Online Educational Leadership Program (Ed.D.)

Program Handbook 2019–20
Online Doctor of Educational Leadership

Program Handbook

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

JWU Facts

Founded in 1914, Johnson & Wales University is a private, nonprofit, accredited institution with more than 14,000 graduate, undergraduate and online students at its four campuses in Providence, Rhode Island; North Miami, Florida; Denver, Colorado; and Charlotte, North Carolina. An innovative educational leader, the university offers degree programs in arts and sciences, business, culinary arts, design and engineering, education, health and wellness, hospitality, nutrition and physician assistant studies. Its unique model integrates arts and sciences and industry-focused education with work experience and leadership opportunities, inspiring students to achieve professional success and lifelong personal and intellectual growth. The university’s impact is global, with alumni from 124 countries pursuing careers worldwide.

Accreditation

JWU is accredited by the New England Commission of Higher Education (NECHE). The nation’s oldest regional accrediting association, NECHE accredits educational institutions internationally. This accreditation encompasses the university’s four campuses and online programs.

University Essential Learning Outcomes

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

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

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

JWU Mission & Guiding Principles

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

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

- Undertake continuous improvement and planning for a sustainable future
- Foster a teaching-focused university that encourages appropriate scholarship and offers relevant programs that maximize student potential
- Enrich our academic programs with experiential and work-integrated learning
- Be cost-conscious in our endeavor to provide an affordable private university education and be a good steward of our resources
- Embrace diversity for a richly inclusive community
- Model ethical behavior and local, national and global citizenship
- Value our faculty and staff by investing in their quality of life and professional development
- Provide facilities, technology and other resources to meet the needs of students, faculty and staff
About the John Hazen White College of Arts & Sciences

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

John Hazen White College of Arts & Sciences

Programs and Majors
- Biology
- Criminal Justice
- Equine Business Management/Non-Riding
- Equine Business Management/Riding
- Equine Science
- Liberal Studies
- Media & Communication Studies
- Political Science
- Psychology
- Sociology

Learn more about the John Hazen White College of Arts & Sciences: jwu.edu/campuses/providence/colleges/college-of-arts-and-sciences.html

School of Education

The School of Education is comprised of 3 programs:
- Master of Arts in Teaching (M.A.T.)
- Master of Education in Teaching and Learning (M.Ed.)
- Doctor of Education in Educational Leadership (Ed.D.)
About the Ed.D. Program

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

The program emphasizes the preparation of educators who aspire to advance to leadership positions in their respective fields. To do so, these educators must keep abreast of developments and current practices in their fields, keep current in their knowledge, embrace contemporary practices, and develop and maintain the skills to recognize, evaluate and lead change. The on-ground program is designed with distinct specializations in higher education and elementary-secondary education. The online program is focused on higher education. Program outcomes are designed so that graduates develop skills in leadership, collaboration, communication, research, critical thinking and problem solving.

JWU’s Ed.D. program offered its first courses in the fall semester of 1996 with the first hooding ceremony held in May 1999. To date, the Ed.D. program has 347 graduates. The first online cohort begins in fall 2019.

What Students Can Expect
The online program is focused on higher education. The online program is delivered in a semester-system model with one 16-week course session offered each fall, spring, and summer over the course of three years. Courses are designed to assist students in narrowing their focus from an area of interest to a researchable problem of their choosing for their dissertation. Many dissertations are constructed to deal with an actual problem of practice and are intended to result in recommendations for solving those problems. With support from a faculty advisor, in the third year, students prepare for a comprehensive assessment, conducted in presentation format and aimed to assist students in dissertation writing.

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

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

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

Advantages of JWU’s Online Ed.D. Program

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

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

Flexibility and convenience of fully online program, no residency requirements. Students focus on one course at a time.

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

Program design and format allows students to focus on issues and content particular to their fields.

Dissertation advisement begins at the end of Year 1.

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

Special Feature:
- **Carnegie Project on the Education Doctorate (CPED)**, a consortium of over 100 schools of education in the US, Canada, and New Zealand working collaboratively to improve professional preparation in educational leadership to the highest level.
Admissions Process

Recruiting talented individuals is the goal of the Johnson & Wales University Ed.D. program. Basic admissions requirements must be met, including an interview, to ensure each candidate’s appropriateness and interest in the program.

For international students whose native language is not English, proof of English language proficiency is required (see catalog.jwu.edu/admissions/international/toeflrequirements for more information).

Basic Admissions Requirements

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

- Master’s degree from an accredited institution and/or professional experience
- Cumulative GPA of 3.25 or better for all post-baccalaureate study

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

- Submit application.
- Submit official transcripts from undergraduate and graduate coursework.
- Submit a personal statement, demonstrating clear, succinct and well-reasoned writing that discusses
  (a) reasons for applying to the Ed.D. program
  (b) academic and professional experience
  (c) career goal;
  (d) a problem, issue, or concern, related to your profession that that you hope to address or improve
- Submit a résumé that includes job responsibilities, relevant experience, achievements and education history.
- Request three letters of recommendation, two of which must be from professional educators.

After the faculty interview committee reviews applications, select applicants will be asked to participate in a faculty interview.

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

Interview Process

After the faculty interview committee reviews applications, select applicants will be asked to participate in a faculty with two members of the Ed.D. Admission’s committee via video conference.

Admission

The priority deadline for application to the online Doctor of Education program is July 1, for fall admission. The deadline for spring admission is November 1.
Online Ed.D. Program Structure and Curriculum

Basic Program Requirements

To satisfy program requirements, each student must successfully:

- complete 60 credit hours (48 hours of coursework and 12 hours of dissertation work, which forms the basis for the dissertation);
- maintain a cumulative grade point average of at least 3.25;
- successfully complete the comprehensive assessment;
- submit a dissertation proposal within 18 months of completion of coursework; and
- complete all program requirements within six academic years from the initial date of matriculation. (Note: For a valid reason, the Educational Leadership program director may extend deadlines.)

Program Structure

The 60-credit online Ed.D. program includes 6 core courses, 2 research courses and 2 dissertation courses. A required, no-credit online orientation is the first step in assuring a smooth transition to doctoral study, online learning and Johnson & Wales University. The Ed.D. can be completed in 3 years but may be extended an additional 2 years for program completion, if necessary (additional fees apply). Students may transfer up to 6 credits, which are reviewed on an individual basis; dissertation courses are excluded.

The program is delivered in a cohort, semester-system model with three 16 sessions in the fall, spring and summer semesters. Students focus on one 6-credit course at a time, allowing for efficient progression through the program. A mentored dissertation model is employed.

In addition to the successful completion of all required coursework, students will be prepared to meet the following program milestones to be awarded the educational doctorate: Comprehensive Assessment, Field Research Project (Dissertation Seminar), and Dissertation.

Required Grades

Students must maintain a 3.25 GPA while enrolled in the program.
Higher Education Ed.D. Curriculum

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

**Year 1**

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<tr>
<th>SEMESTER</th>
<th>COURSE TITLE</th>
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<tr>
<td>FALL</td>
<td>Nature of Higher Education</td>
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<tr>
<td>SPRING</td>
<td>Research I: Educational Research</td>
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<tr>
<td>SUMMER</td>
<td>Teaching &amp; Learning Higher Education</td>
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**Year 2**

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<tbody>
<tr>
<td>FALL</td>
<td>Organizational Theory &amp; Behavior in Higher Education</td>
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<tr>
<td>SPRING</td>
<td>Student Development in Higher Education</td>
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<tr>
<td>SUMMER</td>
<td>Resource Planning &amp; Management in Higher Education</td>
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**Year 3**

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<tr>
<td>FALL</td>
<td>Research II: Research Methods</td>
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<tr>
<td>SPRING</td>
<td>Leadership in Higher Education Capstone</td>
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<tr>
<td>SUMMER</td>
<td>The Field Research Project (Dissertation Seminar) &amp;</td>
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<td>Doctoral Dissertation</td>
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**Or**

**Year 4**

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<tr>
<td>FALL</td>
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*Note: For students who do not complete the dissertation process prior to deadline.
Higher Education Ed.D. Course Descriptions

Nature of 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.

Research I: Educational Research

This course prepares students to identify, synthesize and analyze research and apply it to issues and challenges in educational settings. Students draw on their professional experience in these settings to identify and analyze problems, formulate research questions, critique existing research, and use a variety of research to improve policies, programs and applicable practices.

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.

Organizational Theory and Behavior in Higher Education

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

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

Resource Planning and Management in Higher Education

This course assists doctoral students in developing the knowledge, skills and dispositions needed to plan and execute sound approaches to resource decision-making and use. Authentic fiscal issues and practices in higher education are identified and potential solutions and needed changes explored. Students investigate the entire spectrum of revenues, rationales and justifications for budget requests and resource allocations, and design appropriate practices for resource management. Traditional and evolving funding sources are examined, and grant-writing strategies explored. The fusion of planning, budgeting and technology to produce better resource allocations, and oversight of those allocations, is emphasized.

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.

Leadership in Higher Education Capstone

This capstone builds upon the knowledge, skills and dispositions that students have acquired from other courses, independent studies, and their experiences to address authentic issues in higher education. The approach is problem-based, context-bound and service-oriented. Through case studies, exercises and projects, students work individually and collaboratively to seek practical solutions to actual and hypothetical dilemmas in higher education. Emphasis is placed on analyzing and addressing the policy aspects of issues, on seeking appropriate research paradigms, and on defining leadership roles to facilitate realistic and creative change.

Comprehensive Assessment

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

The Field Research Project (Dissertation)

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.

Doctoral Dissertation (Dissertation)

The dissertation is the refinement and publication of a field research project.

Applied Research in the Ed.D.

Dissertation Process

Ed.D. candidates are required to complete a doctoral dissertation. It is an integral component of the program and serves as a demonstration of academic excellence and expertise in applying the science of education, with all its expected rigor. The dissertation is a 5-chapter published document and requires an oral dissertation defense (which is done remotely).

In keeping with the mission and conceptual framework of the Online Educational Leadership Program, students are strongly encouraged to develop dissertations on topics dealing with educational leadership in Higher Education and lifelong learning settings. The dissertation process for JWU Ed.D. students focuses on an applied research project, placing value on the relevance of findings to the researcher. The problem may be drawn from students’ workplaces or from some other setting.

Students are required to submit a dissertation which demonstrates that they have acquired the technical and professional competencies associated with educational leadership and the ability to conduct research. The dissertation identifies an issue of concern, reports on the existing body of knowledge, addresses an authentic problem, issue or concern based on theory and supported by appropriate methodological and statistical applications and presents significant research that would advance present information.

Prior to beginning the Ed.D. program, students should be thinking about an important problem, issue or concern within higher education to investigate that is of strategic importance to their own work in higher education. This will allow them to begin the dissertation process early and focus their studies and assignments from coursework on the desired area of research.

Faculty Advisors

Each student will have a 2-person dissertation committee. A faculty lead advisor is assigned at the end of Year 1. At the end of Year 2, a second reader is selected by the student from full-time or part-time faculty or outside individuals that have specific expertise, with the approval of the program director. Students will receive close, ongoing faculty supervision and shall submit the dissertation proposal within 18 months of completion of coursework.
Dissertation Outline

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

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

Dissertation

Chapter 1: Introduction
- Introduction, background, and statement of the problem, significance of the study
- Background of the study
- Research questions and methods
- Definition of terms and assumptions
- Conclusion and resulting actions

Chapter 2: Review of the Literature
- Introduction
- Conceptual or theoretical framework
- Review of research and justification of study

Chapter 3: Methodology (Quantitative, Qualitative, or Mixed-Method Design)
- Introduction and research design
- Sample, instrumentation, data collection, data analysis, trustworthiness, limitations/delimitations, conclusion
- Data collection and analysis
- Conclusion

Chapter 4: Research Findings
- Introduction
- Findings
- Conclusion

Chapter 5: Conclusions, Discussion, and Suggestions for Future Research
- Introduction
- Summary of findings
- Interpretation and implication of findings
- Recommendations of practice, policy, and further research
- Conclusion
Program Leadership

Ed.D. Administration
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Thomas Sabbagh, Ph.D
Thomas.Sabbagh@jwu.edu
Other University Resources

Library
The Johnson & Wales University library provides 24/7 online access to a wide range of publications on all aspects of education, as well as across numerous other disciplines. Reference librarians offer individualized research support through online chat, SMS, email, phone and WebEx, and are also embedded in the online classroom through uLearn, the university’s learning management system.

Upon a doctoral candidate’s successful defense of their dissertation, they will publish it in the ScholarsArchive@JWU as well as through ProQuest ETD Administrator.

For more information about JWU Library resources and services, please contact:

Rosita Hopper, D.A.
DEAN OF LIBRARIES
Rosita.Hopper@jwu.edu
401-598-1145

Technology Support
Phone: 866-598-4357
Email: it@jwu.edu
Website: it.jwu.edu (option to live chat with IT)

IT Service Desk Hours
Mon–Fri: 8am–7:30pm (ET hours)
Sat–Sun: Closed
Self-help guides are also embedded throughout uLearn course sites and through the Student Help link in each course.

Online Doctor of Educational Leadership (Ed.D.) Website
Online Doctor of Education/JWU
Student Code of Ethics

Students at Johnson & Wales University are expected to adhere to a strict code of ethics and academic integrity. Ed.D. students are members of the broader academic community, and they should recognize the importance of showing respect for others and maintain a strong culture of ethics, integrity, trust and respect to the academic community, both during and after their tenure at JWU.

The complete student handbook, which contains the rules, policies and codes that Ed.D. students are expected to adhere to, as well as academic policies, can be found online:

- [catalog.jwu.edu/handbook/online](catalog.jwu.edu/handbook/online)
- [catalog.jwu.edu/handbook/studentaffairs/studentcodeofconduct](catalog.jwu.edu/handbook/studentaffairs/studentcodeofconduct)
- [catalog.jwu.edu/handbook/academicpolicies](catalog.jwu.edu/handbook/academicpolicies)
Academic Integrity

Academic integrity is founded on the principles of honesty, integrity of data and research methodology, and confidentiality. Johnson & Wales University is a member of the Center for Academic Integrity (CAI), a consortium of more than 200 colleges and universities that seek to encourage the deepening of academic integrity on campuses nationwide. Ed. D. students should have intellectual and personal honesty in learning, teaching and research. They should not knowingly misrepresent data and/or its origin. Ed.D. students should be true to reporting results, not act in gross negligence in collecting and analyzing data, and not selectively report or omit data for deceptive purposes. Furthermore, Ed. D. students may not take or release the ideas or data of others that were shared with the legitimate expectation of confidentiality.

The university’s Academic Integrity Review Process should only be used for violations of academic integrity and is explained in detail online: catalog.jwu.edu/handbook/academicpolicies/academicintegrity

Ed. D. students should also adhere to the Institutional Review Board (IRB) policies on protecting human subjects, and students should refer to JWU’s IRB policies when conducting human-related experiments or survey research. For information about IRB at JWU, visit jwu.edu/about-jwu/institutional-research.html

Plagiarism

Academic dishonesty, such as cheating or plagiarism, is a violation of Johnson & Wales University’s Student Code of Conduct. Ed. D. students are forbidden from plagiarizing or helping other students plagiarize. Plagiarism is the unacknowledged use of another person’s words, ideas and facts, or work. If a student is found responsible for cheating, plagiarizing, or in any way compromising his or her academic integrity, he or she may be withdrawn from class or, if circumstances warrant, dismissed from the university. Students agree that by taking courses at JWU, required assignments may be subjected to submission to Turnitin for the detection of plagiarism. Further information is available online: catalog.jwu.edu/handbook/academicpolicies/plagiarismturnitin

Academic Grievance

The scope of academic grievances includes academic matters and/or other matters affecting a student’s academic degree program and/or academic performance, such as good standing, grades, written evaluations (excluding letters of recommendation), faculty performance, dissertations, and granting of degrees.

It is the intention of Johnson & Wales University to resolve complaints and grievances quickly, informally, and as close as possible to the point of origin. The complaint and grievance process is not intended to be a forum to challenge university policy, but rather a means by which individuals can seek a timely and fair review of their concerns. Students are encouraged to first discuss their concerns with their instructor. Unresolved complaints may be referred to the Ed.D. program director or the dean of the College of Arts & Sciences.

More information on the processes for complaints and grievances can be found online: catalog.jwu.edu/handbook/generalinformationandpolicies/complaintsandgrievances

If an online student has a complaint or grievance that cannot be resolved through Johnson & Wales University’s complaint and grievance process, the student may file a complaint with the Rhode Island Council on Postsecondary Education (RI-CPE). See online.jwu.edu/online-student-consumer-information for more information.

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