PROGRAM CHARACTERISTICS

The Doctoral Program in Educational Leadership was inaugurated at Johnson & Wales University in 1996 with the first hooding exercise held in 1999. Since inception, 148 doctorates have been awarded: 92 in Elementary/Secondary and 56 in Higher Education. Of these graduates, more than 55% have advanced to higher-order leadership positions.

The weekend schedule, Friday evenings and all day Saturday for ten weekends each semester, is designed with the mid-career working professional in mind. All classes are held at the Harborside Campus with easy access to Route 95 and ample parking. The Harborside Library houses the education collection and is staffed with persons able and willing to help doctoral students locate needed materials.

Although faculty have office hours and often meet with students before, during, and after classes on an individual basis, communication is enhanced by the use of technology. The electronic transfer of notes, memorandums, documents, and resources greatly accelerates exchanges.

All ELP graduates complete a dissertation based on problems of their choosing. Courses, particularly those in the second year, are designed to assist students in narrowing their focus from an area of interest to a researchable problem. The comprehensive examination, taken after completion of the eight courses, is also structured to support progress toward completion of the dissertation. Many dissertations are constructed to deal with actual problems and are intended to result in recommendations for ameliorating those problems.

To view our video and access the catalog go to http://www.jwu.edu/education/grad/edd.htm

PROGRAM APPLICATION

Applicants for admission to the Educational Leadership Program should follow these steps and send all required documentation to the Johnson & Wales University Office of Graduate Admissions.

- Request a catalog containing the application form by contacting:
  
  Doctoral Admissions Coordinator
  School of Education
  Johnson & Wales University
  8 Abbott Park Place
  Providence, R.I. 02903
  401-598-1993

- Complete and submit an application form with all supporting documentation and the $200 application fee.

- Have official transcripts sent directly by the institutions attended.

- Request three letters of recommendation from those familiar with the applicant’s professional work and leadership potential, two of which are to be from professional educators.

- Prepare and submit a written personal statement in which the reasons for pursuing the degree, professional goals and academic interests, relevant experiences, and potential contributions to the program are identified.

- Complete the Graduate Record Examination (GRE) and request official test scores be submitted.

- Participate in a personal interview with a panel of faculty and program administrators.

- For successful applications, a nonrefundable deposit of $300 is due within 21 days of acceptance. The fee is credited toward tuition for the first semester.
PurPose of the Program

The Educational Leadership Program (ELP) is designed around a set of competencies intended to develop students’ abilities to become successful leaders in different educational settings.

The program emphasizes the preparation of educators who aspire to advance to leadership positions higher than the ones they currently hold. To do so, educators must keep abreast of emerging developments and current practices, have timely knowledge, embrace contemporary methods, and, most importantly, develop the skills to recognize the need for, to evaluate the options, and to lead change.

Requirements for Admission

Educators with a demonstrated record of successful academic performance, significant experience in their fields of study, and dedication to community service are urged to consider applying to the ELP.

To gain admission to the program, an applicant must at a minimum hold an earned master’s degree in an appropriate field from an accredited institution and have maintained a cumulative grade point average of 3.25 or better for all post-baccalaureate study.

Program Requirements

To earn the doctorate, each student must:

• Complete 60 credit hours of coursework, including 12 credit hours on the dissertation.
• Maintain at least a cumulative GPA of 3.25.
• Maintain continuous enrollment.
• Pass the comprehensive examination.
• Submit a dissertation proposal within 3 years.
• Complete within 6 years of initial matriculation.

Program Overview

Program competencies guide the coursework in the Educational Leadership Program. Student mastery of these competencies is assessed during the courses and as a major part of the comprehensive examination.

The Educational Leadership Program consists of two distinct tracks: Elementary/Secondary and Higher Education. Each track requires two years of course work: two six-credit courses for four semesters, for a total of eight courses. Beginning in the third year, a seminar series is offered as an assist to dissertation writing.

The schematic presents the sequence of courses, though as needed the order of these courses may change.

Features of Program

The Educational Leadership Program students and graduates have identified several appealing features of the program. These include:

• The cohort model, which is designed so that the same groups of students are together for all courses, thus, building strong supportive networks that sustain students during the program and afterwards.
• The every-other-weekend course schedule during the academic year that leads to the completion of all courses, except for the dissertation seminars, in four semesters and leaves summers course-free.
• The intimate size of the classes, which permits each student to take an active part in projects, discussions, and presentations.
• The personalized attention that each student receives from faculty and staff to move from point of entry to graduation as efficiently as possible; this has resulted in a program completion rate of well over 50 percent.
• The series of supportive seminars, beginning in the third year of study, to assist each student in framing an idea into a researchable topic as the basis for the dissertation.
• The commitment of faculty, staff, and other students to making the ELP experience relevant, enriching, and intellectually demanding.
• The approaches to learning that are varied, but include problem-based, collaborative work focused on current problems in education.
• The emphasis on applied research, which places a priority on producing graduates who can contribute to improvements in educational programs, policies, practices, and panaceas.
• The continual celebration of success: during the program, at graduation, and beyond.

Elementary/Secondary Education ELP Courses

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<th>Year One</th>
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<th>Year Three</th>
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<td>FALL</td>
<td>SPRING</td>
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<tr>
<td>Research I</td>
<td>Teaching &amp; Learning</td>
<td>Leadership in Ele/Sec</td>
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Higher Education ELP Courses

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<th>Year One</th>
<th>Year Two</th>
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<tr>
<td>Research I</td>
<td>Teaching &amp; Learning</td>
<td>Student Development</td>
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