown University, 1964. Mr. Ackerman has been a practicing attorney in the state of Rhode Island for 36 years, concentrating his practice on public school law issues. He has represented school districts and school administrators for 32 years.

Clifton Boyle, Ed.D., Boston University, 1990; C.A.G.S., Rhode Island College; M.S., Central Connecticut State University, 1969; B.S., Rhode Island College, 1963. As vice president of academic affairs, Dr. Boyle's background includes positions as secondary and post-secondary teacher, secondary principal, superintendent of schools, and program director for the Doctoral Program in Educational Leadership. His memberships include the Equity 2000 Advisory Committee; president, Providence College Educational Advisory Committee; trustee, Unity College of Maine; school improvement teams; and curriculum advisory committees. His publications include "Global Education" and "School-Based Management: The Rhode Island Experience."

Paul Colbert, Ph.D., Boston College, 1993; M.Ed., Framingham State College, 1975; B.S., Bentley College, 1965. Dr. Colbert began his career in the communications industry before becoming an education and professional development consultant in 1985. In 1993, he came to J&W to teach graduate education courses and develop an instructional technology master's program. Today he is the director of J&W's Center for Teaching Excellence and Distance Learning, providing professional development programs to faculty to help them teach efficiently and effectively in the information age.



Dr. Colbert has conducted workshops on using authoring tools in the higher ed classroom at the Colleges of The Fenway. He is a member of the review panel on judging and evaluating distance education coursework for the American Council on Education and has served as clinical supervisor of teaching for the technology in education program at Lesley University.

* **Joanne M. Crossman**, Ed.D., University of Sarasota, 2001; C.A.G.S., M.Ed., B.A., Rhode Island College, 1996/1984/1980. Dr. Crossman has practiced the art of communication in various capacities as a public relations specialist, education consultant, national conference speaker, author, small business owner and an educator. As a full professor, she teaches communication courses in the Alan Shawn Feinstein Graduate School, codirects the Professional Communication Center, serves on numerous committees, teaches in the School of Education, and serves as a doctoral advisor.

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. Dr. D'Abrosca is presently 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, Dr. D'Abrosca 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 NEAS&C Self-study Committee for Johnson & Wales University. He currently holds the position of chairperson of the Johnson & Wales University Academic Audit Committee. Dr. D'Abrosca has been the recipient of many awards — most recently the Educator of the Year award from the Rhode Island Business Education Association.

* **Ron A. DiBattista**, Ph.D., Arizona State University, 1979; M.S., B.S., University of Rhode Island, 1975/1973. Dr. DiBattista has a broad educational background in teaching and administration at the higher educational level. He taught at the University of North Carolina at Greensboro and worked as the director of education at the International Business College in Fort Wayne, Indiana. He became school director of Fort Myers Business Academy in Florida, and then president of Fort Lauderdale College in 1984 before joining Bryant College to teach business policy, organizational behavior and management theory. Since 1980, Dr. DiBattista has chaired more than 100 accreditation visits for the Accrediting Council for Independent Colleges and Schools in Washington, D.C. He is an active member in the Northeast Business & Economics Association and the Academy of Management. His

research interests include management, organizational behavior and educational leadership.

Robert K. Gable, Ed.D., M.A., B.A., State University of New York at Albany, 1970/1967/1966. Dr. Gable is currently the director of Johnson & Wales University's Educational Leadership Doctoral Program. Dr. Gable is an emeritus professor of educational psychology in the Naeg School of Education at the University of Connecticut, where he taught courses in research methodology, statistics, survey development and program evaluation from 1970–2000. 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. Dr. 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. Dr. 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). Dr. Goodyear's 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. Dr. Goodyear has been an active member of the American Evaluation Association since 1995. She is currently serving in her third 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. Dr. 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 J&W's staff, Dr. 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. Dr. Kite began teaching research courses in the University in 1994 and then switched to teaching education courses, becoming a full professor in 2005. Kite 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.

* **Ronald L. Martel**, Ph.D., University of Connecticut, 1980; M.B.A., Bryant College, 1973; B.S., Roger Williams College, 1970; A.A., Community College of Rhode Island, 1966. Dr. Martel currently serves as the dean of students at Johnson & Wales University's Providence Campus. He formerly served in similar student affairs positions at Temple and Northeastern universities. In addition, he is as an accrediting team member of the New England Association of Schools and Colleges and a higher education consultant in the area of student affairs and auxiliary service administration. Dr. Martel is a member of several national and regional associations and currently serves on the board of directors for the National Association of College Auxiliary Services.

* **Frank A. Pontarelli**, Ph.D., University of Connecticut, 1981; M.B.A., B.S., Bryant College, 1972/1968. Dr. 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. Dr. Pontarelli has also served as a specialist in the Educational Finance Unit for the state of Rhode Island. He has been coordinator of vocational adult services, a consultant for vocational education and a teacher for business education. He is presently 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. Dr. Pontarelli 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 the past 25 years, Dr. Schneider was dean of J&W's hospitality and business colleges for eight years before attaining his current position as president of the Providence Campus. Dr. 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.

Martin Sivula, Ph.D., University of Connecticut, 1990; M.Ed., B.S., Fitchburg State College, 1979/1972. Dr. Sivula, the former computer system manager and educational coordinator for the Lunenburg (Mass.) Public School Department, is currently the director of research at the Graduate School at Johnson & Wales University. He has served as a consultant for the Merrimack Educational Consortium. His experiences at the post-secondary 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. Dr. Ward, until her retirement in 1999, 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. Dr. 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, science and mathematics education, community colleges and the case study approach.



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David Wilson, President and CEO, Graduate
Management Admission Council, McClean, Va.

School of Education

Clifton Boyle, Ed.D., Vice President of Academic
Affairs; Interim Dean, School of Education; B.S.,
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State University; C.A.G.S., Rhode Island College;
Ed.D., Boston University

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Marie Bernardo, B.S., University Registrar and
Executive Director
Diane L. Riccitelli, M.S., Director, Culinary and
Graduate School



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