



## GRADUATE PROGRAMS

### JOHNSON & WALES UNIVERSITY

2006–2007 Catalog



## The ALAN SHAWN FEINSTEIN GRADUATE SCHOOL

*M.B.A. degrees in Global Business Leadership  
and Hospitality*

*C.A.G.S. in Finance, Human Resources  
Management, Hospitality*

*Certificate in Corporate Security*



## The SCHOOL of EDUCATION

*M.Ed. degree in Teaching and Learning*

*M.A.T. degree in Teacher Education*

*M.Ed. degree in Early Childhood  
Administration and Leadership*

## What students are saying about the Alan Shawn Feinstein Graduate School:

*"My experience as a graduate student at Johnson & Wales University has given me vast knowledge on a global scale, which has opened my eyes to a 'world' of exciting information and ideas beyond my imagination. The exchange of education and experiences between students is extremely valuable. Studying at Johnson & Wales has helped me discover my potential."*

— **Tina DaSilva, U.S.**  
Global Business M.B.A.

*"J&W is one of the top schools in the world for hospitality. Its established name in the industry and the resources it gives students better prepares them for the future. Because of J&W, I won a \$5,000 scholarship from the Asian-American Hotel Owners Association."*

— **Dev Patel, Canada**  
Hospitality Administration M.B.A.

*"The Alan Shawn Feinstein Graduate School has a wealth of cultural diversity and a good reputation worldwide as a business college."*

— **Jacqueline Muumbo, Kenya**  
Global Business M.B.A.

## What students are saying about the School of Education:

*"Through the School of Education, I've been able to interact with experienced teachers and become acquainted with their varied backgrounds. I've especially enjoyed my student teaching experience and the flexibility of J&W course schedules."*

— **Sara Hurley**  
M.A.T.

*"I have owned my own business for 18 years and I wanted to make a career change. The faculty members here are strongly committed to turning out the best qualified teachers."*

— **Robert Ferri**  
M.A.T.

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## Where are they now?

*Alan Shawn Feinstein Graduate School graduates hold the following positions today:*

Vice President, Rhode Island Hospitality and  
Tourism Association  
Director of Marketing, EastSide Market  
Assistant Comptroller, New York City Hilton &  
Towers Hotel  
Financial Analyst, HBO, Time Warner Entertainment  
Convention Coordinator, Austin Texas Convention and  
Visitors Bureau

*School of Education graduates currently work as business and food service educators at 23 high schools throughout Rhode Island and also hold the following positions:*

Faculty, Katharine Gibbs School  
Chef, Warwick Area Career and Technical Center  
Chef, Newport Area Career and Technical Center

## Table of Contents

Academic Calendar . . . . .	3
University Mission . . . . .	4
Accreditation and Approvals . . . . .	5
A Philosophy of Career Education . . . . .	6
Graduate Student Association . . . . .	7
A Growing University in a Flourishing City . . . . .	8
International Diversity . . . . .	10
Graduate Programs . . . . .	12–35
Admissions Information . . . . .	36
Financial Information . . . . .	38
Academic and General Information . . . . .	42
Course Descriptions . . . . .	48–59
University Directory . . . . .	60–61
Affiliations . . . . .	62–63
Application Information	
Application Conditions . . . . .	A-1
Application . . . . .	A-3
Personal Reference Forms . . . . .	A-5, A-7
Transcript Release Forms . . . . .	A-9
Scholarship Form . . . . .	A-11
Declaration & Certification of Financial Support . . . . .	A-13
Guide to Services and Visiting the University . . . . .	64



*Are you thinking about changing your career, advancing your current career or giving yourself a professional edge as you enter the workplace?*

*Graduate degree programs at Johnson & Wales University offer you a chance to advance in your area of interest, achieve career goals, and position yourself for success. You will meet with people from different backgrounds and cultures who hold the same career interests and dreams as you.*

*While in Providence, the capital of Rhode Island, you will enjoy a truly international experience as you share knowledge with students from around the world. Through classes, activities and events, you'll build relationships with faculty and peers, both in and beyond the classroom that will make your graduate program experience academically, personally and professionally more rewarding.*

*We encourage you to read about the exciting graduate degree programs Johnson & Wales University has to offer.*

# Programs of Study

The  
ALAN SHAWN  
FEINSTEIN  
GRADUATE SCHOOL

**M.B.A. in**

**Global Business Leadership**

- With concentrations in Accounting, Financial Management, International Trade, Marketing and Organizational Leadership

**Hospitality**

- With concentrations in Finance, Marketing and Event Leadership

**C.A.G.S. in**

**Finance, Human Resources Management, Hospitality**

**Certificate in**

**Corporate Security**

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The  
SCHOOL of  
EDUCATION

**M.Ed. in**

**Teaching and Learning**

**M.A.T. in**

**Teacher Education leading to certification in**

- Business Education and Secondary Special Education
- Food Service Education and Secondary Special Education\*
- Elementary Education and Elementary Special Education
- Elementary Education and Secondary Special Education
- Elementary Education and Elementary/Secondary Special Education

*\*Non-certification option also available.*

**M.Ed. in**

**Early Childhood Administration and Leadership**

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**2006–07 Academic Calendar**

September 5	Fall term begins	January 15	Martin Luther King Jr. Day holiday
September 8	Friday classes—makeup	January 19	Friday classes—makeup
October 9	Columbus Day holiday	February 25	Winter term ends
October 13	Friday classes—makeup	March 6	Spring term begins
November 19	Fall term ends— Thanksgiving recess	March 9	Friday classes—makeup
November 28	Winter term begins	April 13	Friday classes (for classes held on Thursdays)
December 1	Friday classes—makeup	May 10	Thursday classes end
December 22	Last day of classes— holiday recess	May 16	Spring term ends
January 8	Classes resume	May 17	Commencement

*This unofficial University calendar is offered for planning purposes only and is subject to change.*

# University Mission

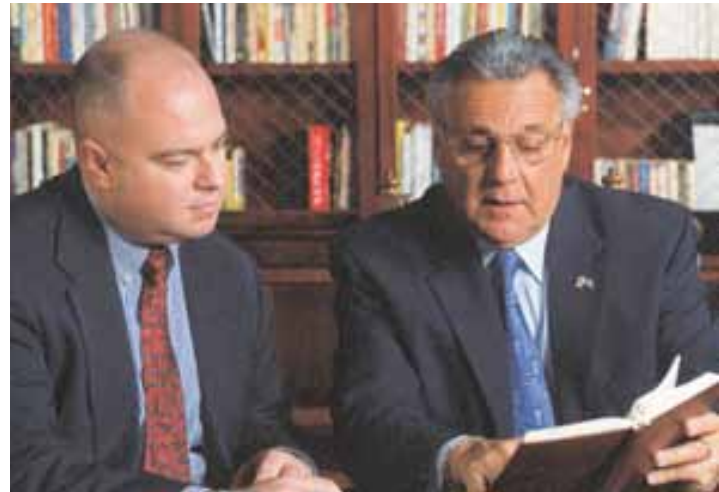
The mission of Johnson & Wales University is to empower its diverse student body to succeed in today's dynamic world by integrating general education, professional skills, and career-focused education. To this end, the University employs its faculty, services, curricula, and facilities to equip students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

Graduate programs at Johnson & Wales University promote the perpetual career development of diverse professionals to meet the changing needs of the global marketplace.

## 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 educational and experiential opportunities to contribute to the community through service learning.



## University Core Values

### *Market Driven*

Johnson & Wales is 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.

## Outcomes Assessment Statement of Purpose

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



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.

### **Accreditation and Approvals**

Johnson & Wales University is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), 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](mailto:cihe@neasc.org).

Legal control is vested in the Board of Trustees.

In 2004, a new Teacher Education M.A.T. certification program was introduced at Johnson & Wales University to prepare candidates in the fields of business education, food service education, secondary special education, elementary education and elementary special education. This program is approved by the Rhode Island Department of Education.

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

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

Please refer to Page 62 for more information.



# A Philosophy of Graduate Career Education



**F**or decades, people have brought ideas and information to others in every corner of the globe. But while today's technology can instantly transport us anywhere in the world, it is "education" that will move us into a future where goals can be achieved.

Whether your aim is for higher education or higher income, a graduate degree from Johnson & Wales University prepares you for worldwide success with universally required management, problem-solving and technical skills. Our career-focused curriculum positions you to be competitive for opportunities in business,

industry and education.

Johnson & Wales graduate faculty are career-focused professionals dedicated to creating a positive learning experience for students.

The graduate school's aim is to meet the diverse needs of the world market by providing programs that evolve through direct feedback from our students and the businesses that hire them.

*The uniqueness of Johnson & Wales' graduate programs attract professional faculty and students from across the country and around the globe — people who view career-focused education as the path to professional and personal success.*

## **The Alan Shawn Feinstein Graduate School**

The Alan Shawn Feinstein Graduate School offers afternoon classes on a limited basis and a full complement of evening classes, allowing students to complete their education on an evening schedule or chose to take afternoon classes when available.

The Graduate School offers a fast-track schedule for selected majors where qualified students will graduate in one calendar year. **These programs start in the September term only.** (Students requiring foundation courses and/or English as a Second Language (ESL) must complete these requirements prior to the September term of the year they wish to enroll.)

Most students follow a traditional schedule, enrolling in two courses each term. All programs are presented in the traditional format schedule. Programs offered in the 2006–07 academic year in the fast-track delivery include an M.B.A. in Global Business Leadership with a concentration in International Trade, Organizational Leadership or Marketing; and an M.B.A. in Hospitality with a concentration in Event Leadership, Finance or Marketing.

The Graduate School also offers the Certificate of Advanced Graduate Study (C.A.G.S.) in Finance, Human Resources Management or Hospitality. There is also a Certificate in Corporate Security available to candidates holding a bachelor's degree.

## **Student Involvement**

Graduate students are involved in event planning, community service and serve on graduate school committees. They also plan and organize graduate school social and educational activities.

## **The School of Education**

The School of Education offers an M.Ed. in Teaching and Learning that enhances the skills of currently licensed teachers, as well as an M.A.T. program in Teacher Education that prepares candidates with the necessary skills and knowledge to apply for initial licensure in either Business Education, Food Service Education or Elementary Education. Students in the M.A.T. program must also pursue a second licensure in either Elementary Special Education or Secondary Special Education.

New this year is an M.Ed. in Early Childhood Administration and Leadership for current or prospective early childhood education program directors. **School of Education programs start in the September term only.**

The School of Education also offers an Ed.D. in Educational Leadership. The program is presented on a unique Friday evening and Saturday schedule. Individuals interested in the doctoral program should contact the director of doctoral admissions at (401) 598-4642 to request a separate catalog.





### **Special Features**

Advantages Johnson & Wales graduate students enjoy include

- Convenient afternoon and/or evening classes to accommodate any schedule
- Accelerated programs that can be completed in four terms (*for M.B.A. only*)
- Three terms and summer sessions instead of two semesters, allowing students to complete more courses in less time
- A diverse student population representing more than 58 countries
- Student-focused faculty with esteemed academic and professional experience
- Flexible tuition payment arrangements
- Specialized programs with exciting career opportunities
- Lifetime career placement service

# A Growing University in a Flourishing City



Johnson & Wales University 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 doctorate degrees.

Total enrollment for the 2004–05 academic year exceeded 16,000 undergraduate and graduate students representing 50 states and 99 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 Alan Shawn Feinstein Graduate School offers an M.B.A. in Global Business Leadership with concentrations in Accounting, Financial Management, International Trade, Marketing and Organizational Leadership, and an M.B.A. in Hospitality with concentrations in Event Leadership, Finance and Marketing. It also offers a C.A.G.S. in Finance, Human Resources Management and Hospitality as well as a certificate in Corporate Security.

The School of Education offers an M.A.T. in Teacher Education for “career changers” that prepares candidates for dual certification in both special education and general education. It also offers an M.Ed. in Teaching and Learning for certified teachers and an M.Ed. program in Early Childhood Administration and Leadership for current and prospective early childhood education program directors. An Ed.D. in Educational Leadership is also offered in higher education and elementary/secondary education.

## The City of Providence

Johnson & Wales University's main campus is located in Providence, Rhode Island, on the East Coast of the United States. Providence is New England's second largest city, but retains its historic charm in combination with the resources of a cultural, 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, Rhode Island, and Cape Cod, Massachusetts.

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

Interstate buses and trains are near Johnson & Wales' DOWNCITY Campus, as is the T.F. Green State Airport, served by most major domestic U.S. airlines. This airport is also close to the Radisson Airport Hotel, which is a practicum property at J&W.





Waterplace Park, Downcity Providence



# International Diversity

Johnson & Wales University takes great pride in its international student population. Approximately 50 percent of the graduate student population is international, representing 58 countries.

International students can take advantage of many special services at J&W, including transportation to J&W's International Retreat Center. Incoming international students can be met by a J&W representative when they arrive at the Providence airport, train depot or bus station. They are then brought to the International Retreat Center at the Radisson Airport Hotel, where they can stay free-of-charge for up to two nights.

## International Housing Options and Assistance

All J&W graduate students live off-campus and are assisted by an International Housing Coordinator, who helps international students find suitable housing and assists with identifying a roommate (if desired), turning on utilities, and purchasing the items needed to furnish an apartment.

## International Orientation

All international students are provided with an orientation program to learn about immigration regulations, health care, banking policies and community services. The International Center holds special activities to introduce students to the J&W campus and surrounding community.

## International Club

The Johnson & Wales International Club offers educational, recreational, cultural, social and professional activities. It exists to promote cultural understanding through friendship and to contribute to the quality of student life outside the classroom. The club is open to all J&W students, faculty and staff. The International Club relies on its members to plan, organize and execute its activities.



## English Language Institute

The English as a Second Language (ESL) program provides year-round instruction in English language proficiency. Students who do not meet the Test of English as a Foreign Language (TOEFL) requirement with a score of 550 on the written test, 210 on the computerized TOEFL, or 80 on the Internet-based TOEFL — or the Michigan English Language Assessment Battery (MELAB) test requirement with a score of 77 — will enter J&W's ESL program where they will develop the language skills required to succeed in J&W graduate programs as well as in the community.







**Some of the countries represented  
by our graduate students and alumni:**

Austria	Kenya
Australia	Korea
Bahamas	Malaysia
Bangladesh	Morocco
Belgium	Nepal
Brazil	Netherland Antilles
Canada	Nigeria
Colombia	Pakistan
Costa Rica	Panama
Denmark	Philippines
Dominican Republic	P.R. China
Egypt	Russia
France	Saudi Arabia
Gabon	Sweden
Germany	Taiwan
Guatemala	Thailand
Honduras	Turkey
Hong Kong	Uganda
Indonesia	United Kingdom
India	Uzbekistan
Israel	Venezuela
Italy	Vietnam
Japan	



## M.B.A. Programs

As business becomes more competitive on a global basis, the Johnson & Wales University's advanced M.B.A. degree programs in **Global Business Leadership** and **Hospitality** are your essential tools for career advancement. These dynamic degree programs provide you with fundamental business leadership skills needed to foster your professional growth. In addition, the programs' career development focus offers you the added value of having career-oriented and career-committed faculty and staff guide you toward future success.

The M.B.A. programs help ensure your future long-term success by incorporating critical career building tools throughout the curriculum, as opposed to other M.B.A. programs where career development is a separate or additional program. Every course, special program and resource focuses on helping you acquire the professional tools you need to advance your career now and in the future.

### Career Assessment & Planning

The M.B.A. program includes as a foundation a five-week Career Assessment & Planning course, which jumpstarts the development of your future career plans. Through a highly interactive process, you will identify your career strengths and learn how to maximize your success by developing future career tools.

The director of graduate admissions or the graduate school dean may assess prior experiences in lieu of these courses.

### Career Elective

With the Career Elective, you select from options that best fit your present or future career plans and needs.

- **Field Experience:** Gain direct career experience in a faculty-led study tour of organizations throughout the world. Previous study tours have included programs in Beijing, China where students study business organizations as well as the Olympic Games Organizing Committee.

- **Graduate Career Co-op:** Serve as a paid member of the staff within a carefully selected organization in the U.S. or abroad under the supervision of a faculty member and co-op coordinator. You will be placed within an organization that directly supports your current and future career goals.
- Or, take an additional course in your concentration or in another concentration to broaden your knowledge.

### Concentrations

Concentrations within the M.B.A. programs allow you to focus your skills and experiences to demonstrate your unique abilities to current and future employers. They are as follows.

*For the M.B.A. in Global Business Leadership:*

- **Accounting:** Earn the 150 hours of advanced study required to take the Uniform C.P.A. examination after completing the concentration.
- **Financial Management:** Participate in hands-on projects that lead to mastery in financial analysis, process re-engineering, and other important in-demand financial management skills. You can also opt to take a Series 7 certification course.
- **International Trade:** Develop new strategies in international banking, multinational corporations and international consulting firms to maximize your potential in the global economy.
- **Marketing:** Create and execute marketing strategies that get results.
- **Organizational Leadership:** Lead organizations to achieve high quality performance with committed and skilled team members.

*“I believe that the population of J&W international students combined with the experienced J&W professors gives me an education and experience I don't think I could find at any other university.”*

—Vanessa Karlsson, Sweden  
Global Business M.B.A.



## Frank Pontarelli

*Dean*

Dr. Pontarelli began his career as a business teacher at North Providence High School to experience teaching firsthand and bring him one step closer to his goal of a career in educational administration. He worked for the Rhode Island Department of Education for almost 25 years, climbing the ranks to a position as director of administration and finance at which he oversaw a staff of 55 within the agency and 875 statewide.

In 1995 Pontarelli was the executive director for policy at the Rhode Island House of Representatives, conducting research projects on major topics such as the economy, educational reform and health care. He was also the first special state administrator for the Central Falls school system. While holding several leadership positions over his 30-year career, Pontarelli still found the time to teach education and management courses at colleges throughout Rhode Island. He joined Johnson & Wales in 2000 to direct the Center for Education and teach courses within its doctoral program. Today he is the dean of the graduate school, working to enhance the career education components of M.B.A. degree programs so that students can be well on their way to reaching their career goals when they graduate.

*For the M.B.A. in Hospitality:*

- **Event Leadership:** Receive advanced and experiential training in event strategic management, human resource development, operational quality control, risk assessment and control, and the essential resources for finding solutions to complex problems.
- **Finance:** Strengthen your financial management and analytical abilities within many different sectors of the hospitality and tourism industry.
- **Marketing:** Gain experience in advertising, promotion and E-commerce, and explore advanced marketing research within various sectors of the hospitality and tourism industry.

## **M.B.A. Degree Requirements**

Students are required to complete a minimum of 54 units of credit with a 3.0 or higher cumulative GPA to complete their M.B.A. program. This is the equivalent of 12 courses, generally 11 full-term and two half-term courses, depending on the concentration. Prerequisite and foundation courses must be completed prior to registering for core and concentration classes. Some programs may be scheduled in a fast-track, 12-month delivery format. All programs may be completed in a traditional delivery system.

The traditional delivery system offers evening classes with limited afternoon classes and is designed to be completed in two years, over six terms of study (two classes per term with no summer session). Classes are generally conducted from 6:00–9:30 p.m., once a week, Monday through Thursday and Saturday mornings. Students may enter in September, December, March or June. Students requiring foundation courses and/or English as a Second Language (ESL) may apply for any term. (For information on English Proficiency requirements, see Page 35.)

The fast-track delivery system is designed to be completed in 12 months over four terms of study (three classes per term including summer session). Classes are conducted from 6:00–9:30 p.m., four days a week, Monday through Thursday. There may be a limited number of afternoon classes based on student demand. The program begins in the September term only, provided all foundation courses and language requirements are fulfilled.

Students may not exceed the equivalent of two courses in any term unless they are accepted into the fast-track delivery system, or have permission of the dean and a 3.60 GPA.

## **Lifelong Career Success**

The Alan Shawn Feinstein Graduate School at Johnson & Wales University provides you with the tools and experiences to develop lifelong career success. To further assist you and help foster your advancement, the University's Career Development Office provides you with free, life-time career counseling and placement services.







# M.B.A. in Global Business Leadership with Concentrations

## Accounting Concentration

The M.B.A. in Global Business Leadership with a concentration in Accounting provides the opportunity for advanced study in management and accounting. Successful completion of this program prepares individuals to pursue high-level careers in accounting and/or management positions both in private industry and in public accounting firms. Building on students' preexisting foundation in accounting, this advanced program enables students to develop theoretical knowledge while learning how advanced accounting principles and techniques are applied in practice. Research techniques that successful practitioners use are also covered.

This program is designed to meet the 150 hours of advanced study requirement that candidates must satisfy to take the Uniform C.P.A. Examination.

Prerequisite and foundation courses must be completed prior to registering for core and concentration classes. A fast-track option is not available for this concentration.

## Financial Management Concentration

The M.B.A. in Global Business Leadership with a concentration in Financial Management has been designed for people who are adept at working with numbers and wish to develop expertise in analyzing the financial dimensions of business decisions. The courses in this concentration provide students with the analytical concepts and diagnostic skills they need to participate in high-level strategic sessions with top management. Through participation in hands-on projects, students learn how to apply these financial skills to real-world problems.

The Financial Management concentration prepares students for a wide variety of careers in domestic and global enterprises, both for-profit and non-profit. Graduates may wish to apply their knowledge of advanced financial tools to careers directly in the field of financial management by working for chief financial officers or vice presidents of finance. Careers in business consulting areas such

## Accounting Concentration\*

### Prerequisite Courses

Courses offered through the undergraduate College of Business

ACCT2011	Federal Taxes I	4.5
ACCT2021	Intermediate Accounting I**	4.5
ACCT2022	Intermediate Accounting II	4.5
ACCT2023	Intermediate Accounting III	4.5
ACCT3040	Auditing	4.5
ACCT3050	Advanced Accounting	4.5
LAW3010	Business Law for Accountants	4.5

### Foundation Courses

ECON5000	Economics in the Global Economy	4.5
ENG5100	Effective Communication	4.5
MATH5000	Quantitative Analysis for Problem Solving and Decision Making	4.5
MGMT5000	Management and the Global Economy	4.5
MRKT5000	Marketing Concepts	2.25
RSCH5100	Research and Analysis	4.5

Note: All prerequisite courses must be completed prior to or concurrently with foundation courses.

### Core Courses

ENG5001	Strategic Communication	4.5
RSCH5110	Conduct of Inquiry	2.25
MGMT5030	Career Self-Management for Accountants	2.25
FISV5001	Financial Management	4.5
MGMT5001	Organizational Behavior for Effective Leadership	4.5
MRKT5001	Strategic Services Marketing	4.5
ACCT6004	Accounting Information Systems	4.5

### Concentration Courses

Choose **five** of the following courses:

ACCT6001	Accounting Theory	4.5
ACCT6002	Professional Ethics for Accountants	4.5
ACCT6003	Advanced Auditing	4.5
ACCT6020	Individual Taxation	4.5
ACCT6021	Corporate Taxation	4.5
LAW5020	Law for Accountants	4.5

### Career Capstone Course

MGMT6001	Business Policy and Strategy	4.5
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<b>Total Quarter Credit Hours</b>	<b>54.0–110.25</b>
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\*Students should always check with their academic counselor and/or academic planner **before** scheduling courses to ensure correct course sequencing and CPA requirements.

\*\*Prior to enrolling in ACCT2021, students must have completed ACCT5000 (Corporate Financial Accounting), or ACCT1001 (Accounting I) and ACCT1002 (Accounting II).

Continued on Page 18 ➞

## Financial Management Concentration\*

### Foundation Courses

ACCT5000	Corporate Financial Accounting	4.5
ECON5000	Economics in the Global Economy	4.5
ENG5100	Effective Communication	4.5
MATH5000	Quantitative Analysis for Problem Solving and Decision Making	4.5
MGMT5000	Management and the Global Economy	4.5
MGMT5019	Career Assessment and Planning	2.25
MRKT5000	Marketing Concepts	2.25
RSCH5100	Research and Analysis	4.5

### Core Courses

ENG5001	Strategic Communication	4.5
RSCH5110	Conduct of Inquiry	2.25
RSCH5200	Research and Analysis II	4.5
MGMT5055	Professional Ethics	2.25
FISV5001	Financial Management	4.5
MGMT5001	Organizational Behavior for Effective Leadership	4.5
MRKT5001	Strategic Services Marketing	4.5

### Concentration Courses

FISV6030	Financial Reporting & Control	4.5
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Choose **four** of the following courses:

FISV6020	Tax Planning for the Financial Manager	4.5
FISV6035	Mergers and Valuations	4.5
FISV6040	Special Topics	4.5
FISV6045	Real Estate Finance	4.5
FISV6050	Strategic Financial Planning	4.5
FISV6055	Series 7 Preparation	4.5
FISV6060	Managing Capital Markets	4.5
GRAD6093	Graduate Career Co-op OR	4.5
Elective	Elective course from another concentration	

### Career Capstone Course

MGMT6001	Business Policy and Strategy	4.5
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**Total Quarter Credit Hours 54.0–85.5**

\*Students should always check with their academic counselor and/or academic planner **before** scheduling courses to ensure correct course sequencing.



**Paul C. Boyd**

*Assistant Professor*

Effective business decision-making is founded on objective research and the accurate translation of data into usable knowledge. Developing and implementing valid and unbiased research studies to assist organizations in their decision-making processes has been the basis of Dr. Boyd's career.

At the Wharton School of the University of Pennsylvania, Boyd earned his Doctor of Philosophy in Social Systems Sciences. Since then, he has been involved in a variety of marketing and public policy research projects, including policy research for Fortune 100 companies and a large-scale public study of telecommuting. He founded a contract research advisory firm that specializes in research project management, methodology, statistical analysis and organizational development services. Most recently, he was the research director for a pioneering Web-based marketing research firm.

Today, Dr. Boyd teaches research, analysis and marketing courses. His research interests involve the development of strategic organizational processes to serve as antidotes to 'groupthink'.

as strategic financial planning or in allied fields that draw on financial analysis, such as process re-engineering, are also a possibility. Depending upon prior business experience, graduates may obtain top financial officer positions. A background in financial management can be a strong asset for eventually becoming the head of a domestic or global enterprise.

A fast-track option is generally not available for this concentration.

### International Trade Concentration

The M.B.A. in Global Business Leadership with a concentration in International Trade prepares students to work directly in various fields, such as importing and exporting, marketing or international banking, or in one of the many related fields that draw on this expertise. Students in the International Trade concentration develop the skills needed for careers that focus on trade-related issues in international banking, multinational corporations and international consulting firms.

Students in this concentration learn how to establish businesses that involve international trade, ranging from firms that advise clients on aspects of international trade to companies that directly import or export products.

Careers in government are also a possibility for International Trade concentration graduates, including jobs in domestic agencies that regulate trade (U.S. Customs, Food & Drug Administration, and the Federal Trade Administration) and jobs in multinational government agencies, such as the International Monetary Fund, the World Bank and the World Trade Organization.

Students may complete the International Trade program in either a traditional or fast-track 12-month format. Admittance to the fast-track program is in the September term only with all foundation courses having been completed with a 3.00 GPA or better cumulative average, prior to entrance into core and concentration classes. The fast-track program format ensures graduation in one calendar year. The program is set up with selected concentration courses. Thus, all concentration courses may not be available in the fast-track delivery.

## International Trade Concentration\*

### Foundation Courses

ACCT5000	Corporate Financial Accounting	4.5
ECON5000	Economics in the Global Economy	4.5
ENG5100	Effective Communication	4.5
MATH5000	Quantitative Analysis for Problem Solving and Decision Making	4.5
MGMT5000	Management and the Global Economy	4.5
MGMT5019	Career Assessment and Planning	2.25
MRKT5000	Marketing Concepts	2.25
RSCH5100	Research and Analysis	4.5

### Core Courses

ENG5001	Strategic Communication	4.5
RSCH5110	Conduct of Inquiry	2.25
MGMT5055	Professional Ethics	2.25
MGMT5001	Organizational Behavior for Effective Leadership	4.5
FISV5001	Financial Management	4.5
MRKT5001	Strategic Services Marketing	4.5

### Concentration Courses

IBUS5020	Cross Cultural Leadership	4.5
MRKT6045	Global Marketing	4.5
IBUS6035	Global Trade and Finance	4.5
Choose <b>three</b> of the following courses:		
IBUS6010	Russia and Eastern Europe	4.5
IBUS6020	International Business Negotiations	4.5
IBUS6030	European Union and the World Community	4.5
IBUS6040	Special Topics	4.5
IBUS6045	International Relations and Organizations	4.5
IBUS6080	Asia and the Pacific Rim	4.5
GRAD6083	Field Experience**	
	OR	
GRAD6093	Graduate Career Co-op	4.5
	OR	
Elective	Elective course from this or another concentration	

### Career Capstone Course

MGMT6001	Business Policy and Strategy	4.5
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**Total Quarter Credit Hours 54.0–85.5**

Note: Students may enter the fast-track program in the September term only, provided all foundation courses are completed and language requirements are fulfilled.

\*Students should always check with their academic counselor and/or academic planner **before** scheduling courses to ensure correct course sequencing.

\*\*Not offered every term.





### **Marketing Concentration**

The M.B.A. in Global Business Leadership with a concentration in Marketing prepares students to pursue successful careers in the field of marketing in a very practical way. Under the guidance of experienced practitioners, students in this major frequently participate in hands-on projects that teach the application of state-of-the-art marketing techniques. The concentration focuses on marketing in the context of providing strategic direction to an enterprise. As a result of this approach, our graduates' marketing advice is highly valued by both clients and top management.

Because of the fast-paced, ever-changing and creative nature of marketing, the courses in this concentration are always challenging. Students who are ready to meet the challenges will find themselves well prepared for a wide variety of careers in marketing, achieving positions as marketing consultants, employees for the marketing department of domestic or international corporations, and marketing specialists for non-profit organizations.

Students may complete the Marketing program in either a traditional or fast-track, 12-month format. Admittance to the fast-track program is in the September term only with all foundation courses having been

completed with a 3.00 GPA or better cumulative average, prior to entrance into core and concentration classes. Due to the fast-track program format, the one-year program is set up with selected concentration courses. Thus, all concentration courses may not be available in the fast-track delivery.

The traditional Marketing program is offered on an evening schedule with limited core courses available during the afternoon.

### Organizational Leadership Concentration

The M.B.A. in Global Business Leadership with a concentration in Organizational Leadership fulfills the educational needs of a broad spectrum of individuals seeking to further develop and refine their leadership and management skills. This program is specifically designed for people who are looking to prepare themselves for larger management responsibilities.

The courses in this concentration focus on how to apply state-of-the-art leadership techniques that get results. Students receive a solid grounding in the advanced concepts of organizational and leadership theory and learn to apply these concepts through a variety of experiential exercises.

Students may complete the Organizational Leadership program in either a traditional or fast-track 12-month format. Admittance to the fast-track program is in the September term only with all foundation courses having been completed with a 3.00 GPA or better cumulative average, prior to entrance into core and concentration classes. Due to the fast-track program format, the one-year program is set up with selected concentration courses. Thus, all concentration courses may not be available in the fast-track delivery.

## Marketing Concentration\*

### Foundation Courses

ACCT5000	Corporate Financial Accounting	4.5
ECON5000	Economics in the Global Economy	4.5
ENG5100	Effective Communication	4.5
MATH5000	Quantitative Analysis for Problem Solving and Decision Making	4.5
MGMT5000	Management and the Global Economy	4.5
MGMT5019	Career Assessment and Planning	2.25
MRKT5000	Marketing Concepts	2.25
RSCH5100	Research and Analysis	4.5

### Core Courses

ENG5001	Strategic Communication	4.5
RSCH5110	Conduct of Inquiry	2.25
RSCH5200	Research and Analysis II	4.5
MGMT5055	Professional Ethics	2.25
MRKT5001	Strategic Services Marketing	4.5
FISV5001	Financial Management	4.5
MGMT5001	Organizational Behavior for Effective Leadership	4.5

### Concentration Courses

MRKT6010	Advertising and Promotions Strategy	4.5
MRKT6035	Brand Management	4.5

Choose **three** of the following courses:

MRKT5030	Consumer Behavior	4.5
MRKT6030	Advanced Marketing Research	4.5
MRKT6040	eCommerce Strategies	4.5
MRKT6045	Global Marketing	4.5
MRKT6050	Special Topics	4.5
GRAD6083	Field Experience** OR	
GRAD6093	Graduate Career Co-op OR	4.5
Elective	Elective course from this or another concentration	

### Career Capstone Course

MGMT6001	Business Policy and Strategy	4.5
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**Total Quarter Credit Hours 54.0–85.5**

Note: Students may enter the fast-track program in the September term only, provided all foundation courses are completed and language requirements are fulfilled.

\*Students should always check with their academic counselor and/or academic planner **before** scheduling courses to ensure correct course sequencing.

\*\*Not offered every term.



## Organizational Leadership Concentration\*

### Foundation Courses

ACCT5000	Corporate Financial Accounting	4.5
ECON5000	Economics in the Global Economy	4.5
ENG5100	Effective Communication	4.5
MATH5000	Quantitative Analysis for Problem Solving and Decision Making	4.5
MGMT5000	Management and the Global Economy	4.5
MGMT5019	Career Assessment and Planning	2.25
MRKT5000	Marketing Concepts	2.25
RSCH5100	Research and Analysis	4.5

### Core Courses

ENG5001	Strategic Communication	4.5
RSCH5110	Conduct of Inquiry	2.25
MGMT5055	Professional Ethics	2.25
MRKT5001	Strategic Services Marketing	4.5
FISV5001	Financial Management	4.5
MGMT5001	Organizational Behavior for Effective Leadership	4.5
MGMT5002	Human Resource Issues	4.5

### Concentration Courses

Choose **five** of the following courses:

MGMT5040	Special Topics	4.5
MGMT5060	The Leader as Coach	4.5
MGMT6010	Project Leadership	4.5
MGMT6020	Leading Organizational Change	4.5
MGMT6030	Entrepreneurship	4.5
MGMT6045	Issues in Corporate Security	4.5
MGMT6050	Labor Relations	4.5
MGMT6055	Legal Issues in Human Resources	4.5
MGMT6070	Managing Not-For-Profit Organizations	4.5
GRAD6083	Field Experience** OR	
GRAD6093	Graduate Career Co-op OR	4.5
Elective	Elective course from this or another concentration	

### Career Capstone Course

MGMT6001	Business Policy and Strategy	4.5
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**Total Quarter Credit Hours 54.0–85.5**

Note: Students may enter the fast-track program in the September term only, provided all foundation courses are completed and language requirements are fulfilled.

\*Students should always check with their academic counselor and/or academic planner **before** scheduling courses to ensure correct course sequencing.

\*\*Not offered every term.



**Joanne M. Crossman**

*Professor*

Communication is a fascinating art; critically important to our personal and professional success, yet infinitely influenced by people and circumstances. Dr. Crossman has studied and practiced this art in various capacities as a public relations specialist, education consultant, national conference speaker, author, small business owner, and for the past 18 years, as an educator at Johnson & Wales University.

Ever since she was a child, Crossman knew that she was destined to become an educator. She found a unique opportunity at Johnson & Wales University to share her expertise in communication and education and to fulfill her passion for teaching and learning. She describes herself as demanding yet principled. Her students describe her classes as challenging and characterize her as a compassionate and dedicated teacher. She inspires her students to strive for success, but never to settle.

As a full professor, Crossman teaches communication courses in the Alan Shawn Feinstein Graduate School, co-directs the Professional Communication Center, serves on numerous committees, teaches in the School of Education, and serves as an advisor to J&W doctoral program students and the Toastmasters International Club.

# M.B.A. in Hospitality with Concentrations

Johnson & Wales University is the largest educator of hospitality professionals in North America, and the Alan Shawn Feinstein Graduate School is one of the foremost providers of leaders for the global hospitality industry. Economists recognize the global hospitality industry as the largest industry in the world and one of the fastest growing fields for future employment.

Through the M.B.A. program in Hospitality, you will acquire the skills and experiences needed to provide exemplary leadership for hospitality-related organizations throughout the world, including Marriott and Walt Disney.

Prerequisite and foundation courses must be completed prior to registering for core and concentration courses.

Students may complete the hospitality program in either a traditional or fast-track, 12-month format. Admittance to the fast-track program is in the September term only with all foundation and prerequisite courses having been completed with a 3.00 GPA or better cumulative average, prior to entrance into core and concentration classes. The fast-track program format ensures graduation in one calendar year. The program is set up with selected concentration courses. Thus, all concentration courses may not be available in the fast-track delivery.

Specialized hospitality concentrations provide the advanced training and knowledge needed to secure employment positions in these growing areas.

## Event Leadership Concentration

This is the first M.B.A. concentration in the high-demand field of event leadership in the world. Therefore, the prestige associated with this new concentration may lead to long-term career satisfaction and success. Graduates may seek higher-level positions within global organizations that require M.B.A. core curricular skills as well as strategic planning and management expertise within the event field. Employment opportunities for this M.B.A. program are boundless, but some job titles include director of meetings and conventions, manager of expositions, producer of sport events, and director of special events for attractions and festivals.

## Finance Concentration

Financial, revenue, capacity and yield management analysis and forecasting are essential skills for successful hospitality and tourism financial leaders, and they are critical parts of this concentration. The positions in this field are increasing as the responsibilities for financial reporting and control magnify within the hospitality and tourism industry. Our graduates include comptrollers of major hospitality and tourism organizations, and employment positions include, but are not limited to, accounting supervisors to chief financial officers of major organizations.

## Marketing Concentration

In the highly competitive hospitality and tourism industry, professional marketers are needed to conduct high-level research, develop effective strategies and evaluate marketing outcomes. From marketing exotic travel destinations to promoting world-class attractions, there are innumerable opportunities for skilled and experienced marketing professionals.











## Hospitality (M.B.A.)\*

### Prerequisite Courses

Courses offered through the undergraduate hospitality and business colleges

LAW2010	Hospitality Law	4.5
SEE2020	Event Management**	4.5

### Foundation Courses

ACCT5000	Corporate Financial Accounting	4.5
ECON5000	Economics in the Global Economy	4.5
ENG5100	Effective Communication	4.5
HOSP5000	Hospitality and Tourism Information Technology	4.5
MATH5000	Quantitative Analysis for Problem Solving and Decision Making	4.5
MGMT5000	Management and the Global Economy	4.5
MGMT5019	Career Assessment and Planning	2.25
MRKT5000	Marketing Concepts	2.25
RSCH5100	Research and Analysis	4.5

### Core Courses

ENG5001	Strategic Communication	4.5
MRKT5001	Strategic Services Marketing	4.5
MGMT5001	Organizational Behavior for Effective Leadership	4.5
MGMT5002	Human Resource Issues	4.5

### Program Courses

HOSP6010	Hospitality and Tourism Global Issues	4.5
HOSP6070	Hospitality and Tourism Financial Management	4.5
HOSP6005	Hospitality and Tourism Business Policy and Strategy	4.5

### Concentration Courses

Students must take **three** courses from any one of the following concentrations. 13.5

#### Event Leadership Concentration

EVNT5001	Event Leadership
EVNT5020	Event Operations and Risk Management
IBUS6020	International Business Negotiations
MGMT6030	Entrepreneurship

#### Finance Concentration

FISV6050	Strategic Financial Planning
HOSP6030	Franchising and Licensing
HOSP6035	Hospitality Investments
HOSP6040	Hospitality Asset Management
HOSP6045	Optimizing Revenue and Channel Distribution***

#### Marketing Concentration

HOSP6045	Optimizing Revenue and Channel Distribution***
MRKT6010	Advertising & Promotions Strategies
MRKT6030	Advanced Marketing Research
MRKT6040	e-Commerce Marketing Strategies
MRKT6045	Global Marketing

### Career Elective Courses

GRAD6083	Field Experience****	
	OR	
GRAD6093	Graduate Career Co-op	9.0
	OR	
Electives	Two elective courses from this or another concentration	

**Total Quarter Credit Hours 54.0–96.75**

\*Students should always check with their academic counselor and/or academic planner **before** scheduling courses to ensure correct course sequencing.

\*\*This course is only a prerequisite for Event Leadership concentration students who have less than two years of professional experience.

\*\*\*This course is a required course in the concentration.

\*\*\*\*Not offered every term.



## Caroline Cooper

*Professor*

Dr. Cooper's career began in the food service industry, where she ultimately owned a food service consulting company. In 1978 she joined the faculty of Johnson & Wales' Hospitality College and became dean after holding a variety of leadership positions within the college. Cooper's progressive leadership style helped The Hospitality College become a nationally recognized program for quality and the nation's largest hospitality educator with more than 2,700 students. In 2001 she joined the University's Advancement Office, helping to secure more than \$17 million in University donations.

Cooper has held such prestigious positions as delegate to the White House Conference on Travel & Tourism and president of the International Council on Hotel, Restaurant and Institutional Education (CHRIE). She is a trustee for the American Hotel & Lodging Foundation and the Educational Institute of the American Hotel & Lodging Association (AH&LA). She chairs the Certification Commission for the Educational Institute of AH&LA and serves on the advisory board for the National Academy Foundations for the Academy of Travel and Tourism.

Cooper's accomplishments have been recognized with many prestigious awards, including the Howard B. Meek award for lifetime contribution to hospitality and tourism education.

Cooper returned to the classroom in 2004 to teach hospitality management and hospitality finance graduate courses, sharing her experience within the hospitality field so that her students can succeed.





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

Set yourself apart from other M.B.A. graduates entering your workplace and enhance your skills in new areas by pursuing a C.A.G.S. in either **Finance**, **Human Resources Management** or **Hospitality**.

As a C.A.G.S. student, you'll advance and broaden your knowledge in specific subject areas that are important to your job performance and career development. You'll gain an edge in a competitive marketplace that not only requires strong business fundamentals but also cutting edge knowledge.

Besides receiving a quality J&W graduate education, you'll reap the benefits of these career services:

- **Executive Coaching:** Enhance your effectiveness on the job with your own executive career coach.
- **Career Assistance:** Manage your career with the help of our experienced graduate faculty and career professionals.
- **Professional Development:** Develop success-critical personal qualities and skills through a curriculum that is more than just a series of business classes.
- **Networking Opportunities:** Network with alumni and local business executives for continued career success.

## Admission Requirements

Candidates must be fully qualified professionally, and hold a master's degree in business administration or a certification or its equivalent in business and/or law or other related areas. Candidates holding a non-business degree may be required to take foundation courses.

## Finance (C.A.G.S.)

### Major Courses

Choose **five** of the following courses, from which none have been completed previously:

FISV5001	Financial Management	4.5
FISV5002	International Banking	4.5
FISV6020	Tax Planning for the Financial Manager	4.5
FISV6030	Financial Reporting and Control	4.5
FISV6040	Special Topics	4.5
FISV6050	Strategic Financial Planning	4.5
FISV6060	Managing Capital Markets	4.5

<b>Total Quarter Credit Hours</b>	<b>22.5</b>
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## Human Resources Management (C.A.G.S.)

### Major Courses

Choose **five** of the following courses, from which none have been completed previously:

MGMT5002	Human Resource Issues	4.5
MGMT6050	Labor Relations	4.5
MGMT6055	Legal Issues in Human Resources	4.5
MGMT6060	Organizing Professional Development Programs for the Adult Learner	4.5
MGMT6065	Wage and Salary Administration	4.5
Elective	MGMT-designated elective	4.5

<b>Total Quarter Credit Hours</b>	<b>22.5</b>
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## Hospitality (C.A.G.S.)

### Major Courses

Choose **five** of the following courses, from which none have been completed previously:

HOSP6005	Hospitality and Tourism Business Policy and Strategy	4.5
HOSP6010	Hospitality and Tourism Global Issues	4.5
HOSP6030	Franchising and Licensing	4.5
HOSP6045	Optimizing Revenue and Channel Distribution	4.5
HOSP6070	Hospitality and Tourism Financial Management	4.5
MRKT5001	Strategic Services Marketing	4.5

<b>Total Quarter Credit Hours</b>	<b>22.5</b>
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## Certificate in Corporate Security

If you're planning a managerial career in business administration, understanding 21st century workplace security and safety measures is vital to your future success. That's why the Alan Shawn Feinstein Graduate School has created the certificate in corporate security program. In it, you'll receive an overview of current issues in corporate security, asset protection strategies, security event planning, and human resources management. You'll discover your role as a manager of corporate security issues in the workplace and learn about the latest changes in security and safety measures.

To enter the program, candidates must meet all admissions requirements for entry into the M.B.A. program (see Page 34).

### Certificate in Corporate Security

Courses		
MGMT5002	Human Resource Issues	4.5
MGMT6035	Asset Protection Strategies	4.5
MGMT6040	Event Security Planning	4.5
MGMT6045	Issues in Corporate Security	4.5
<b>Total Quarter Credit Hours</b>		<b>18.0</b>

## M.Ed. and M.A.T. Programs

The School of Education at Johnson & Wales University offers three programs at the master's level: an M.Ed. program in Teaching and Learning for those who are currently teachers, an M.A.T. program in Teacher Education for those who want to become teachers, and an M.Ed. program in Early Childhood Administration and Leadership for those who want to effectively administer early childhood education programs. Both programs offer J&W's own distinct brand of career-focused education, providing current and future teachers with the professional skills needed to improve student learning in an increasingly diverse educational environment.

### Teaching and Learning (M.Ed.)

The Master of Education in Teaching and Learning at Johnson & Wales is a two-year course of study designed to develop master teachers. The program is aligned to National Board Standards and affords certified teachers an opportunity to use their classrooms as learning laboratories to improve their teaching skills.

Participants in the program examine teaching and learning through six comprehensive course modules and the completion of a capstone project. Throughout the program, the emphasis is on the integration of theory, research and application. Key program features include

- Problem-based learning — learning experiences that include authentic problems and issues from K–16 classrooms and schools
- Applied research — a direct application of theory through the role of teacher as researcher
- Collaborative learning — the development of a community of learners where participants and faculty support and enhance learning
- Technology integration — the incorporation of information technology tools throughout the program



### Admission Requirements and Program Expectations

To be considered for acceptance into the program, applicants must possess a bachelor's degree from an accredited institution of higher education and a valid state teaching license. Applicants must also submit a completed application package in accordance with J&W's admission policies.

Although participants in the program will be expected to complete the entire sequence of course modules, interested parties will be able to take a single course for graduate credit. To take more than one course, enrollment in the program is required.

Successful candidates in this program are expected to work collaboratively with others, apply theory and knowledge gained through the Master of Education in Teaching and Learning program to their classroom and school, and continuously develop their expertise in the area of teaching and learning. The program requires the following:

- Successful completion of six course modules
- Successful completion of a capstone project
- Compliance with all Johnson & Wales University policies



*“My experience with the Johnson & Wales Teacher Education program has been most rewarding. The class schedule is very convenient, considering most students have full-time jobs. Faculty work closely with all students to ensure satisfaction at all levels. I am proud to be earning my master’s degree at Johnson & Wales, and know it will pay off in the future.”*

—Nicole Zartarian  
M.A.T.

## Teaching and Learning (M.Ed.)

### Major Courses

EDUC5310	Exploration of Teaching and Learning	9.0
EDUC5320	Monitoring and Managing Student Learning	9.0
EDUC5330	Standards, Curriculum and Instructional Design	9.0
EDUC6310	Instructional Strategies and Resources	9.0
EDUC6320	Assessment for Learning	9.0
EDUC6330	Multiple Roles of Teachers	9.0

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**Total Quarter Credit Hours                      54.0**



## Clifton Boyle

*Acting Dean, School of Education*

Dr. Clifton Boyle, vice president of academic affairs and acting dean of the School of Education, is no stranger to the educational field. His background includes positions as college instructor, dean of the Alan Shawn Feinstein Graduate School, high school teacher and principal, and superintendent of schools.

Boyle came to Johnson & Wales with a sincere belief in J&W’s mission and purposes, and a commitment to help and communicate a vision of education to students and faculty. Students find his easygoing manner welcoming and feel comfortable talking to him. He not only listens to students, but acts on their input and feedback as well. He is known for helping faculty members obtain the quality resources they need to teach so students can be assured the best education.

Boyle received a doctoral degree from Boston University and serves on a variety of boards; he’s a member of the board of directors of Workforce Solutions, a trustee of the Beacon Charter School, president of the Providence College Educational Advisory Committee, and a trustee for Unity College in Maine. In his spare time, Boyle enjoys sailing, model railroading, listening to blues music, and breeding and raising koi fish.



A J&W School of Education student teacher lectures North Providence High School students.



A J&W student teacher points out the latest technological advances to North Providence High School students.

## Teacher Education (M.A.T.)

The Master of Arts in Teaching program prepares graduates to apply for certification in one of the following areas:

### *Business Education and Secondary Special Education*

These students will student teach once in an integrated setting and will be eligible to pursue licensure in Business Education and Secondary Special Education.

### *Food Service Education and Secondary Special Education*

These students will student teach once in an integrated setting and will be eligible to pursue licensure in Food Service Education and Secondary Special Education.

A non-certification concentration is also offered and is outlined on Page 32.

### *Elementary Education and Elementary Special Education*

These students will student teach once in an integrated setting and will be eligible to pursue licensure in Elementary Education and Elementary Special Education.

### *Elementary Education and Secondary Special Education*

These students will student teach twice: once in an elementary education setting, and once in a secondary special education setting. Students will be eligible to pursue licensure in Elementary Education and Secondary Special Education.

### *Elementary Education and Elementary/Secondary Special Education*

These students will student teach twice: once in a secondary education setting and once in an integrated elementary special education setting. Students will be eligible to pursue licensure in Secondary Special Education, Elementary Special Education and Elementary Education.

## Curriculum

All students in the M.A.T. program leading to certification follow the same course of study. Factors within the program, such as projects, professional content standards, field experiences, professional tests required by the R.I. Department of Education, and student teaching experiences, differentiate the concentrations within the program.

The M.A.T. program complies with the No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Improvement Act of 2004.



## Certification Requirements

As they matriculate through the Teacher Education program, candidates for Rhode Island teaching licenses will be required to demonstrate their proficiency with the Rhode Island Beginning Teacher Standards and standards from the Council for Exceptional Children. These standards will be thoroughly promulgated prior to a candidate's entrance to the program and throughout the course of study.

### *Assessment Prior to Student Teaching*

Student teaching usually occurs during the candidate's final term. Permission to student teach will be granted to candidates who have

- maintained a program GPA of 3.0
- passed the appropriate content exam: a 140 or above on the ETS Business Exam for Business Education majors, a NOCTI test minimum score of one standard error of deviation from the national mean score at the time the test is taken for Food Service Education majors, or a 145 or above on the Praxis II Elementary Education Content Area Exam for all other majors
- submitted a portfolio with acceptable evidence of significant progress towards meeting the Rhode Island Beginning Teacher Standards and standards from the Council for Exceptional Children

### *Assessment Prior to Recommendation for Certification or Program Completion*

After completing student teaching, the teacher candidate will present a portfolio to a team of evaluators. This portfolio will contain evidence that the candidate has achieved the Rhode Island Beginning Teacher Standards and the standards from the Council for Exceptional Children. Upon the acceptance of the portfolio by the team of evaluators and the achievement of a passing score on exams required by the R.I. Department of Education, the Teacher Education program director shall make appropriate recommendations regarding the awarding of the M.A.T. degree and state licensure.

## Teacher Education (M.A.T.)

### Major Courses

EDUC5004	Introduction to Standards-Based Education	4.5
SPED5001	Inclusive Teaching of Diverse Learners	4.5
EDUC5040	Balanced Literacy: Curriculum, Instruction and Assessment	4.5
SPED5005	Assessment and Remediation of Exceptional Students	4.5
EDUC5401	Strategies for Teaching Mathematics Through Literacy and Technology	4.5
EDUC5402	Strategies for Teaching Science Through Literacy and Technology	4.5
SPED5002	Curriculum and Methods for Exceptional Students	4.5
SPED5210	Communication: Language Development & Learning	4.5
SPED5003	Understanding and Managing Behavior	4.5
SPED5004	Collaboration: Home/School/Community	4.5
EDUC5012	Teaching Literacy in the Content Areas	4.5
EDUC5050	Enhancing Student Learning Through the Arts	1.5

### Student Teaching

For Business Education and Secondary Special Education candidates AND for Food Service Education and Secondary Special Education candidates

SPED6073	Student Teaching Integrated Practicum: Secondary	9.0
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For Elementary Education and Elementary Special Education candidates

SPED6074	Student Teaching Integrated Practicum: Elementary	9.0
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For Elementary Education and Secondary Special Education candidates

EDUC6071	Student Teaching Practicum: Elementary	6.0
SPED6072	Student Teaching Practicum: Special Education	6.0

For Elementary Education and Elementary/Secondary Special Education candidates

SPED6072	Student Teaching Practicum: Special Education	6.0
SPED6074	Student Teaching Integrated Practicum: Elementary	9.0

<b>Total Quarter Credit Hours</b>	<b>60.0–66.0</b>
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A high school culinary student learns in a J&W culinary lab.

### Application Process

Applicants will be reviewed for eligibility by the Graduate Admissions Office. Eligible applicants will be considered for admission into the M.A.T. degree program after they have completed the following process:

1. Submit two letters of reference from individuals who are qualified to assess the applicant's potential as a teacher.
2. Submit score of at least 170 in each subtest from the Praxis I exam (for candidates seeking certification) or a minimum combined SAT score of 1100.
3. Submit transcripts showing evidence of content knowledge.
4. Agree in writing to the sequence, scope and policies of the Teacher Education program.
5. Acknowledge in writing that the University does not award the degree until the program administrator accepts all program requirements submitted by the candidate.
6. Acknowledge the requirement of field-based work as integral to the program.
7. Complete an interview with faculty from the School of Education.

## Teacher Education (M.A.T.) Food Service Non-Certification

### Major Courses

EDUC5004	Introduction to Standards-Based Education	4.5
SPED5001	Inclusive Teaching of Diverse Learners	4.5
EDUC5040	Balanced Literacy: Curriculum, Instruction and Assessment	4.5
EDUC6004	Methods of Teaching Culinary Arts	4.5
EDUC5401	Strategies for Teaching Mathematics Through Literacy and Technology	4.5
EDUC5402	Strategies for Teaching Science Through Literacy and Technology	4.5
SPED5210	Communication: Language Development & Learning	4.5
SPED5003	Understanding and Managing Behavior	4.5
EDUC5012	Teaching Literacy in the Content Areas	4.5
EDUC6020	Curriculum Development for Culinary Programs	4.5

### Student Teaching

EDUC6075	Student Teaching Practicum: Culinary Education	9.0
OR		
EDUC6025	Capstone Project: Culinary Education	

### Total Quarter Credit Hours

**54.0**

### Title II Higher Education Act Information

Ninety-one percent of the program completers from Johnson & Wales University passed the state test for licensure.

## Alliances

Since its inception, the Teacher Education program at Johnson & Wales University has enjoyed strong working relationships with the public schools throughout Rhode Island, Eastern Connecticut and Southeastern Massachusetts. The Teacher Education program places student teachers with the talented professionals in these schools who serve as cooperating teachers, and in return these professionals share their expertise by guest presenting in University classes.

But the work of preparing entry-level teachers doesn't stop when candidates complete a term of student teaching; instead it requires the effort and resources of an entire community. Because of this, the Teacher Education program is working to meet community needs. Instead of asking communities to assist in the preparation of future teachers, the Teacher Education program now asks, "What can we do to help you? Is there any way that you can use the Teacher Education program at Johnson & Wales University as a resource? Can the industry experience of our teacher candidates as they learn about teaching be of assistance to you and your students?"

To foster this communication, the University has sponsored regularly scheduled conferences for the professional development of cooperating teachers. High school teachers are continuously invited to address University classes and prospective teachers, while University professors are available as instructional and research resources within the public schools. This communication impacts the development of University professors' course syllabi and provides prospective teachers with the knowledge necessary to succeed in teaching high school students.



A North Providence High School teacher and J&W student teachers meet with a J&W School of Education professor.



## Denise DeMagistris

*Associate Professor*

For more than 35 years, Dr. DeMagistris has demonstrated a passion for teaching and an understanding of the educational needs of her students, especially those with disabilities.

DeMagistris received her bachelor's degree in Elementary Education in 1969 and later earned a master's degree in Reading Education and another in Special Education. She worked as a special education resource teacher, classroom teacher and language arts coordinator in the Glocester School District. Because her teaching and leadership skills were so respected, DeMagistris became a Rhode Island skills commission trainer, helping elementary and secondary teachers throughout the state improve their teaching methods.

While completing her doctorate at J&W in 2003, DeMagistris wrote her dissertation on teacher preparation for special education. From her many years teaching students with mild, moderate and multiple disabilities, she knew that well-trained special educators were critically needed in school systems nationwide. The University was enthusiastic about pursuing this important need and DeMagistris joined the J&W faculty to develop the program.

DeMagistris' success demonstrates the University's commitment to the insight and hard work of its students. No student is left behind in Johnson & Wales' School of Education.

### **Early Childhood Administration and Leadership (M.Ed.)**

The School of Education has again expanded its outreach with the newest program designed for directors and administrators of early childhood programs: the Master of Education in Early Childhood Administration and Leadership. This advanced degree program offers J&W's own career focus and direct experiential components to the preparation of administrative leaders in the field — whether they are newly graduated students in early childhood education or seasoned directors and administrators of early childhood programs.

The M.Ed. in Early Childhood Administration and Leadership offers the best in theory, research and best practices related to those professionals whose drive and ambitions are to support young children, their families and those dedicated staff members in early care and education programs throughout Rhode Island, New England, the United States and the world.

The program of study provides candidates with opportunities to visit early childhood programs, meet leaders in the field, and work closely with other directors and administrators to focus on authentic problems and issues related to the field of early care and education. Candidates will work in collaborative cooperative groups to assist in problem based learning, leadership development, staff mentoring and motivation.

### **Admission Requirements and Program Expectations**

To be considered for acceptance into the program, applicants must possess a bachelor's degree in early childhood education or a related field from an accredited institution of higher education in which a GPA of at least 2.75 or its equivalent was obtained.

Applicants with a grade point average below 2.75 may be considered for admissions depending on other admission requirements and/or upon review of all application materials and provisional approval from the program director. Applicants must submit a completed application package in accordance with J&W's admission policies.

All candidates will be required to attend an orientation meeting where they will receive and review the M.Ed. in Early Childhood Administration and Leadership Candidate Handbook.

Candidates will be expected to successfully complete the entire program of study and sequence of courses, including the capstone courses. Interested candidates may take up to two courses for graduate credit and then will be required to matriculate into the program.

Candidates successfully completing the program are expected to work cooperatively and collaboratively with others in the program. Candidates will be expected to apply theory, research and knowledge gained in courses to their programs and schools.

### **Application Process**

Applicants will be reviewed for eligibility by the Graduate Admissions Office. Eligible applicants will be considered for admission into the program after they have completed the following process:

1. Submit two letters of reference from individuals who are qualified to assess the applicant's potential to succeed in graduate studies in Early Childhood Administration and Leadership.
2. Submit score of at least 170 from the Praxis I exam (Pre-Professional Skills Test) or a minimum combined SAT score of 1100.
3. Submit transcripts showing evidence of content knowledge.
4. Submit a 250 word essay on why he/she would like to pursue the M.Ed. in Early Childhood Administration and Leadership, highlighting reasons why he/she would make a good candidate.
5. Complete an interview with faculty from the School of Education.
6. Agree in writing to the sequence, scope and policies of the M.Ed. program in Early Childhood Administration and Leadership.
7. Acknowledge in writing that the University does not award the degree until the program administrator accepts all program requirements submitted by the candidate.



## Early Childhood Administration and Leadership (M.Ed.)

### Major Courses

PSYC5000	Advanced Child Development	4.5
EDUC5060	Administration of Early Childhood Programs	4.5
EDUC5014	Early Childhood Curriculum and Teaching Strategies	4.5
EDUC5018	Financial Planning, Budgets and Funding Support for Early Childhood Programs	4.5
EDUC6010	Family Involvement in Early Childhood Education	4.5
EDUC6012	Play in Early Childhood: Theory, Research and Practice	4.5
EDUC6023	Staff Supervision and Mentoring in Early Childhood Programs	4.5
EDUC6028	Public Policy in Early Childhood	4.5
EDUC6032	Inclusive Settings for Young Children with Special Needs: An Administrator's Perspective	4.5
EDUC6021	Special Topics in Administration and Leadership	4.5

### Capstone Courses

EDUC6035	Educational Research in Early Childhood Administration and Leadership	4.5
EDUC6040	Capstone Action Research Project: Early Childhood Administration and Leadership	4.5

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<b>Total Quarter Credit Hours</b>	<b>54.0</b>
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**William H. Strader**

*Professor*

“Dr. Bill”, as he is called, began his 31-year career by teaching migrant children from Texas and New Mexico. He worked in several professional early care and education settings before deciding that he could positively impact young children by preparing their future teachers.

Strader has taught at the University of Rhode Island, University of Massachusetts at Amherst, and Fitchburg State College. He has been instrumental in the development of accredited early childhood teacher preparation programs. Before joining J&W in 2005, he was the department chairperson for the Mitchell College education department and its early childhood education programs, quadrupling enrollment in just five years.

Strader has published numerous papers, presented at nearly 300 conferences, and has been on the editorial boards of seven early childhood publications. He is currently a co-coordinator for the Student Interest Forum of the National Association for the Education of Young Children and a member of the National Association of Early Childhood Teacher Educators. He is also the coordinator for the New England Symposium on Play,

Students describe Strader as approachable, helpful, energetic and enthusiastic. His passions are directed toward future leaders in the early childhood education field and towards initiatives to ensure that young children develop a lifelong love of reading.

# Admissions Information

## Procedures For Admission

J&W graduate school programs attract a diverse group of motivated individuals with the potential for being successful in their chosen major. The admissions process is based on careful, case-by-case evaluation of academic records, professional achievements and other aptitudes of the applicant. Johnson & Wales University believes diversity is essential to a productive graduate-level experience, and thus welcomes applicants from varied academic and professional backgrounds.

Applications for admission to J&W graduate programs are processed in the order received according to the start date specified on the application. Once all application requirements are met, the Graduate Admissions Office takes pride in the timely processing of applications.

**Enrollment is limited** and applicants are encouraged to submit required documents as early as possible.

## Admissions Requirements

Candidates for admission to graduate programs at Johnson & Wales University must hold a baccalaureate degree from an accredited institution. Candidates should have maintained a minimum grade point average of 2.75 or its equivalent. Students with a grade point average below 2.75 may be considered for admission depending on other admission requirements and/or test scores from the GMAT. A combination of factors are considered for admission, including

- Undergraduate cumulative grade point average,
- Standardized test scores from the GMAT or GRE, when submitted,
- Two letters of recommendation, and
- A statement of purpose describing why you want to

enter the program and how you believe your previous training and experience will help you succeed. This statement isn't required, but it is strongly recommended and may be used to determine your eligibility for admission. The statement should not exceed 500 words and must be submitted in printed form.

## Application Requirements

Prior to being considered for admission into a J&W graduate program, the following must be submitted to the Graduate Admissions Office (for the most recent application requirements, visit <http://www.applyweb.com/apply/jwug>):

1. A **printed or typed signed** application for admission
2. **Official transcripts** documenting all undergraduate and graduate work

3. **Two letters of recommendation** from individuals qualified to acknowledge the applicant's potential for successful completion of the graduate program

4. Standardized test scores, when applicable (See Page 30 for required standardized test scores from the School of Education.)

*All of the above, with the exception of letters of recommendation, must be original documents.* Faxed copies are not considered original documents. For international documentation, copies which have been certified (notarized) as true copies of the original by the proper authorities may be acceptable.

## Application Forms

Enclosed with your admissions package are all of the forms required for application to J&W graduate programs.

## International Admissions Requirements

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. **Certified copy of scores for the Test of English as a Foreign Language (TOEFL) or Michigan English Language Assessment Battery (MELAB) test.** Students must achieve a score of at least 550 on the written TOEFL, 210 on the computerized TOEFL, 80 on the Internet-based TOEFL, or 77 on the MELAB test. Johnson & Wales University's school TOEFL code is 3465. Please see the next page for information on the English Proficiency Requirement.

2. **Declaration of Financial Support** signed by both the applicant and the sponsor

3. **Certified Bank Statement**

4. **Copy of the biographical section of your current passport**

**NOTE:** All documents must be originals or certified true copies. Unofficial photocopies cannot be accepted.

All documents which 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.

## Transfer Credits

A candidate for the M.B.A. degree may petition to receive a maximum of nine quarter credit hours of transfer credit for graduate-level courses taken at approved colleges. To receive transfer credit, the courses must cover content equivalent to that offered in the Johnson & Wales University graduate program that the student plans to enter, and must be approved by the director of graduate admissions. Transfer candidates should submit official college transcripts from any colleges previously attended **prior to enrolling** in graduate courses.

The student must also have earned a grade of “B” or better. Credits earned more than three years prior to enrollment in a graduate program at Johnson & Wales are not transferable without special permission from the dean of the Alan Shawn Feinstein Graduate School (for M.B.A. programs).

Once enrolled in a J&W graduate program, a student may not take courses elsewhere and apply them for transfer credit. Transfer credits must be requested prior to initial matriculation into a J&W graduate program.

## English Proficiency Requirement

International students are required to take the Test of English as a Foreign Language (TOEFL) or Michigan English Language Assessment Battery (MELAB) test, unless they graduated with a degree from a school in the United States. A minimum score of 550 on the written TOEFL, 210 on the computerized TOEFL, 80 on the Internet-based TOEFL, or 77 on the MELAB test, is required before admission.

International students will be required to take at least ENG5100 unless a TOEFL score of at least 573 on the written exam, 230 on the computerized exam, or 90 on the Internet-based exam is submitted to the Graduate Admissions Office.

Applicants who score below the minimum 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 requirements before enrollment into the graduate program.

Students who score below 550 on the written TOEFL, below 210 on the computerized TOEFL or below 80 on the Internet-based TOEFL will have their individual TOEFL section scores reviewed in the areas of listening comprehension, structure, reading and writing. Section scores of a minimum of 55 on the written TOEFL test and 21 on the computerized TOEFL test, and 4.5 on the Test

of Written English/Essay Writing, will exempt the student from the corresponding ESL class.

The Alan Shawn Feinstein Graduate School reserves the right to place students in the English as a Second Language program who, although they meet the minimum scores, do not display proficiency at a level that will be required for success.

## International Student Visa

Responsibility for obtaining the approved visa classification rests entirely with students. Students entering the United States to study will need either an F-1 international student visa or a J-1 exchange student visa. In order to obtain the necessary visa, students must submit the valid Form I-20 for an F-1 visa, or the Form IAP-66 for a J-1 visa, to the United States Embassy or Consulate in the country of residence. In addition to these forms, students will have to present a passport and evidence of financial support.

Johnson & Wales University will send the I-20 form or IAP-66 form after students have been accepted and have submitted evidence of financial support.

International students must register for the term for which admission is offered and must maintain full-time status during the academic year. International students may become part-time only for documented medical reasons.

Applicants entering the United States on a B-2 Visitor’s Visa without the “Prospective Student” classification, which is issued only in exceptional circumstances, will find it extremely difficult to change to student classification. Students unable to change their status from visitor to student may not be permitted to continue school, and risk forfeiture of their tuition.

## International Transfer Students

International students currently studying in the U.S. who seek enrollment in a Johnson & Wales University graduate program are required to submit a Transfer Release Form (completed by the foreign student advisor at the institution you last attended) prior to receiving a Form I-20.

## Date of Enrollment Change

Students who would like to change their selected date of enrollment need to forward a written request with their \$100 nonrefundable deposit, if the deposit has not been submitted earlier. International students must also return the original I-20 form, unless the I-20 was secured at the student’s embassy.



# Financial Information

## 2006–07 TUITION AND FEES

The following tuition and fees schedules are effective for the 2006–07 academic year unless noted otherwise. Tuition and fees are subject to change annually.

### **Tuition:**

*\$280/quarter credit hour*

Most graduate courses are 4.5 quarter credit hours at a cost of \$1,260 each.

### **Undergraduate Prerequisite Courses:**

*\$134/quarter credit hour*

Most prerequisite courses are 4.5 quarter credit hours at a cost of \$603 each.

## **Tuition Deposit**

Acceptance to graduate school is confirmed with a \$100 tuition deposit. This deposit is applied to the tuition and is nonrefundable.

## **Payment Options**

### **Annual Payments**

Billing for tuition and fees is done on a term basis, however the student may make one payment in full for the entire academic year. Students are responsible for paying all charges in full or making appropriate arrangements by the published Check-In due date each term.

### **Term Payments**

Students may choose to make three payments a year, which are payable by the published Check-In due date each term.

### **Monthly Payments**

A Monthly Payment Plan is available, however, there is an enrollment fee to participate. Please contact Student Financial Services for more information at (401) 598-1468 or 1-800-343-2565, ext. 1468.

## **Financial Obligations**

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

## **Financial Aid**

Students interested in applying for financial aid must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA is available on the Web at [www.FAFSA.ed.gov](http://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 satisfactory academic progress (financial aid will be suspended until satisfactory academic progress is again achieved).
3. Be enrolled in a degree or certificate program.
4. Be enrolled on at least a half-time basis. (A half-time basis is defined as carrying 4.5 quarter hour credits per term; students enrolled on a less-than-full-time basis may have their financial aid reduced.)
5. Be a U.S. citizen, permanent resident, or eligible non-citizen.
6. 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).
7. Sign a Statement of Educational Purpose, a Statement of Registration Status, and a Statement on Overpayments and Defaults.

Students are eligible to receive financial aid as long as they maintain satisfactory academic progress as defined on Page 40 of this catalog and in the Student Handbook. Students who fail to maintain satisfactory academic progress 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 Award by the Financial Aid Office or may be obtained in Student Financial Services.

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 (SFS)**

### ***Financial Planning***

The University understands that financing an education may be a very complex process for many students. In order to assist students and their families in these matters, Johnson & Wales has a staff of financial planning counselors. These counselors are available to work with students and their families 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.

Financial aid assistance is not available to international students, and you will not be issued an I-20 without verification of financial support. For general information about financial assistance, you may request information from the U.S. Information Agency or the binational advising center in your home country.

### ***Student Assistant Employment Program***

Students enrolled full time in the Alan Shawn Feinstein Graduate School are eligible to apply for available positions in the Student Assistant Employment Program. The Student Assistant Employment Program allows students to continue their education and gain valuable work experience in one of the University's departments or practicum properties. Students in this program earn a competitive hourly wage and scholarship compensation.

This is a highly competitive program that requires each applicant to submit a resumé and interview with each hiring supervisor. Student assistant participants are hired based on their ability to meet the minimum qualifications of the position for which they apply. Interested graduate students should contact the Student Employment Office at (401) 598-1849 for more information.

### ***The Graduate Admissions Scholarship***

Each year, the Graduate Admissions Office awards a limited number of scholarships to graduate school applicants who are accepted as full-time students and reflect an ability to **excel** in their chosen program. The scholarships include special consideration for students accepted to enter the Master of Arts in Teacher Education. The total amount of each scholarship is \$1,000 and the scholarship will be credited to the student's account in equal installments over three consecutive terms. The student must maintain full-time status while in receipt of the scholarship. **Applicants must complete each section of the scholarship form and submit it with a resumé and the graduate school application. Scores from the GMAT or GRE are strongly recommended for scholarship consideration.**

A scholarship form is located in the back of this catalog.

## **Student Health and Accident Insurance**

All graduate students are covered by a health and accident insurance plan. Insurance brochures will be available at Check-In(s) and at several locations throughout the University. Insurance cards and brochures will be mailed to students within four weeks of their start date. Refer to the insurance brochure for a definition of the effective date of coverage, policy limits, policy termination and the opportunity to continue coverage over the summer.

## **Refund Policies**

### ***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 terms 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. The official notice of withdrawal from the University may be done in person or by written notification through Student Academic Services. Refunds are calculated 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 term

- the University will credit 100 percent of the term charges.

If a student terminates during

- the first week of the term but after the first day of classes, the University will credit 90 percent of the term charges.
- the second and third week of the term, the University will credit 50 percent of the term charges.
- the fourth, fifth, and sixth week of the term, the University will credit 25 percent of the term charges.

After the sixth week of the term, students will be responsible for 100 percent of the term charges.



# Academic and General Information

The curriculum requirements described in this catalog are the guidelines for students entering the program during the 2006–07 academic year. If new guidelines are developed as the program grows, they will not be applicable to this group. Each candidate continuously enrolled will be subject to the curriculum guidelines of the program as outlined in this catalog for the year of entrance into the program.

## Academic Information

### Class Schedules

Classes are held primarily Monday through Thursday. A limited number of afternoon classes meet once a week from 1:00 p.m. to 5:00 p.m. Evening classes meet once a week from 6:00 p.m. to 9:30 p.m. New students Web-register for courses on uconnect once they have submitted a deposit. Due to limited enrollment, students who do not Web-register on uconnect may forfeit their seats.

Students take three courses per term in the fast-track delivery format to enable graduation in a one-year time frame. Students enrolled in the traditional programs may not take more than 9 credits (usually two courses). Students in the traditional program who wish to register for three courses must have a minimum GPA of 3.60 and permission of the dean. Academic planners should be referred to for course sequencing prior to Web-registering.

Graduate programs at Johnson & Wales are offered in three 11-week terms each academic year. A summer term is mandatory in the M.A.T. program due to sequencing.

When Monday holidays are observed and classes are cancelled, make-up classes will generally be held on Fridays.

### Summer Session

M.B.A. program summer session courses **may** be offered. The scheduling of individual courses, however, is not guaranteed but it is dependent upon student and faculty interest and enrollment.

### Transcripts

A transcript is a representation of a student's entire academic record while at Johnson & Wales. An academic transcript reflects a student's unabridged academic history at the institution; including all letter grades.

Official transcripts may be released upon written or secure Web request on uconnect; this is done in

accordance with the Family Educational Rights and Privacy Act (FERPA). In addition, an official transcript will not be released if a student is not current in all financial obligations to the University. Official transcripts are printed on official paper and then placed in sealed envelopes issued directly to the student or authorized designee.

Unofficial transcripts are free of charge. Inactive students must be current in all financial obligations before any transcript is released. Active students, however, may print copies of their unofficial transcripts off the J&W secure Web site, uconnect.

Transcript requests may be made in person, on the Web, in writing or by fax to Student Academic Services. Inactive students request transcripts through Inactive Records. Official transcripts may be mailed or held for pickup by the student. Processing takes two to three business days. Upon a student's explicit, written request, the University will fax an unofficial transcript. Faxed transcripts are never official.

### Satisfactory Academic Progress

Generally students must complete their program in no more than three years. The University expects all students, part time or full time, to meet minimum standards of academic achievement.

#### For students enrolled in an M.B.A. program:

Students in the Alan Shawn Feinstein Graduate School must maintain a cumulative grade point average (GPA) of 3.00. Students are allowed one term on probation if there is a chance the GPA will reach 3.00 in the subsequent term. Failure to reach a 3.00 GPA in that term may result in dismissal. If a student has at least a 3.00 GPA but also has a grade of "F," the student will be allowed to repeat the course in which the "F" grade was received.

#### For students enrolled in an M.A.T./M.Ed. program:

Students in the School of Education's M.A.T. program must achieve "B" or better in each of the first four courses, while students in the M.Ed. program must achieve "B" or better in their first two terms. Subsequently, all School of Education students must maintain a 3.00 GPA. Students may receive one grade below a "B-"; however, a student who receives a grade of "F" in any course will be dismissed from the program. No classes in the M.A.T. and M.Ed. programs may be repeated.

Continued on Page 42 ➞

## GRADING SYSTEM

Grade Range Quality Points	Letter Grade	
97–100	A+	4.00
93–96	A	4.00
90–92	A-	3.70
87–89	B+	3.30
83–86	B	3.00
80–82	B-	2.70
77–79	C+	2.30
73–76	C	2.00
70–72	C-	1.70
Below 70	F	0.00
I	Incomplete	0.00
W	Calculated as F (punitive withdrawal)	0.00
NC	No Credit (non-punitive withdrawal)	0.00
GP	Grade Pending	
AU	Audit	
S/U	Satisfactory/Unsatisfactory	
P/F	Pass/Fail	
NG	No Grade	

A student receiving an Incomplete (I) grade must initiate arrangements with instructors to make up the required work within two weeks or the (I) will be changed to an F.

### PLEASE NOTE:

Graduate programs are designed for completion in a one-year or two-year time frame as specified under each program. While the majority of students are able to complete their program in this format, there are exceptions based on foundation course requirements, prerequisites required, successful course completions and elective course availability.

Any courses taken to satisfy prerequisite requirements follow the undergraduate catalog and grading system, unless otherwise noted.

## GRADE DESCRIPTIONS

A student who earns an F, W, or NC in any graduate-level course must repeat that course. An interim probation period of one term may be allowed on a case-by-case evaluation.

### 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. Upon successful completion of the course at a later date, the cumulative average is adjusted to reflect only the passing grade. This system allows the student to recover academically from poor terms and graduate within a reasonable amount of time.

### Withdrawal (W)

Punitive grade issued if a student withdraws from any scheduled course after the official withdrawal period; or is withdrawn by a faculty member, or by a member of Practicum Administration. 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. Upon the successful completion of the course at a later date, the cumulative average will reflect both the grade of W and the new grade. It is extremely important that the student recognize the permanent effect that W grades have upon the grade point average. Once receiving a W grade, the student may be put on academic probation for one term.

### 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 exam class day, or the grade will automatically become an F and will be included in the grade point average.

It is the student's responsibility to arrange for make-up work.

### No Credit (NC)

Non-punitive designation issued to students who have dropped during the official drop period or have been authorized to withdraw from class or the University due to extenuating circumstances. This designation is issued by Student Academic Services and not the individual faculty member.

### Grade Pending (GP)

A GP is issued as a temporary grade pending the completion of course requirements. A Grade Pending is not calculated into the cumulative average and is generally used under extenuating circumstances.

A GP grade is valid for a maximum period of one year (30 days for the School of Education), after which it automatically becomes an F. At this time the student will be academically dismissed from the University.

### Audit (AU)

No academic credit (i.e., no standard letter grade) is granted. The academic work required in an audit situation is at the discretion of the instructor. Audited classes require regular tuition fees, and must be scheduled during the regular scheduling process based on space availability.

### Satisfactory/Unsatisfactory (S/U)

S/U is used for designated courses throughout the University.

### Pass/Fail (P/F)

P/F is used for designated courses throughout the graduate school.

### No Grade (NG)

NG is issued temporarily when there is no grade provided by the faculty member. This grade is not factored into the student's GPA.



### **Unit of Credit**

One quarter credit hour equals 10 classroom hours of instruction, 10 field hours in education, 20 hours of laboratory work, or 30 hours of practicum or externship experience. Field hours in education count as coursework completed on site in a public school setting. A 4.5 quarter credit hour course represents a minimum of three hours and 45 minutes each week for 11 weeks. Please note that three semester credits equal 4.5 quarter credit hours.

### **Residency Requirement**

Residency requirement refers to the number of courses and credits you must take at Johnson & Wales University. The residency requirement for all students pursuing a master's degree is a minimum of 45 quarter credit hours. The final 4.5 credit hours must be earned as an enrolled student.

### **Graduation Requirements**

Graduation requires successful completion of a prescribed sequence of study and a minimum grade point average of 3.00. Students whose GPA falls below a 3.00 will be in non-compliance with the criteria for academic standing and will be subjected to academic dismissal.

### **Reinstatement Policy**

Due to progress and change in curriculum and industry requirements, students who have been inactive for one or more years will follow the new academic program. Courses taken three or more years ago may need to be retaken. A graduate committee of faculty and administration reviews all reinstatement requests for course equivalencies.

### **Prerequisite and Foundation Courses**

Prerequisite courses are undergraduate classes required for students who need to prepare for graduate study. Course descriptions for undergraduate prerequisite courses are listed in the University's Undergraduate Catalog.

Foundation courses are graduate level courses that may be required of some students whose previous academic background does not reflect the course content described.

Prerequisite and foundation courses must be completed with a prerequisite and foundation course cumulative grade point average of 3.00 or better. If a student's prerequisite and foundation course grade point average falls below the 3.00 requirement, the student will have one opportunity to repeat the prerequisite or foundation course in which the lowest grade was earned. At this time, if the above graduation criteria are not met, the student will be academically dismissed and will not be allowed to return to graduate programs at Johnson & Wales.

Students wishing to obtain credits for prerequisite and foundations courses must meet with the director of graduate admissions prior to enrollment to discuss their options. Students can fulfill these requirements through transfer credits or standardized testing. For possible transfer credits, an evaluation of official transcripts will be necessary. Also, students may opt to take a challenge or CLEP exam through our standardized testing program. Students should refer to the Standardized Testing and Portfolio Development Brochure for course options, policies and procedures. These options may not be exercised after the first term of enrollment in graduate school. **All prerequisite and foundation courses must be completed prior to registering for core and concentration courses.**

Contact the Graduate Admissions Office for more information on prerequisite and foundation courses.

### **Full-time Status**

When enrolled in graduate level courses, students are considered full-time if enrolled in 9 quarter credit hours per term. To be eligible for federal aid, a domestic student must be enrolled in 4.5 quarter credit hours per term. Students enrolled in any undergraduate prerequisite courses (accounting and hospitality students) must maintain a minimum of 12 quarter credit hours to be considered full-time.

Students enrolled in a graduate level 2.25 quarter credit hour course will be dropped automatically if they are not in attendance for the first class meeting of that course.

### **Graduate Curriculum Committee**

The Graduate Curriculum Committee, composed of graduate school administration and faculty, has responsibility for modifying and maintaining the graduate programs.

### **Student Services**

#### **Career Development**

The Career Development & Alumni Relations Office offers a variety of work programs and career services to assist students in obtaining successful professional employment at graduation and manage continued career success.

Programs include a graduate career co-op where students gain practical, paid work experience while earning academic credit towards their degree. Co-op and employment specialists advise students on the tools needed to help secure their career goals, including resumés, cover letters, portfolios, and interviewing techniques. Students are required to attend the annual Career Conference, an event open to the entire student body that features approximately 150 participating firms.

Johnson & Wales also offers a free Web-based job posting service, erecruiting.com. Students can search for jobs or co-ops posted by Career Development and employers.

### **English Language Institute**

Located in the John Hazen White School of Arts & Sciences, the English Language Institute provides international students with an opportunity to learn English as a Second Language and to earn academic credit.

The English Language Institute offers intensive English instruction of 16 hours per week for students who are preparing for admission to undergraduate and graduate degree programs. Instruction is also offered to those students who wish solely to improve their English language skills. Students are placed in four different skill area classes: Oral Communications, Reading, Writing and Grammar.

Course objectives are academically oriented with the aim of preparing students to function at the university level. In addition, students will be given opportunities for social and cultural experiences designed to assist their cultural transition.

Dedicated to student success, the English Language Institute places students in the program at their level of English proficiency.

### **Health Services**

J&W maintains two Health Services offices where health care is provided to students—one for the Downcity Campus at Xavier Hall and one for the Harborside Campus at the University Recreation and Athletic Center.

J&W's nurses provide limited health care services and maintain student medical records. In addition, they may refer students to the University's physician who is on campus four mornings a week.

A school dentist is recommended to students upon request. Contact the Health Services Office for the dentist's name, phone number and office hours.

J&W's health services are available to commuting students as well as to residents.

**Medical Records:** Prior to enrollment, the University and the Rhode Island Department of Health require that all new, full-time students—residents and commuters alike—submit proof of a physical exam within the last year, including documented proof of two doses of the MMR vaccine, a tetanus booster within the past 10 years, and a negative TB test or chest x-ray within the last six months. For more information about Health Services, consult the Student Handbook.

### **International Center**

The International Center is located on the third floor of the Kinsley Building on the Downcity Campus. In addition, an International Student Advisor from the Center is located at the Student Academic Services Office in the Paramount Building at the Harborside Campus. The International Center has two departments: International Student Services and Study Abroad Programs.

**International Student Services:** The main focus of the International Student Services Office is to help international students adhere to USCIS regulations, maintain their student visa status and access all the benefits permitted by their student visa. However, a variety of other programs and services have been created to assist students from the moment they land at the airport until the day they graduate and beyond. The International Student Services Office offers arrival services and orientation programs for international students. In addition, information sessions on employment, tax and other immigration issues are offered regularly at both the Kinsley and Paramount offices.

**Study Abroad Programs:** The Study Abroad Programs Office works with all academic colleges at all campuses to offer a portfolio of study abroad programs to J&W students. Program information and applications are available at [www.jwu.edu/international/study.htm](http://www.jwu.edu/international/study.htm). Providence students can pick up program information at the annual fall Study Abroad Fair or at the International Center. Students attending other campuses can find program information at Student Academic Services. However, any interested student is encouraged to contact the Study Abroad Office for personal study abroad counseling.

## **Other University Services**

### ***Center for Academic Support***

The Center for Academic Support offers a variety of services to assist each student in preparation for graduation and career placement. The center's goals are to support students in their efforts to develop and maximize their talents, empower them to direct their own learning, and lead them to pathways of success. With emphasis on success, graduates acquire lifelong behaviors and attitudes which are recognized by employers. Consult the Student Handbook for more information.

### ***Learning Center for Writing and Academic Support***

The Learning Center for Writing and Academic Support offers students academic assistance. Writing laboratories for undergraduate and graduate students are available, including tutoring for all types of written projects, study skills remediation, and help in researching and designing papers.

### ***Multicultural Center***

The Multicultural Center is part of the Office of Campus Diversity. Founded in 1993 to encourage efforts to respect, support and educate people of diverse backgrounds, the Center exists as an integral part of campus life. Consistent with the mission of the University, its primary focus is to empower all members of the University's diverse student body to live and work in an interdependent world. A major objective is to foster a move toward building collective goals for the student body, based on an awareness of cultural differences and similarities.

Program activities include serving as a resource for the entire campus community by sponsoring educational programs, cultural events and social activities. This includes developing ongoing relationships with students and student organizations, and promoting programs and services which impact all students and the Johnson & Wales community at large.

The Multicultural Center is located in the Xavier Complex, Downcity Campus at 60 Broad Street (corner of Broad and Claverick). For more information, call 598-4776 or e-mail [mcc@jwu.edu](mailto:mcc@jwu.edu).

### ***Orientation***

Johnson & Wales University's orientation program is designed to help students become acquainted with the University. Students are introduced to many University administrators, faculty and staff who provide valuable information on academic studies, student life, University policies and financial services.

### ***Professional Communication Center***

Strong communications skills appear at or near the top in nearly every survey of the attributes employers seek when hiring and promoting employees, and Johnson & Wales has responded to that demand. The Professional Communication Center (PCC) houses a variety of career-focused resources to help students in the graduate school improve their business communication skills. Established in 1997, the PCC offers individual and small-group instruction and tutoring, skills workshops, visiting lecturers, and a library of communications resources. The PCC emphasizes two core ideas:

- A motivational rather than a clinical model for improving skills. Students choose to use the center. It will be a place for them to gain assistance, but also to be challenged intellectually by advanced workshops in such areas as the culture of workplace communications, information design, job search communications, etc.
- Career focused teaching/learning strategies and materials. Students will work to improve their communication skills within the context of their field of study and their career interests.

The services of the PCC are available to all graduate students.

### ***Safety & Security***

The University's Safety & Security Office is responsible for the enforcement of school policies, security on campus, and providing services for the University's students, faculty and staff. Students are encouraged to take advantage of the services and programs offered by the Safety & Security Office, including

- CPR and first aid
- Auxiliary Student Officer program
- Engraving services
- Crime prevention classes
- Safety and security presentations

The Safety & Security Office is open 24 hours a day, 365 days a year. Students who need help or have questions should call extension 1103 from a University phone or (401) 598-1103 from a non-University phone.

In compliance with the Student Right-To-Know and Campus Security Act, Johnson & Wales University 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.



**Special Needs/Disabled Students**

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

**Student Activities**

The Office of Student Activities offers many opportunities to enhance your educational experience at J&W. Some of the programs and services include sponsored concerts, weekend events and fitness programs. Organized recreational activities include club sports in bowling, chess, tai chi, table tennis, karate and billiards.

Athletics: The University is a Division III member of the NCAA and competes in the Great Northeast Athletic Conference.

Women’s	Men’s	Co-ed
Soccer	Soccer	Golf
Volleyball	Volleyball	Sailing
Basketball	Ice Hockey	
Softball	Basketball	
Tennis	Baseball	
Cross Country	Tennis	
	Cross Country	
	Wrestling	

The athletic department also supports a very strong intramural sports division. A member of the National Intramural Recreational Sports Association, the University is very competitive in flag football, volleyball, indoor soccer, softball, basketball and floor hockey.

**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 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.)

# Course Descriptions

Please note that the University reserves the right to add, withdraw and revise any course described here as deemed necessary.

## Alan Shawn Feinstein Graduate School Courses

### **ACCT5000 CORPORATE FINANCIAL ACCOUNTING**

This course is designed for individuals entering the Alan Shawn Feinstein Graduate School who do not have an undergraduate degree in business. Topics include the basic concept of accounting, recording transactions for merchandising and non-merchandising corporations, and financial statement preparation.

Quarter Credit Hours 4.5

### **ACCT6001 ACCOUNTING THEORY**

This course will involve an overview of the theory of accounting with emphasis on recent pronouncements issued by the Financial Accounting Standards Board. Prerequisites: ACCT3050 and completion of required prerequisite and foundation courses.

Quarter Credit Hours 4.5

### **ACCT6002 PROFESSIONAL ETHICS FOR ACCOUNTANTS**

This course focuses on professional ethics, responsibilities, social obligations and anomalies facing the certified public accountant and management in the private sector. Case studies, AICPA Professional Standards, and the International Federation of Accountants Guidelines on Ethics are used to examine current issues. Prerequisites: ACCT3040 and completion of required prerequisite and foundation courses.

Quarter Credit Hours 4.5

### **ACCT6003 ADVANCED AUDITING**

An in-depth study of the statements of auditing standards, audit reports, statistical sampling and computer assisted audit techniques. Students will perform a simulated audit of a company using a computerized audit case study. Prerequisites: ACCT3040, completion of required prerequisite and foundation courses, and knowledge of Lotus 1-2-3 or equivalent spreadsheet software.

Quarter Credit Hours 4.5

### **ACCT6004 ACCOUNTING INFORMATION SYSTEMS**

The role of computers in public accounting, auditing, management accounting and consulting is examined in this course. In addition to reviewing hardware and software concepts, systems analysis and design, programming languages and EDP auditing will be studied. The computer will be used to evaluate accounting applications. Prerequisites: ACCT3040, ACCT3050, completion of required prerequisite and foundation courses, and knowledge of Lotus 1-2-3 or equivalent spreadsheet software.

Quarter Credit Hours 4.5

### **ACCT6020 INDIVIDUAL TAXATION**

This course will examine the law of individual taxation from the standpoint of the Internal Revenue Code, pertinent regulations, and case law to ultimately foster an understanding of the U.S. tax system and the sources behind the law. Prerequisites: ACCT2011 and completion of required prerequisite and foundation courses.

Quarter Credit Hours 4.5

### **ACCT6021 CORPORATE TAXATION**

This course will examine the law of corporate taxation from the standpoint of the Internal Revenue Code, pertinent regulations, and case law to ultimately foster an understanding of the U.S. tax system and the sources behind the law. Prerequisite: ACCT6020 and completion of required prerequisite and foundation courses.

Quarter Credit Hours 4.5

### **ECON5000 ECONOMICS IN THE GLOBAL ECONOMY**

This course consists of micro and macroeconomic issues and principles as they apply to the world economy. Course content includes product and resource markets with an emphasis on demand, supply, elasticities and consumer behavior. The features and goals of capitalism, the market system, national income, business cycles, and monetary and fiscal policies as they relate to the world economy and international trade, are detailed.

Quarter Credit Hours 4.5

### **ENG5001 STRATEGIC COMMUNICATION**

This course provides students with instruction and hands-on practice in planning, executing and evaluating strategic business communication, both written and oral. The course focuses on the following: the strategic planning necessary to develop persuasive memos, letters and oral presentations; the analysis of a variety business documents; and the implementation of business strategy through completed course projects. The course uses case studies to help students critically analyze business situations in context in order to plan and execute effective communication. ESL students must take ENG5100 prior to taking this course. Prerequisite: Completion of required foundation courses.

Quarter Credit Hours 4.5

### **ENG5100 EFFECTIVE COMMUNICATION**

This course introduces students to the communication skills required for graduate study and focuses on the differences between academic and business culture. Students learn how to prepare informative written documents, including the business e-mail, the business memo, the business letter and the academic research article summary. Students also learn how to deliver an informative oral presentation. The course instructor assesses student writing and presentation skills and in conjunction with the Professional Communications Center, provides individual coaching in grammar and style related issues. The course also introduces students to the basics of documentation and APA citation required in all graduate coursework. Students must pass the final exam in order to advance to ENG5001.

Quarter Credit Hours 4.5

### **EVNT5001 EVENT LEADERSHIP**

This advanced course enables students to gain competence in the specific techniques used by professional event leaders to lead events through the phases of research, design, planning, coordination and evaluation.

Students assess the marketing opportunities; legal, ethical and risk management issues, and technological advances within the profession.

Prerequisites: SEE2020 for those students with less than two years of professional experience, and completion of required foundation courses.

Quarter Credit Hours 4.5

### **EVNT5020 EVENT OPERATIONS AND RISK MANAGEMENT**

This advanced course enables students to gain competence in the specific risk management, risk operations, risk assessment, planning and evaluative techniques used by professional event leaders to mitigate risk proactively. Students gain knowledge in risk management, risk operations, risk assessment, avoidance, planning and control of risk associated with events, and explore methods for eliminating, reducing and transferring these risks to improve the successful outcomes of their events. Students gain proficiency in assessing risk operations, understanding the liabilities of conducting an event, contract law, contractual responsibilities in planning and implementing an event, either for one's own organization, or acting as an agent on a fee-for-service basis. Prerequisites: Completion of required foundation courses.

Quarter Credit Hours 4.5

### **FISV5001 FINANCIAL MANAGEMENT**

This course will provide the student with sufficient analytical skills to interpret and act upon financial data and information that lead to sound financial decisions for business organizations. Topics include the time value of money, capital budgeting methods, financial statement analysis, breakeven analysis, short and long term financing methods, and topics in international financial management. Contemporary financial management techniques will be discussed throughout the course. Prerequisites: ACCT5000 (or ACCT1001 and 1002), and completion of required prerequisite and foundation courses.

Quarter Credit Hours 4.5

**FISV6020 TAX PLANNING FOR THE FINANCIAL MANAGER**

This course will offer the student a practical approach to understanding the complexity of the U.S. tax system. Discussion will center on the tax laws as a means of fiscal policy. The student will explore how to plan to utilize the tax system for financing company needs. The course is designed to teach students how to research and understand the initiation of tax law, how this is brought through the Treasury Department, and how judicial interpretation effects the understanding of tax issues. Emphasis will be placed on effective planning in the overall financial scheme. Prerequisites: FISV5001 and completion of required foundation courses. Quarter Credit Hours 4.5

**FISV6030 FINANCIAL REPORTING AND CONTROL**

This course will offer students a practical approach to understanding financial reporting. Students will learn the requirements of generally-accepted accounting principals in financial statement preparations by researching and analyzing publicly traded companies. Emphasis will be placed on how the financial statements translate into stock prices and how they can be used as a barometer of a company's financial position. Students will explore how companies in trouble can benefit from implanted controls, via the financial reporting process, to ensure earlier and better insight in making difficult decisions. Prerequisites: FISV5001 and completion of required foundation courses. Quarter Credit Hours 4.5

**FISV6035 MERGERS AND VALUATIONS**

Merger and acquisition activity (M&A) has been running at a high pace, domestically, overseas and across borders. The study of M&A involves a complex set of accounting, legal, operational management, governance, competitive and economic issues. Finance and the concepts of valuation are at the heart of most M&A transactions. This course reviews some of the core concepts involved in mergers and acquisitions: value, negotiations, deal structuring, corporate strategy and value added, financing and tax consequences, to name a few topics. Prerequisite: Completion of core courses. Quarter Credit Hours 4.5

**FISV6040 SPECIAL TOPICS**

This course will offer the student a practical approach to understanding various topics facing financial managers today. As the role of the finance person evolves to become an intricate part of the management team, the student will need to explore the interrelated issues of finances to the overall company operations. The topics will be presented on a high level to allow the student a general understanding. The use of financial periodicals and case studies will serve as the text for this course. Prerequisites: FISV5001 and completion of required foundation courses. Quarter Credit Hours 4.5

**FISV6045 REAL ESTATE FINANCE**

This course is designed for students seeking a clear understanding of the analytical methods and financial decisions involved in investment real estate. It provides an overview of commercial properties including office and retail as well as investment residential properties. Topics also include financing techniques, quantitative approaches to property valuation, risk analysis, real estate development and real estate investment trusts. This course uses the case study method to analyze individual real estate investment opportunities. Prerequisite: Completion of core courses. Quarter Credit Hours 4.5

**FISV6050 STRATEGIC FINANCIAL PLANNING**

This course will offer students a practical approach to understanding the budgeting process. Students will be exposed to the complete cycle of budgeting, from understanding the strategic plan that initiates the budget process to auditing the results. Students will see the interrelating components of the operational budget to the capital budget and how these build to the cash flow budget. Students will be able to translate the cash flow necessary to support the strategic plan to financing requirements that need to be met by banking or other sources. Students will apply research techniques in coordinating a comprehensive strategic plan with a particular industry. Prerequisites: Completion of required foundation courses and FISV5001 or HOSP6070. Quarter Credit Hours 4.5

**FISV6055 SERIES 7 PREPARATION**

This course is designed for students wishing to take the SEC Series 7 exam for certification. Prerequisite: Completion of core courses and permission of instructor. Quarter Credit Hours 4.5

**FISV6060 MANAGING CAPITAL MARKETS**

This course will offer students a practical approach to understanding the best way to finance a firm for the needs outlined by management. Students will learn how to manage a banking relationship and research various methods to finance a company's strategic plan. Discussions center on companies that expand and those that downsize their businesses. Prerequisite: Completion of required foundation courses. Quarter Credit Hours 4.5

**GRAD6083 FIELD EXPERIENCE**

This professional development course enables students to travel to one or more countries outside of the U.S., with the goal of studying contemporary entrepreneurial business issues on-site in an international setting. Prerequisite: Completion of required foundation courses. Quarter Credit Hours 4.5

**GRAD6093 GRADUATE CAREER CO-OP**

In this capstone experience for graduate students, experiential learning takes place in diverse industry settings commensurate with the student's prior experience and area of interest. Upon completion of a selective application and acceptance process, students perform in the workplace while simultaneously preparing a graduate-level report and presentation. Academic credit is awarded for this hands-on paid or unpaid experience, which can take place domestically or internationally. Prerequisites: 18 quarter credit hours, a 3.5 GPA or higher at the time of application, and meeting all other eligibility requirements. Quarter Credit Hours 4.5

**HOSP5000 HOSPITALITY AND TOURISM INFORMATION TECHNOLOGY**

This course provides managers with an understanding of the uses of computer systems, software applications and other technology as they apply to the hospitality and tourism industries. Students learn to recognize quality data and manage with information through report generation, while modeling techniques used by managers to enhance tactical and strategic business problem solving. The course emphasizes decision-making that integrates technology with operations, strategic planning and financial management concepts. Quarter Credit Hours 4.5

**HOSP6005 HOSPITALITY AND TOURISM BUSINESS POLICY AND STRATEGY**

Using a case study and seminar approach, this course provides participants with a firm understanding and appreciation of various managerial strategies available in the hospitality industry. Emphasis will be placed on those marketing and financial concepts specific to the creation of long term business strategies. Students will be encouraged to identify and apply strategies appropriate to market leaders, growth companies, firms entering the business, and those wishing to grow through mergers and acquisitions. Students will develop the skills necessary to 1) guide decision-making regarding acquisition and development of hospitality and tourism-related businesses, and 2) analyze the role of franchising in the strategic planning of a business. Prerequisites: HOSP6070, MGMT5001, MRKT5001 and completion of required prerequisite and foundation courses. Quarter Credit Hours 4.5

**HOSP6010 HOSPITALITY AND TOURISM GLOBAL ISSUES**

This advanced survey course focuses students on the scope and depth of management responsibility as senior property managers and corporate officers of various hospitality and tourism organizations. It provides students with the knowledge, skills, and attitudes necessary to undertake leadership responsibilities in the increasingly interdependent and complex hospitality industry. Group and individual research will examine trends as well as industry-wide problems and concerns of current interest. Prerequisite: Completion of required prerequisite and foundation courses. Quarter Credit Hours 4.5



**HOSP6030 FRANCHISING AND LICENSING**

This advanced course focuses students on the scope and depth of growing a business through cooperative strategies, especially franchising and licensing. The course covers key management, operations and legal issues involved with these growth strategies. Students learn to negotiate and manage contracts, foster franchisor-franchisee relationships through channel communication and create a sustainable competitive advantage. Prerequisite: Completion of core courses.

Quarter Credit Hours 4.5

**HOSP6035 HOSPITALITY INVESTMENTS**

This advanced course focuses students on the scope and depth of financial investments in the hospitality industry. Topics covered include the investment climate, hotel valuation techniques, sale and revenue management, bankruptcies, REITs and legal issues. Students refine their critical thinking, communication and decision-making skills regarding investment decisions, types of investment opportunities and current trends in hospitality investments. Prerequisite: HOSP6070 and completion of core courses.

Quarter Credit Hours 4.5

**HOSP6040 HOSPITALITY ASSET MANAGEMENT**

This advanced course focuses students on the scope and depth of financial responsibilities and value creation for owners of assets in the hospitality industry. Students discover the context of asset management and learn to negotiate and manage contracts, manage the owner/management relationship, and evaluate franchise/chain affiliations, investment decisions and capital expenditures. Prerequisite: HOSP6070 and completion of core courses.

Quarter Credit Hours 4.5

**HOSP6045 OPTIMIZING REVENUE AND CHANNEL DISTRIBUTION**

This advanced course focuses students on the scope and depth of revenue optimization and which channels of distribution are available to the manager. Students learn the strategic and tactical effects of various marketing strategies upon enhancing the revenues of a property. Topics include revenue management and the effects of technology upon maximizing revenues, as well as the ramification upon organizational structure, management relationships and legal implications. Group and/or individual research examines trends affecting this quickly evolving area. Prerequisite: HOSP6070 and completion of core courses.

Quarter Credit Hours 4.5

**HOSP6070 HOSPITALITY AND TOURISM FINANCIAL MANAGEMENT**

This course will examine the financial processes that middle and senior managers use in the day-to-day operation of businesses within the hospitality industry. It will aid specifically in the development of skill sets aimed at broadening a manager's ability to report cash flows effectively, analyze sales and sales mixes, establish pricing based upon using yield management, generate revenues, compare costs of product and productivity, make capital decisions based upon valid economic analysis, and use historical company and industry data to identify trends and forecast business activities. Prerequisites: HOSP6010 and completion of required foundation courses.

Quarter Credit Hours 4.5

**IBUS5020 CROSS CULTURAL LEADERSHIP**

This course introduces students to the concept of culture and its impact on international trade and business. The impact of culture on concepts of leadership, values, expectations and patterns of communication will be examined, both to demonstrate the importance of cultural sensitivity in global management and to assist students in developing their own strategies for effectively communicating and negotiating with individuals from other cultures. The course also examines a variety of ethical and evolving multiethnic workplace issues, including appropriate leadership styles for multicultural organizations. Students learn effective ways to research specific cultures and communications styles in order to prepare themselves for cross-cultural encounters. Through the use of case studies and role-playing simulations, students have an opportunity to apply their understanding of cultural and ethical issues to realistic business situations. Prerequisite: Completion of required foundation courses.

Quarter Credit Hours 4.5

**IBUS6010 RUSSIA AND EASTERN EUROPE**

This course provides students with a basic knowledge of the economic, political, cultural and geographic structures of Russia and Central and East European countries. It uncovers the current and future problems within these countries and demonstrates how events there might affect business in students' own countries and regions. Coursework includes student participation in lectures and discussions, interaction with guest speakers, and research to appropriately respond to the realities of a global age. Prerequisite: Completion of required foundation courses.

Quarter Credit Hours 4.5

**IBUS6020 INTERNATIONAL BUSINESS NEGOTIATIONS**

This course is designed to provide students with the theory and practice of international business negotiation that would allow them to conduct talks successfully in a variety of international settings. It will expose the students as managers to a broad spectrum of business negotiation issues across the board and assist them to feel comfortable in an interactive international trade environment. A basic assumption of the course is that the contemporary manager handling business internationally is required to have both analytic and interpersonal skills to conduct full-fledged negotiation effectively and successfully. This course is designed to give students the opportunity to develop these types of negotiation skills through a learning experience. Every class will deal with an aspect of negotiation in depth, explain various key notions, discuss home-assigned readings, and investigate important issues that have been brought up with regard to the way prospective managers handle negotiation. Prerequisites: MGMT5001 and completion of required foundation courses.

Quarter Credit Hours 4.5

**IBUS6030 EUROPEAN UNION AND THE WORLD COMMUNITY**

The course is designed for the student who wants to acquire fundamental knowledge of the political, economic and institutional structures of the European Union and what it means for the approximately 375 million people who live under its jurisdiction. This course examines the reasons behind Europe's movement towards integration following World War II and traces its development over the last fifty years into one of the world's economic superpowers. By surveying key developments, institutions and policies, students become familiar with how the European Union affects its member states, citizens and the world, both economically and politically. Prerequisite: Completion of required foundation courses.

Quarter Credit Hours 4.5

**IBUS6035 GLOBAL TRADE AND FINANCE**

This course reviews the various theories and practices of international trade, importing, exporting, finance and international risk assessment. Topics examined include the balance of payments, foreign exchange markets and letter of credit. In addition, students gain insight into the ethical, international and multicultural dimensions of organizational behavior. The effective use of the international Trade Data Network is an integral part of this course. Prerequisite: Completion of core courses.

Quarter Credit Hours 4.5

**IBUS6040 SPECIAL TOPICS**

This course focuses on an intensive study of one or more topics in the area of international trade that are not presently offered in the curriculum. The selection of topics will typically be inspired by a current development or emerging trend that affects trade either globally or in an important region. Special interests that students might have will also determine the selection of topics. Emphasis will be given to exploring techniques that practitioners can use to effectively deal with the problems and opportunities raised in the topics under consideration. Prerequisite: Completion of required foundation courses.

Quarter Credit Hours 4.5

**IBUS6045 INTERNATIONAL RELATIONS AND ORGANIZATIONS**

This course introduces students to the basic principles and institutions of international relations that remain constant despite the challenges of current international conflict. The course focuses on international security, examining both power politics and alternatives to power. International conflict is examined and the work of international organizations analyzed. Enforcement of international law and the use of conflict resolution is proposed. Students examine the international economy and discuss problems arising from the North-South gap. Course requirements include research, class discussion and presentation. Prerequisite: Completion of core courses.

Quarter Credit Hours 4.5

**IBUS6080 ASIA AND THE PACIFIC RIM**

This course on contemporary issues in International Business is designed to introduce students of international business to the opportunities and challenges of doing business in East Asia, with a particular focus on China. Students will examine the key role of China in the historical, cultural and political evolution of modern East Asia in order to gain insight into contemporary economic and commercial issues. Discussions and presentations include topics on East Asian history, geography, societal structures, business ethics and values, and modern political and economic structures. The major research project for this course will be a group assessment of the business climate and risks associated with a direct foreign investment by a U.S.-based multinational corporation in selected East Asian countries.

Prerequisite: Completion of required foundation courses.

Quarter Credit Hours 4.5

**LAW5020 LAW FOR ACCOUNTANTS**

A study of security regulations, bankruptcy, wills and estates, antitrust, employment law and products liability. Special emphasis is placed on the legal liability of the accountant and professional responsibility.

Prerequisites: LAW3010 and completion of required prerequisite and foundation courses.

Quarter Credit Hours 4.5

**MATH5000 QUANTITATIVE ANALYSIS FOR PROBLEM SOLVING AND DECISION MAKING**

This course uses a problem-based, case study, and personal computer approach to solving business and organizational problems. Special emphasis is given to making well-informed decisions with numerical data. The aim of the course is to show the student by example that numerical and statistical analysis clarifies and sheds light on complex situations. During analyses, students will draw meaningful and useful conclusions and learn much about a problem. Drawing existing models, theories and examples presented in class, students will use the power of the personal computer for calculations. Upon course completion, students will be trained to develop a system of general principles in performing data analysis that is widely applicable to the business sector.

Quarter Credit Hours 4.5

**MGMT5000 MANAGEMENT AND THE GLOBAL ECONOMY**

This course emphasizes the main functions of management: planning, controlling, organizing, staffing and directing. In addition, international market entry strategies and the challenges of doing business in a multicultural environment are examined. Economic, political and social risk factors as they relate to management in a global economy are reviewed.

Quarter Credit Hours 4.5

**MGMT5001 ORGANIZATIONAL BEHAVIOR FOR EFFECTIVE LEADERSHIP**

This course will review how managers can become effective leaders by drawing on a knowledge of the contemporary concepts, theories and skills used in the field of organizational behavior. In addition to developing diagnostic and problem solving skills, a major focus of this course will be helping students develop a professional competency in the interpersonal skills that numerous studies have shown to be critical for being a successful leader in an organization. Particular emphasis will be placed on the ethical, international and multicultural dimensions of organizational behavior. Students will engage in experiential exercises and conduct research on selected topics in the fields of leadership and organizational behavior. Prerequisites: Completion of required prerequisite and foundation courses.

Quarter Credit Hours 4.5

**MGMT5002 HUMAN RESOURCE ISSUES**

This course will review how general managers in both domestic and international organizations can address traditional human resource concerns—employee recruitment, selection, training, motivation, compensation and performance appraisal—within the context of strategic planning.

Prerequisites: Completion of required foundation courses.

Quarter Credit Hours 4.5

**MGMT5019 CAREER ASSESSMENT AND PLANNING**

This course provides students with key tools that will enable them to plan and advance their careers. Students perform self-assessments, conduct informational interviews and plan their own career portfolios.

Prerequisites: Completion of required prerequisite and foundation courses.

Quarter Credit Hours 2.25

**MGMT5030 CAREER SELF-MANAGEMENT FOR ACCOUNTANTS**

This course provides accounting students with key tools they can use to successfully manage their careers. Students perform self-assessments, conduct informational interviews and plan their own career portfolios.

Quarter Credit Hours 2.25

**MGMT5040 SPECIAL TOPICS**

This course will examine in detail current problems facing management in a global economy. Prerequisites: Completion of required foundation courses.

Quarter Credit Hours 4.5

**MGMT5055 PROFESSIONAL ETHICS**

The focus of this course is enhancing the capacity in students to make difficult and necessary ethical choices on the basis of limited information and frequent conflicting values. In their future roles as professionals in a chosen field, students will face moral temptation and ethical dilemmas that resist easy answers or simple formulas for action. A major goal of this class is to prepare students to ask important questions, test the strengths and limits of various approaches to seeking answers, and act more thoughtfully, courageously, and creatively in uncertain situations. Students explore the ethical decision-making process, professional codes of ethics and accepted standards of practice, and major ethical issues confronting professionals in their fields today and in the near future. Prerequisite: Completion of required foundation courses.

Quarter Credit Hours 2.25

**MGMT5060 THE LEADER AS COACH**

This is an advanced management course that will enable students to gain competence in the specific techniques that effective leaders use to empower their workforce through coaching. Students will learn the fundamental theories of coaching through selected readings and class presentations, and use this knowledge to engage in experiential exercises. During these exercises, students will receive feedback on their technique. Once competence is gained in fundamental skills, students will be encouraged to develop their own personal method of coaching and to adapt their style of coaching to different situations. Particular emphasis will be given to dealing with cultural issues encountered when coaching a global workforce. Students will conduct research through self-assessments and group projects on selected topics in coaching. Prerequisites: MGMT5001 and completion of required foundation courses.

Quarter Credit Hours 4.5

**MGMT6001 BUSINESS POLICY AND STRATEGY**

This interdisciplinary capstone core course focuses on how to create, identify and manage competitive advantage within an organization. Students are encouraged to use skills and insights developed during prior coursework as they strategically analyze contemporary business issues and cases.

Throughout the course, particular emphasis will be placed upon developing both a strategic perspective and a global viewpoint. Students formulate strategies and tactics that are appropriate for the different organizations under consideration. Readings, exercises and class discussions will focus on real world examples of strategic issues that students are likely to encounter as managers of organizational units. Tools and techniques for performing strategic analyses and stimulating innovative problem-solving in a highly competitive global environment will be covered in detail. Students will complete a major comprehensive project that will be graded collaboratively. Prerequisites: Completion of nine graduate courses, including all core course requirements, and completion of required foundation courses.

Quarter Credit Hours 4.5

**MGMT6010 PROJECT LEADERSHIP**

This is an advanced management course that will enable students to gain competence in the specific techniques used by effective managers to lead projects of limited duration. Project leadership is presented as a particularly effective technique for managing people in the service industries, technical specialists and professionals of all kinds. In addition to reviewing the traditional theories of project leadership, the professor will introduce team-based process analysis, several practical analysis tools, and research methods that can be used for everyday task and project leadership. Particular emphasis will be given to leading global, multicultural project teams that employ virtual as well as face-to-face meetings. Prerequisites: MGMT5001 and completion of required foundation courses. Quarter Credit Hours 4.5

**MGMT6020 LEADING ORGANIZATIONAL CHANGE**

This is an advanced course that focuses on the human side of leading organizations through periods of change. Major change models developed by behavioral sciences will be explored in depth so that students can appropriately diagnose the change strategies needed in particular situations. Research methods used by practitioners for diagnosing organizational issues associated with change will be studied and applied. Particular emphasis will be given to dealing with cultural issues embedded in the global context of many change efforts. Presentations by distinguished practitioners, case analyses and experiential exercises will strengthen students' skills and improve their understanding of the key concepts. Prerequisites: MGMT5001 and completion of required foundation courses. Quarter Credit Hours 4.5

**MGMT6030 ENTREPRENEURSHIP**

This advanced management course enables students to gain competence in the specific techniques used by successful entrepreneurs. This course examines entrepreneurial myths and realities, as well as the concept of corporate entrepreneurship. Prerequisites: Completion of core courses. Quarter Credit Hours 4.5

**MGMT6035 ASSET PROTECTION STRATEGIES**

This course provides students with a firm understanding and appreciation of a corporate asset protection program. Students learn the strategies to ensure cost-effective protection of assets such as employees, facilities, and proprietary tools, etc. The course provides the techniques used to identify the threats, vulnerabilities and risks to assets. As future managers, students learn the controls to put in place to minimize the possibility of fraud, waste, abuse, theft and damage to those assets. Students develop a corporate asset protection program that includes protection plans, policies and procedures. Prerequisite: Completion of core courses. Quarter Credit Hours 4.5

**MGMT6040 EVENT SECURITY PLANNING**

This course offers students a practical approach to assess the security needs of an event prior to and during its occurrence. Students learn how to conduct advance work in order to develop a security plan specifically designed for that event. Some of the advance work includes establishing a security operations center, establishing physical security and information security controls, and identifying the needs for personnel and executive protection. The course provides strategies to assist managers in planning for contingencies as part of the security plan. Students develop a binder of security techniques that addresses the major concern and practices associated with providing security during special events. Prerequisite: Completion of core courses. Quarter Credit Hours 4.5

**MGMT6045 ISSUES IN CORPORATE SECURITY**

This course is designed for students who are planning a managerial career in business administration. It provides an overview of current issues in corporate security and instills an awareness of change in security and safety measures after September 11, 2001. In today's rapidly changing society, this course defines the students' role as a manager of corporate security issues in the workplace. Prerequisite: Completion of core courses. Quarter Credit Hours 4.5

**MGMT6050 LABOR RELATIONS**

This course studies the development of labor unions and labor legislation in the U.S. The course surveys the effects of union organization and representation, collective bargaining and negotiation, the grievance and arbitration process, and the laws, agencies and issues impacting labor-management relations in the public and private sector. The course also reviews basic provisions of a collective bargaining agreement and contract administration. Prerequisite: Completion of core courses. Quarter Credit Hours 4.5

**MGMT6055 LEGAL ISSUES IN HUMAN RESOURCES**

Students in this course study the various legal issues that employers and employees must confront in today's corporate environment. The course involves examination and discussion of issues such as discrimination, wrongful termination, appropriate hiring and personnel practices, considerations with a unionized workforce, workers compensation and various other legal issues. Prerequisite: Completion of core courses. Quarter Credit Hours 4.5

**MGMT6060 ORGANIZING PROFESSIONAL DEVELOPMENT PROGRAMS FOR ADULT LEARNERS**

This course assists the human resource manager in planning, developing and administering programs for staff. It includes a study of principles of adult learning, evaluation and assessment of adult learners, and methods follow-up. The course also addresses techniques for the evaluation and review of external programs. Prerequisite: Completion of core courses. Quarter Credit Hours 4.5

**MGMT6065 WAGE AND SALARY ADMINISTRATION**

This course reviews the fundamentals of wage and salary programs, including the development of job descriptions, performing job evaluations, conducting salary surveys, adjusting pay structures, considering differentials, and relating pay to performance. Benefit programs and related employee incentive and service programs are also covered. Ways to link performance to both monetary and non-monetary rewards will be reviewed, including profit sharing, bonus plans, stock options, awards and special rewards for managerial personnel. Legislative restraints and tax treatments are discussed and behavioral theories are highlighted as they apply in this area. The incorporation of technology as it relates to Human Resource Management Systems that increases efficiency in pay, benefits administration, and aligning HR with organizational activities are also covered. The synthesis of pay, benefits administration and HR technology integrates the selection, development and administration of practical programs and systems. Prerequisite: MGMT5002. Quarter Credit Hours 4.5

**MGMT6070 MANAGING NOT-FOR-PROFIT ORGANIZATIONS**

This introductory course in nonprofit management is designed to introduce the student to the creation, development and management of a nonprofit organization. Quarter Credit Hours 4.5

**MRKT5000 MARKETING CONCEPTS**

This introductory course is designed to prepare graduate school candidates with the level of knowledge necessary to succeed in requisite courses. It presents the major principles and practices of marketing. Emphasis is placed on marketing strategies, the target consumer, market analysis, positioning and differentiating products, and promotional strategies. Quarter Credit Hours 2.25



**MRKT5001 STRATEGIC SERVICES MARKETING**

This course assists students in identifying the role of consumer behavior in marketing services and the various marketing strategies and opportunities commonly used in the services industry. Students perform assessments of various marketing plans common to the services industry and demonstrate strategic thinking in situated examples. Students discuss the unique elements of the service industry as they affect marketing strategies, use various analytical tools to measure marketing strengths and weaknesses of a firm, and indicate the specific marketing opportunities within a company that are most likely to produce profits.

Prerequisite: Completion of required foundation courses.

Quarter Credit Hours 4.5

**MRKT5030 CONSUMER BEHAVIOR**

This course focuses on the consumers "act of buying" in a global environment by exploring the diverse experience with buying, having and being. Topics such as the role of demographics, culture and the role of women and minorities are treated. Technology and its impact on consumer power is a focus of the course. Prerequisite: Completion of core courses.

Quarter Credit Hours 4.5

**MRKT6010 ADVERTISING AND PROMOTIONAL STRATEGIES**

This course is focused on researching the marketplace, forecasting, planning, problem solving, and decision making as they apply to promotional activities. Students will investigate the various areas of promotion in addition to learning the skills necessary to work with an outside agency or an internal department. Analysis of the major components: personal selling, advertising, sales promotion and public relations. Topics discussed include advertising objectives, budget, media strategies, client-agency relationships, and measuring advertising effectiveness. Prerequisites: MRKT5001 and completion of required foundation courses.

Quarter Credit Hours 4.5

**MRKT6030 ADVANCED MARKETING RESEARCH**

This course is designed as an advanced study covering the total process of generating, transforming and appraising data into relevant information for the marketing decision-maker. Emphasis is placed on the utilization and analysis of research data. Additional areas discussed are research methodology, design techniques, survey development, sampling theories and techniques of statistical data analysis. Prerequisites: MRKT5001, RSCH5200 and completion of required foundation courses.

Quarter Credit Hours 4.5

**MRKT6035 BRAND MANAGEMENT**

This advanced marketing course focuses on the role of brand management in organizations, both large and small. A key component of this course is the historical development and current evolution of brands. The role of technology is explored. Current issues in brand management are an integral part of this course. Prerequisite: Completion of core courses.

Quarter Credit Hours 4.5

**MRKT6040 e-COMMERCE STRATEGIES**

This course will provide students with a broad overview of the technology available for businesses. Systems and application of various types of electronic commerce entities will be discussed with a practical approach to their usage. The paradigm shift of technology in business, including the intranet, extranet and Internet, will be discussed. Additional topics covered include legal issues, personnel and staffing, video-conferencing and databases. Students are expected to have a working knowledge of computers. Prerequisites: Completion of required foundation courses.

Quarter Credit Hours 4.5

**MRKT6045 GLOBAL MARKETING**

This course exposes students to domestic and international marketing concepts and philosophy as they relate to organizations. Students learn to create and utilize marketing strategies. An analysis of corporate international strategy and industry structure is included. A review of historic and geopolitical international involvement, as it relates to business strategy, is examined. Prerequisite: Completion of core courses.

Quarter Credit Hours 4.5

**MRKT6050 SPECIAL TOPICS**

This course is an intensive study of one or more contemporary issues within the marketing industry. Emphasis is placed on literature review, case analysis and industry insight. Current events and industry demand will dictate the specific topics discussed. Situation analysis and strategies of the current marketplace will be discussed. Student special interests may also create demand for a course offering. Prerequisites: MRKT5000 and completion of required foundation courses.

Quarter Credit Hours 4.5

**RSCH5100 RESEARCH AND ANALYSIS**

This course enables graduate students to design and implement research in business and related disciplines. Students develop conceptualizations of research problems based on a critical review of research literature.

Current examples are used to illustrate applications of quantitative, qualitative and theoretical approaches to inquiry and research. The language, logic, major concepts, strengths, weaknesses and limitations of these approaches are noted. Practical implications of researching in business and industry are emphasized.

Quarter Credit Hours 4.5

**RSCH5110 CONDUCT OF INQUIRY**

This course introduces students to the basic methods of acquiring and reporting information used in business and academic reports. Subject matter includes the distinction between facts and opinions, bibliographic research, the value of "peer review," the critical assessment of information, and methods for the objective presentation of quantified information (charts and tables). Prerequisites: RSCH5100 and completion of required prerequisite and foundation courses.

Quarter Credit Hours 2.25

**RSCH5200 RESEARCH AND ANALYSIS II**

This course is designed as the basic research and analysis class for graduate students. Subject matter addresses basic research methodology and introductory inferential statistics. Prerequisites: RSCH5100 or equivalent, RSCH5110.

Quarter Credit Hours 4.5

## School of Education Courses

### **EDUC5004 INTRODUCTION TO STANDARDS-BASED EDUCATION**

Through course content and instructional modeling, participants are introduced to constructivist philosophy and its relationship to standards-based curriculum, assessment and instruction. The course takes participants through the process of constructing a variety of assessments through a standards-based conceptual framework, understanding how assessment is intricately woven into the teaching and learning process, and developing strategies for reflecting, recording and reporting on student learning. Additionally, using Internet resources, participants research school data that assesses student learning of standards and use it to identify school and classroom targets for improvement.

Quarter Credit Hours 4.5

### **EDUC5012 TEACHING LITERACY IN THE CONTENT AREA**

This course offers prospective teachers the opportunity to study literacy as a language, thinking and social process. Special emphasis is placed upon the techniques of teaching content vocabulary, applicable study skills, and upon the adaptation of materials to meet the differing needs of a diverse classroom population. Readability levels, reading competency levels, various methods of student assessment, and models of directed reading activities are discussed.

Quarter Credit Hours 4.5

### **EDUC5014 EARLY CHILDHOOD CURRICULUM DEVELOPMENT AND STRATEGIES**

This course explores what early childhood educators do in the classroom setting. Environmental design, curriculum materials, curriculum models, teaching methods and strategies in the early childhood setting are some of the areas covered in this course. Students investigate various early childhood curriculum approaches including learning centers and interest areas, unit teaching, project approaches, peer and cooperative learning systems, teaming and other curriculum innovations. Candidates are involved in designing, developing, implementing and evaluating early childhood curricula and teaching strategies. Prerequisites: EDUC5060.

Quarter Credit Hours 4.5

### **EDUC5018 FINANCIAL PLANNING, BUDGETS AND FUNDING SUPPORT FOR EARLY CHILDHOOD PROGRAMS**

This course is designed to assist in the financial planning and fiscal operations of early childhood programs. Topics include: setting up the program, materials, supplies, salaries, budgeting, regulatory and tax information, fees, personnel, marketing, insurance, cash flow, accounting, and grant writing. The administration of sliding fee scales and other state and federal support initiatives are covered. Fund seeking, fund raising, parent advisory and parent organizational support for programs is highlighted. Approaches for researching and defining the goals and needs to support grants and grant writing is also explored. Prerequisites: EDUC5060.

Quarter Credit Hours 4.5

### **EDUC5040 BALANCED LITERACY: CURRICULUM, INSTRUCTION AND ASSESSMENT**

The Balanced Literacy Model consists of teaching phonemic awareness, phonics, vocabulary/word study, fluency and comprehension through the integration of reading, writing, listening and speaking. Participants in this course study and practice research-based, instructional strategies that meet the needs of diverse learners. Additionally, candidates integrate English language arts with a specific content area and technology to design interdisciplinary standards-based learning experiences.

Quarter Credit Hours 4.5

### **EDUC5050 ENHANCING STUDENT LEARNING THROUGH THE ARTS**

This course emphasizes purposes, standards and methods of instruction for teachers in visual art and music. It surveys the historical, philosophical, procedural and curricular processes involved in elementary classroom art and music in order to integrate the arts within the teaching of other classroom disciplines. Through library and Internet research, students prepare instructional units that integrate elementary art and music with emphasis on standards, grade appropriate subject matter, art media, music and technology.

Quarter Credit Hours 1.5

### **EDUC5060 ADMINISTRATION AND LEADERSHIP OF EARLY CHILDHOOD PROGRAMS**

This course specializes in the various aspects of planning, designing and operating early childhood programs (in-home providers, family child care programs, preschool/nursery school, day care, school age child care, etc.). Candidates focus on needs assessment, local, state and national licensing, regulatory procedures, funding, staffing, staff development, health and safety, food nutrition programming, curriculum design and programming, evaluation systems for children, staff and program. Emphasis is placed on exploring effective approaches to administering high quality early childhood programs. Prerequisite: PSYC5000 or director's permission.

Quarter Credit Hours 4.5

### **EDUC5310 EXPLORATION OF TEACHING AND LEARNING**

This course examines fundamental principles, beliefs and issues in teaching and learning. Participants explore these areas of inquiry to develop a vision of effective teaching for all students that will serve as a foundation for the Teaching and Learning master's degree program. Emphasis is on the importance of teacher quality and developing quality teaching. Various theories and philosophies will be explored to evaluate their role in accomplished teaching. Equal emphasis is also given to the critical role of research and data to guide instruction and instructional planning. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging concept of teaching excellence. Additionally, participants will begin their capstone project by identifying issues of interest within their teaching context that merit deep exploration. Prerequisite: Enrollment in the Teaching and Learning M.Ed. program.

Quarter Credit Hours 9.0

### **EDUC5320 MONITORING AND MANAGING STUDENT LEARNING**

This module examines student learners, their role in the teaching and learning equation, and how teachers can impact the learning process. The course focuses on the interactive nature of teaching for learning in which the teacher continuously and proactively supports student learning. The course emphasizes three major themes: 1) discovering how students learn and using this knowledge to support student learning by designing effective learning environments; 2) knowing students as individuals and how their backgrounds, strengths and challenges affect teaching and learning; 3) connecting the first two themes to discover the essential role of the teacher, actively monitoring and managing the learning environment and student learning. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging mastery and use of strategies to support student learning. Prerequisite: EDUC5310 or department permission.

Quarter Credit Hours 9.0

### **EDUC5330 STANDARDS, CURRICULUM AND INSTRUCTIONAL DESIGN**

This module examines the nature and roles of standards, curriculum and instructional design in teaching for learning. The major focus of the course is on the essential integration of standards, curriculum and instructional design to facilitate deliberate and strategic planning for student learning. Emphasis is on identifying how standards support student learning, the relationship between curriculum and classroom instruction, and the locus of the teacher in planning and designing effective learning experiences. An additional theme of the course is the teacher's crucial roles as designer, producer, consumer and critical reviewer of the three. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging facility and expertise with standards, curriculum and instructional design. Prerequisite: EDUC5320 or department permission.

Quarter Credit Hours 9.0

### **EDUC5401 STRATEGIES FOR TEACHING MATHEMATICS THROUGH LITERACY AND TECHNOLOGY**

This course is based on the AFT/RIFHP's ER&D Thinking Mathematics. It examines current research in best practices for delivering mathematics instruction. Value is placed on thinking, reasoning, communicating mathematically, and making connections among mathematical ideas and real-world situations. The foundation for delivering instruction is based on Thinking Mathematics Ten Principles, which have emerged from current scientifically, based research, including the Third International

Mathematics and Science Study (TIMSS). Participants use various protocols for looking at student work for a variety of reasons. Although designed for teachers in elementary school, this course is recommended for all teachers of mathematics regardless of grade level. This course provides participants with an opportunity to deepen their mathematical understandings and align their instructional practice with research-based strategies resulting in improved student performance. Quarter Credit Hours 4.5

#### **EDUC5402 STRATEGIES FOR TEACHING SCIENCE THROUGH LITERACY AND TECHNOLOGY**

This course is designed to critically analyze curriculum and the process of teaching and learning science with a technology component. Current theories regarding instructional strategies for science, the application of language arts skills in the content area, and uses of various technologies in the classroom are integrated into the course. Emphasis is placed on a student-centered approach to science including discovery, inquiry and experimentation. Consistent with the hands-on approach to developing aspiring teachers, field experiences play a vital role in this course. Quarter Credit Hours 4.5

#### **EDUC6004 METHODS OF TEACHING CULINARY ARTS**

This methods course provides knowledge of the principles and techniques of instruction as it pertains to the experiential classroom of culinary arts. Emphasis is on long-range and daily lesson plans; methods, tools and skills of instruction; and the organization of instructional materials and supplementary materials in order to accommodate the special needs and individual differences among students in today's diversely populated secondary school classrooms. The importance of staying abreast of professional practices, trends, and research is stressed via an outside reading list. Prerequisites: EDUC5004, SPED5001, EDUC5040. Quarter Credit Hours 4.5

#### **EDUC6010 FAMILY INVOLVEMENT IN EARLY CHILDHOOD EDUCATION**

This specialized course explores the importance of family interaction with the early childhood educator. Candidates are provided with an overview of parent-child interactions, parent involvement, parent education, and parent participation approaches in early childhood settings. Family diversity, family interests and needs, cultural perspectives and various family circumstances are explored in order to build greater understanding, awareness and sensitivity. Family professional partnership models which support young children, their families and early childhood programs are also highlighted. Prerequisites: EDUC5060. Quarter Credit Hours 4.5

#### **EDUC6012 PLAY IN EARLY CHILDHOOD: THEORY, RESEARCH AND PRACTICE**

This course investigates one of the most important means that young children have in growing, learning and developing through play. Theories of play, effective approaches to enhance play, methods to support healthy development in all five developmental domains, and the use of materials and resources that promote play, are explored. Candidates are involved in analyzing and evaluating play materials, resources and play curriculum models. Prerequisites: EDUC5060. Quarter Credit Hours 4.5

#### **EDUC6020 CURRICULUM DEVELOPMENT FOR CULINARY PROGRAMS**

This course helps students develop a standards-based culinary curriculum. Current theories and standards are analyzed regarding the curriculum design process. Students identify standards, formative and summative assessment measures, instructional strategies, and resources for student achievement. Prerequisite: EDUC5004. Quarter Credit Hours 6.0

#### **EDUC6021 SPECIAL TOPICS**

This course is an intensive study of one or more contemporary issues related to the administration and leadership of early childhood programs. Emphasis is placed on current research trends, events and issues that the early childhood education field currently faces. Candidates focus on current events which assist to focus on the specific topics discussed. Candidate special interests are also explored within the context of the topics presented. Prerequisites: EDUC5014, EDUC5018, EDUC6010, EDUC6012. Quarter Credit Hours 4.5

#### **EDUC6023 STAFF DEVELOPMENT, SUPERVISION, MENTORING AND MOTIVATION IN EARLY CHILDHOOD EDUCATION**

This course explores one of the most important factors in high quality early childhood programs: the early childhood staff. Candidates in this course investigate staff-child, staff-staff and staff-parent communication and interactions systems. Goal development, program philosophy, recruiting, hiring and orientation systems for staff are covered. Staff development, staff communications, team building, curriculum design and evaluation, conflict resolution and staff evaluation are also covered. Candidates investigate aspects of teacher development and professionalism, mentoring, peer and team teaching, leadership skills and development. Pre-service, in-service and professional development are also discussed. Prerequisites: EDUC6021, EDUC6028. Quarter Credit Hours 4.5

#### **EDUC6025 CAPSTONE PROJECT: CULINARY EDUCATION**

This capstone course affords students the opportunity to apply theory learned throughout the program and conduct new research in order to design a curriculum for a secondary and/or postsecondary culinary arts program. The participant engages in an action research study that results in identifying best practices in culinary education and recommendations for curriculum improvement. Prerequisite: EDUC6020. Quarter Credit Hours 6.0

#### **EDUC6028 PUBLIC POLICY AND LEADERSHIP IN EARLY CHILDHOOD**

This course provides students with a historical overview of public policy and young children. Legislative action; local, state and federal mandates; public laws and legislative initiatives are investigated. Child advocacy, the creation of bills, lobbying practices, legislative action and other public policy issues are raised. Candidates meet with local, state and federal legislators to discuss public policy as it relates to early childhood education. Prerequisites: EDUC5014, EDUC5018, EDUC6010, EDUC6012. Quarter Credit Hours 4.5

#### **EDUC6032 INCLUSIVE SETTINGS FOR YOUNG CHILDREN WITH SPECIAL NEEDS: AN ADMINISTRATOR'S PERSPECTIVE**

This course provides perspectives and views related to the inclusion and support for atypically and typically developing young children. PL: 94-142, PL: 99-457, IDEA, ADA and the most recent theory, research and best practices related to young children with special needs, are explored from the administrators' perspective, including the IEP and IFSP processes, child and family support systems, staff development, legal issues related to the inclusion of young children with special needs, and how best to support their optimal growth and development. Prerequisites: EDUC6010, EDUC6012. Quarter Credit Hours 4.5

#### **EDUC6035 EDUCATIONAL RESEARCH IN EARLY CHILDHOOD ADMINISTRATION AND LEADERSHIP**

This course prepares candidates in their individual research interests related to Early Childhood Administration and Leadership. Research design, qualitative and quantitative analysis, data collection systems, analysis of data, reporting and formatting of early childhood research is highlighted. Candidates prepare their research proposals for the completion of their master's degree and work with their instructor and faculty advisor. Prerequisites: EDUC6021, EDUC6028. Quarter Credit Hours 4.5

#### **EDUC6040 CAPSTONE ACTION RESEARCH PROJECT: EARLY CHILDHOOD ADMINISTRATION AND LEADERSHIP**

This course is the final compilation and presentation of the candidate's individual action research project related to Early Childhood Administration and Leadership. Candidates are required to provide a final oral presentation accompanied by a completed written paper. The presentation is open to the university community, faculty advisors and the early childhood community. Prerequisite: EDUC6035. Quarter Credit Hours 4.5





#### **EDUC6071 STUDENT TEACHING PRACTICUM: ELEMENTARY**

Students in this course spend eight weeks in a teaching situation at a public school site under the direct supervision of a elementary education cooperating teacher. Student teachers plan lessons and demonstrate their ability to teach and work effectively. By the end of the course, student teachers are required to produce a student teacher's portfolio, which includes a notebook/daily log of their student teaching experiences. Prerequisites: Completion of all required program courses, passing score on Praxis II Elementary Education Content Area Exam, director's permission.

Quarter Credit Hours 6.0

#### **EDUC6075 STUDENT TEACHING PRACTICUM: CULINARY EDUCATION**

Twelve weeks are spent in a teaching situation at a public school or university site under the direct supervision of a cooperating teacher. Student teachers are responsible for planning lessons and shall demonstrate their ability to teach and work effectively. The production of a student teacher's portfolio, which includes a notebook/daily log of the student teaching experience, is required. Prerequisite: Completion of all required program courses.

Quarter Credit Hours 9.0

#### **EDUC6310 INSTRUCTIONAL STRATEGIES AND RESOURCES**

This module examines the field of instructional strategies and resources and their impact on student learning. The course focuses on those strategies and resources that effective teachers use to support students and their learning: teaching as an iterative process, matching instructional strategies and resources with evidence of student learning. An additional theme is the intentional use of strategies and resources that are based on research, best practice, content and student needs. Equal emphasis is also given to the essential role of reflection and revision as effective teachers continuously monitor and learn from their practice. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging expertise with the selection and use of instructional strategies and resources. Prerequisite: EDUC5330 or department permission.

Quarter Credit Hours 9.0

#### **EDUC6320 ASSESSMENT FOR LEARNING**

This module examines the field of assessment, major issues and trends, and the impact of assessment on teaching and learning. As the title suggests, the course focuses on assessment as a teaching and learning strategy as opposed to simply being a matter of testing and evaluating. Emphasis is on assessment epistemology, the variety and purposes of assessment, and how assessment and resulting data are used to guide and inform instruction. A major theme of the course is formative assessment as a tool to effectively monitor, respond to and develop student learning. Emphasis is also given to the use of rubrics, collaboratively looking at student work, and the students' role in assessing their learning. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging concept of assessment for learning. Prerequisite: EDUC6310 or department permission.

Quarter Credit Hours 9.0

#### **EDUC6330 MULTIPLE ROLES OF TEACHERS**

This module explores the multiple and critical roles effective teachers engage in and fulfill to support student learning and advance the goals of the school community. The module emphasizes how and why effective teachers, beyond their instructional responsibilities, must act as leaders, learners, collaborators, professionals and connectors between the school, families and communities. While examining these various roles, participants demonstrate, share and reflect upon evidence of their emerging engagement in them. As the last course in the Teaching and Learning master's degree program, this module allows participants to connect and synthesize learnings and central themes that have evolved during their work in the program. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context and develop a path for continuous future growth. Participants will apply learning to their capstone project and present their findings and recommendations. Prerequisite: EDUC6320 or department permission.

Quarter Credit Hours 9.0

Continued on Page 58 ➞

## GUIDE TO THE ALPHA-NUMERIC COURSE NUMBERING SYSTEM

### Alpha

#### Code Discipline

*Alan Shawn Feinstein*

*Graduate School*

EVNT Event Leadership

GRAD Graduate Studies

TOUR Tourism Planning

*Career Development*

CAR Career Management

*College of Business*

ACCT Accounting

ADVC Advertising  
Communications

BUS Business

ECON Economics

ENTR Entrepreneurship

EQN Equine

FISV Financial Services  
Management

IBUS International Business

MGMT Management

MRKT Marketing

RTL Retail

SEC Secretarial

*College of Culinary Arts*

BPA Baking & Pastry Arts

CUL Culinary Arts

NUTR Culinary Nutrition

*The Hospitality College*

FSM Food Service  
Management

HOSP Hospitality Management

IHTV International Hotel &  
Tourism

REC Recreation/Leisure  
Studies

SEE Sports/Entertainment/  
Event Management

THRP Therapeutic Recreation

TRVL Travel/Tourism

*School of Arts & Sciences*

ART Art

ENG English

ESL English Language Institute

FREN French

GER German

HIST History

LAW Law

LEAD Leadership Studies

LIT Literature

MATH Mathematics

PHIL Philosophy

PSCI Political Science

PSYC Psychology

REL Religion

RSCH Research

SCI Science

SOC Sociology

SPAN Spanish

SVL Service Learning

*School of Education*

CFS Consumer and Family  
Studies

EDUC Education

SPED Special Education

*School of Technology*

CAD Computerized Drafting

CGRA Computer Graphics

CSIS Computer Science

ENGN Engineering

FIT Foundations in Technology

ITEC Information Technology

TECX Technology Experiential  
Education

*Other*

ABRD Academic International  
Programs

PHYS Physical Education

PSKL Performance Skill Test

### Numeric Values

0001–0999 Non-credit  
and/or  
institutional  
credit courses

1000–1999 Introductory  
courses

2000–3999 Intermediate  
courses

4000–4999 Advanced courses

5000–6999 Graduate courses

7000–9999 Doctoral courses

### First Digit

1 Freshman level

2 Sophomore level

3 Junior level

4 Senior level

5/6 Graduate level

7/8 Doctoral level

### Miscellaneous

CS Denotes a career  
sampler course

GS Denotes a general studies  
course outside of the  
School of Arts & Sciences

H Denotes an honors  
course

HO Denotes an honors-option  
course

PT Denotes a course in which  
performance transcript  
skills are measured

SL Denotes a possible  
service learning module

WI Denotes a writing-  
intensive course





**PSYC5000 ADVANCED CHILD DEVELOPMENT**

This initial course explores human growth and development from birth to age eighteen. Theoretical perspectives of developmental psychology as well as the specific developmental domains of social, emotional, language, cognitive and physical-motor processes, are covered. Candidates investigate the relationship between developmental theory and how it fits into educational practices and decisions. Candidates focus on the ways in which children come to know and understand the world around them and how they become learners and thinkers. Advanced skills in observing children are also highlighted. Prerequisite: Director's permission.

Quarter Credit Hours 4.5

**SPED5001 INCLUSIVE TEACHING OF DIVERSE LEARNERS**

This course covers the theoretical perspectives and general procedures of educating adolescents with physical, emotional and cognitive disabilities. Special attention is given to the inclusion of students with disabilities in the regular education classroom. Candidates gain experience in planning instruction and assessment for students with disabilities.

Quarter Credit Hours 4.5

**SPED5002 CURRICULUM AND METHODS FOR EXCEPTIONAL STUDENTS**

This methods course provides students with the knowledge of the principles and techniques of teaching exceptional students. Emphasis is placed on long-range and daily lesson planning; methods, tools and skills for instruction; and overview of curriculum development, structure and options for the education of exceptional students. Accommodations and modifications necessary for the inclusion of exceptional students are examined. Prerequisite: SPED5001 or department permission.

Quarter Credit Hours 4.5

**SPED5003 UNDERSTANDING AND MANAGING BEHAVIOR**

The field of special education has expanded over the last decade and now has become one of the most significant areas in education. Communication forms the basis for education and as such is often one of the key components in the understanding of the learning process. This course addresses issues surrounding communication as it relates to learning and development. Prerequisite: SPED5001 or department permission.

Quarter Credit Hours 4.5

**SPED5004 COLLABORATION: HOME/SCHOOL/COMMUNITY**

This course prepares educators to work with families of children with disabilities. It focuses on the role of the family as addressed by the Individuals with Disabilities Education Act (IDEA'97), the primary law affecting the lives of children with disabilities and their families. Students learn how to work with their colleagues, interact with community service providers, and support families throughout the special education process. Through collaboration and problem solving within the school and community, students reach an understanding of the family's strengths and challenges in a culturally diverse society in order to provide successful services to children. Prerequisite: SPED5001 or department permission.

Quarter Credit Hours 4.5

**SPED5005 ASSESSMENT AND REMEDIATION OF EXCEPTIONAL STUDENTS**

This course provides students with the principles and practices of the assessment of exceptional students. In addition, methods of remediation are examined. The course focuses specifically on an applied in-depth study of assessment and remediation in reading, writing and mathematics. Prerequisite: SPED5001 or department permission.

Quarter Credit Hours 4.5

**SPED5210 COMMUNICATION: LANGUAGE DEVELOPMENT AND LEARNING**

The field of special education has expanded over the last decade and now has become one of the most significant areas in education. Communication forms the basis for education and as such is often one of the key components in the understanding of the learning process. This course addresses issues surrounding communication as it relates to learning and development, including that of English language learners.

Quarter Credit Hours 4.5

**SPED6072 STUDENT TEACHING PRACTICUM: SPECIAL EDUCATION**

Students in this course spend eight weeks in a teaching situation at a public school site under the direct supervision of a special education cooperating teacher. Student teachers plan lessons and demonstrate their ability to teach and work effectively. By the end of the course, students are required to produce a student teacher's portfolio, which includes a notebook/daily log of their student teaching experiences.

Prerequisites: Completion of all M.A.T. program courses, passing score on Praxis II Elementary Education Content Area Exam, director's permission.

Quarter Credit Hours 6.0

**SPED6073 STUDENT TEACHING INTEGRATED PRACTICUM: SECONDARY**

Students in this course spend 12 weeks in a teaching situation at a public secondary school site under the direct supervision of a special education cooperating teacher and a content area cooperating teacher. Student teachers plan lessons and demonstrate their ability to teach and work effectively. By the end of the course, students teachers are required to produce a student teacher's portfolio, which includes a notebook/daily log of their student teaching experiences. Prerequisites: Completion of all required program courses, passing score on the ETS exam (for business education majors) or NOCTI exam (for food service education majors), director's permission.

Quarter Credit Hours 9.0

**SPED6074 STUDENT TEACHING INTEGRATED PRACTICUM: ELEMENTARY**

Students in this course spend 12 weeks in a teaching situation at a public elementary school site under the direct supervision of a special education cooperating teacher and a general education cooperating teacher. Student teachers plan lessons and demonstrate their ability to teach and work effectively. By the end of the course, students teachers are required to produce a student teacher's portfolio, which includes a notebook/daily log of their student teaching experiences. Prerequisites: Completion of all required program courses, passing score on Praxis II Elementary Education Content Area Exam, director's permission.

Quarter Credit Hours 9.0





# University Directory

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Gail Nevadonski, B.S., Registrar  
Diane L. Riccitelli, M.S., Director of Student Services,  
College of Culinary Arts and Graduate School

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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  
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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  
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  
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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  
Kiwans  
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  
National Staff Development Council  
New England Association for Cooperative  
Education and Field Experience  
New England Association of  
College Admissions Counselors  
New England Association of Collegiate  
Registrars and Admissions Officers  
New England 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.  
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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 Constantiniana  
(The Constantinian University)  
United Way of Rhode Island  
University Continuing Education Association  
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

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American Council on Technical Education  
American Economic Association  
American Society for Training & Development  
— Bay Colonies Chapter  
Association for Educational Communications  
and Technology  
Association of Business Committee  
Association of School Business Officials  
Center for Academic Integrity  
Center for Exhibition Industry Research  
Central and Eastern European Management  
Development Association (CEEMAN)  
Council for Opportunity for Education  
Council of Graduate Schools  
Eastern Academy of Management  
Eastern Economic Association  
Educational Institute of American Hotel &  
Lodging Association  
Graduate and Professional School Enrollment  
Management Corporation  
Graduate School of Library &  
Information Studies  
Greater Boston Convention & Visitors  
Bureau Inc.  
International Council on Education  
for Research  
International Society for Technology  
in Education  
Massachusetts Faculty Development  
Massachusetts Restaurant Association  
National Association for Business  
and Teacher Education  
National Association of Academic Affairs  
Administrators  
National Association of Graduate Admissions  
Professionals  
National Association of Secondary School  
Principals  
National Career Development Association  
National Council of Teachers  
National Council of Teachers of English  
National Society for the Study of Education  
National Speakers Association  
New England Assessment Network  
New England Educational Research  
Organization  
Northeast Human Resources Association  
Russian Association of Business Education  
Society for Technical Communication  
Technology and Learning

### **School of Education Affiliations**

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

# Guide to Services\*

## PROVIDENCE BANKS

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1-800-841-4000  
111 Westminster Street  
278-6000

Citizens Bank  
1-800-922-9999

1 Citizens Plaza  
456-7096

63 Westminster Street  
456-7010

## FAX AND COPYING CENTERS

Allegra Printing & Imaging  
212 Thayer Street  
Providence, R.I.  
421-5160

Kinko's  
167 Angell Street  
Providence, R.I.  
421-8663

Staples  
551 North Main Street  
Providence, R.I.  
272-2828

## TRANSPORTATION

### Bus Service

Rhode Island Public Transit Authority (RIPTA)  
Schedules & Route Information  
781-9400

Bonanza Bus Line & Greyhound Bus Line  
1 Bonanza Way (Exit 25 off I-95 North)  
Tickets & Schedule Information  
751-8800

### Taxicabs

Bonanza Cab  
521-4200  
East Side Taxi Service  
521-4200

Rhode Island Taxi  
272-1222

Yellow Cab Inc.  
941-1122

### Trains

Amtrak Station  
100 Gaspee Street  
Providence, R.I.  
General Information & Reservations  
1-800-872-7245

### Airplanes

T.F. Green Airport  
2000 Post Road  
Warwick, R.I. (Exit 13 off I-95 South)  
General Information  
737-4000

## RENTING A CAR

Avis Rent-A-Car  
1-800-831-2847

Enterprise Rent-A-Car  
1-800-736-8222

Hertz Rent-A-Car  
1-800-654-3131

National Car Rental  
1-800-227-7368

## SHOPPING

Emerald Square Mall  
999 South Washington Street  
North Attleboro, Mass.  
(508) 699-7979

Providence Place Mall  
One Providence Place  
Providence, R.I.  
270-1000

Rhode Island Mall  
Route 2 (Bald Hill Road)  
Warwick, R.I.  
828-7651

Swansea Mall  
Route 118  
(Swansea Mall Drive)  
Swansea, Mass.  
(508) 679-2543

Warwick Mall  
Route 2 (Bald Hill Road)  
Warwick, R.I.  
739-7500

## IMPORTANT PHONE NUMBERS

### Graduate Admissions

1-800-DIAL-JWU (1-800-342-5598)  
ext. 1015 or (401) 598-1015

### Outside the United States

(401) 598-1015

### Fax

(401) 598-1286

### Graduate Administration

(401) 598-4738

### Financial Aid

(401) 598-4648/4649

### Financial Planning

(401) 598-4770

### International Student Affairs

(401) 598-1074

### Student Academic Services

(401) 598-1088

## VISITING JOHNSON & WALES UNIVERSITY

### Directions to The Alan Shawn Feinstein Graduate School Admissions Office

From I-95 North: Take I-95 North to Exit 16 (Route 10, Cranston). When exiting, bear right at the fork (to Elmwood Avenue) and follow exit ramp to the bottom. At light, bear right onto Elmwood Avenue (Route 1 South). At the next light, take left onto Park Avenue (Route 12 East), then follow "From Route 12 East" directions below.

From I-95 South: Take I-95 South to Exit 16 (Route 10). Follow off-ramp to the Park Avenue exit. Follow the expressway to the end. Take left onto Route 12 East (Park Avenue), then follow "From Route 12 East" directions below.

From Route 12 East: Follow Route 12 East for approximately one mile. At the light at the intersection of Route 12 and Warwick Avenue (Route 1A), take a left. Follow Warwick Avenue to the second traffic light. Proceed across intersection between Sovereign Bank and Brooks Pharmacy onto Norwood Avenue. Follow Norwood Avenue to the end. At the light, turn left onto Narragansett Boulevard and follow for 4/10 mile to the Harborside Campus entrance (just before Shell Gas Station on right). Take right and continue for 4/10 mile; bear left onto Shipyard Street. Parking lot entrance is on the left.

\*partial listing

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This Catalog is a supplement to the main catalog of the University which should be consulted for additional information. Program content applies for the catalog of the year in which you enroll in graduate programs at Johnson & Wales University.

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.

Occasionally, program requirements will vary by the printing date of the catalog. Requirements stated in the edition printed closest to the September enrollment date will

take precedence. Summer enrollees will follow the catalog requirements for the upcoming year.

Students should read and fully understand the rules, regulations and policies described in this Catalog. Additionally, all enrolled students are expected to be familiar with the contents of the Student Handbook.

The Handbook contains important information concerning the academic performance and personal conduct of students as well as University grievance procedures. It also outlines the conditions under which students may be placed on probation or suspension from the University. The Providence Student Handbook is available online at [www.jwu.edu](http://www.jwu.edu). Copies of the handbook are also available at the Student Academic Services Office.



*America's Career University®*

**Graduate Admissions Office**

8 Abbott Park Place  
Providence, RI 02903 U.S.A.

**Phone:**

1-800-DIAL-JWU (1-800-342-5598)  
ext. 1015 (U.S.A. only)

**Outside U.S.:**

(401) 598-1015

**Fax:**

(401) 598-1286

**E-mail:**

[admissions.grad@jwu.edu](mailto:admissions.grad@jwu.edu)

**Web Address:**

[www.jwu.edu/grad](http://www.jwu.edu/grad)