



JOHNSON & WALES
UNIVERSITY

SCHOOL OF EDUCATION

2010–2011 CATALOG

M.Ed. in
Teaching and Learning

M.A.T. in
Teacher Education

Ed.D. in
Educational Leadership

*part of the
Alan Shawn Feinstein
Graduate School*



advance your career
and others' lives

WHAT PEOPLE ARE SAYING ABOUT THE SCHOOL OF EDUCATION:

“The Educational Leadership doctoral program was an incredible influence on my life, professionally and personally. The course work helped me cultivate the resources I can draw upon to better assist my students, develop initiatives with thoughtful planning and effective assessment strategies, and to be a valuable contributor to the educational mission of my institution. The faculty have been the most valuable resource during my time at JWU, providing the challenge and guidance for intellectual growth.”

— **Nancy Crimmin '08 Ed.D.**
dean of campus life
Assumption College, Worcester, Mass.

“The professors and the program provided fertile grounds for incredible growth and opportunity. Throughout the dissertation process, which felt highly incorporated into both research courses prior to the third year, I was challenged to higher levels of achievement than I expected. I appreciated this above all the content I learned, as this is the reason I experienced such tremendous growth.”

— **Donna Braun '08 Ed.D.**
director, Principal Residency Network
Education Partnership, Providence, R.I.

“At my observation for my student teacher yesterday, her cooperating teacher kept remarking how prepared the student was for her assignment, and that she and the special education cooperating teacher would love to work with JWU again.”

— **Suzanne Whalen**
JWU elementary fieldwork supervisor
retired elementary teacher, West Warwick, R.I.

“We are so impressed with the student teachers for JWU and how well prepared they are when they begin their student teaching!”

— **Donna Raptakis, Ed.D.**
principal
Washington Oak Elementary School, Coventry, R.I.

“How did I get so lucky to have such dedicated teachers to supervise! I am absolutely amazed at the dedication, knowledge and skill levels of these students!”

— **Virginia Pasonelli**
JWU student teacher supervisor
retired elementary teacher, Cranston, R.I.

“I loved every minute and I suggest this program to everyone.”

— **Christine Welch '07 M.A.T.**

2010–2011 CATALOG

M.Ed. in
Teaching and Learning

M.A.T. in
Teacher Education

Ed.D. in
Educational Leadership

part of the
Alan Shawn Feinstein
Graduate School

TABLE OF CONTENTS

Academic Calendar	3
University Mission	4
Accreditation and Approvals	5
A Philosophy of Career Education	6
A Growing University in a Flourishing City	7
M.Ed. and M.A.T. Programs	8
Ed.D. Program in Educational Leadership	14
The Center for Educator Excellence	19
Guide to Services and Visiting the University	20
Admissions Information	21
Financial Information	24
Academic Information	28
Student Services	32
Special Needs/Disabled Students	34
Technical Standards	36
Course Descriptions	37
University Directory	44
Biographies	46
Affiliations	48
History of the University	50
Application Information	
Application Conditions	A-1
School of Education Application	A-3
Scholarship Form	A-5
Declaration & Certification of Financial Support	A-7



position yourself for success

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

Consider the master's and doctoral degree programs in Johnson & Wales University's (JWU) School of Education at our Providence Campus.

JWU's School of Education is recognized for its excellence in action research methodology, educational policy and classroom research. You will work in and network with partner schools and educators throughout the region, better preparing you as a scholar-practitioner through immersive, hands-on work experience.

These progressive programs build upon JWU's pioneering academic approach, combining theory, research and practice to equip you with the skills to improve student learning. You'll discover opportunities that meet or exceed your career objectives, with schedules designed to accommodate your busy life.

Read on to discover the exciting graduate education degree opportunities JWU has to offer.

PROGRAMS OF STUDY

M.ED. IN

Teaching and Learning

M.A.T. IN

Teacher Education leading to certification in

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

ED.D. IN

Educational Leadership

* The M.A.T. program with a concentration in Food Service Education includes technical standards in the academic requirements essential to the program. Students with disabilities or special needs should contact the Center for Academic Support at 401-598-4660 for information about and descriptions of the applicable technical standards. Also, see Page 36 for descriptions of the technical standards.

2010–11 ACADEMIC CALENDAR

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

September 7	Fall term begins
September 10	Friday classes — makeup for Monday classes
October 11	Columbus Day holiday
October 12	Follow Monday schedule
October 15	Friday classes — makeup for Tuesday classes
November 5	Winter term payment deadline
November 18	Fall term ends — Thanksgiving recess begins
November 30	Winter term begins
December 3	Friday classes — makeup for Monday classes
December 16	Last day of classes — holiday recess begins
January 3	Classes resume
January 17	Martin Luther King Jr. Day holiday
January 18	Follow Monday schedule
January 21	Friday classes — makeup for Tuesday classes
February 4	Spring term payment deadline
February 24	Winter term ends — term break recess begins
March 1	Priority financial aid deadline to submit FAFSA for 2011–12
March 8	Spring term begins
March 11	Friday classes — makeup for Monday classes
April 15	Friday classes (for classes held on Thursdays)
May 12	Thursday classes end
May 18	Spring term ends
May 19	Commencement

Ed.D. Program

Fall 2010 Classes

August 6	Payment deadline
August 27–28	
September 10–11, 24–25	
October 1–2, 15–16, 29–30	
November 5–6, 19–20	
December 3–4, 10–11	

Spring 2011 Classes

December 10	Payment deadline
January 7–8, 21–22	
February 4–5, 18–19	
March 4–5, 18–19	
April 1–2, 15–16, 29–30	
May 13–14	
May 19	Hoisting ceremony and commencement

These unofficial university calendars are offered for planning purposes only and are subject to change. Visit www.jwu.edu/sas/calendar for detailed calendars, including summer dates.





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.

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

UNIVERSITY CORE VALUES

Johnson & Wales University is

Student Centered

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

Experientially Based

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

Industry Relevant

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

Employment Focused

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

Globally Oriented

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

OUTCOMES ASSESSMENT STATEMENT OF PURPOSE

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

Johnson & Wales University is committed to outcomes assessment. Faculty and students are therefore part of an ongoing effort to determine and refine the effectiveness of instruction and learning.

ACCREDITATION AND APPROVALS

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

Legal control is vested in the Board of Trustees of Johnson & Wales University. The university is approved for the training of veterans. JWU is an institutional member of Service Members Opportunity Colleges. The university is authorized under federal law to enroll non-immigrant alien students. JWU is listed in the Education Directory of Colleges & Universities issued by the U.S. Department of Education.

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

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

The Master of Arts in Teaching program at the School of Education is accredited by the Rhode Island Department of Education. Graduates of the M.A.T. may apply for dual certification in one of the following:

- elementary education and elementary special education
- elementary education and secondary special education
- business education and secondary special education

M.A.T. graduates with a food service education concentration may apply for certification in food service education.

The following triple certification requires additional fieldwork and an additional eight weeks of student teaching:

- elementary education and elementary special education and secondary special education



strongly student centered

where goals can be achieved

The School of Education is a proactive teaching, learning and research community. The school is entrepreneurial, dynamic, progressive, and focused on its students and the educational community. It forms alliances with educational organizations to better develop graduates as scholar-practitioners through innovative, customized and field-based educational experiences. Faculty are career-focused professionals dedicated to creating a positive learning experience for students.

THE SCHOOL OF EDUCATION

The School of Education offers an M.Ed. in Teaching and Learning that enhances the skills of practicing 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 elementary education, business education or food service education. With the exception of food service education students, all students in the M.A.T. program also pursue a second licensure in either elementary special education or secondary special education.

The School of Education also offers an Ed.D. and a C.A.G.S. in Educational Leadership that prepares educational leaders. These programs are presented on a unique Friday evening and Saturday schedule.

Title II Higher Education Act Information

One hundred percent of the program completers from Johnson & Wales University passed the state test for licensure in 2007–08.



SPECIAL FEATURES

Advantages Johnson & Wales graduate students enjoy include

- Cohort model
- Convenient classes to accommodate working schedules
- Student-focused faculty with esteemed academic and professional experience
- Flexible tuition payment arrangements

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 2009–10 academic year exceeded 16,000 undergraduate and graduate students representing 50 states and more than 50 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.

For more information about Johnson & Wales University's history, see Page 50.

THE CITY OF PROVIDENCE

School of Education classes at Johnson & Wales University take place primarily at the Harborside Campus in Providence, on the Cranston line, easily accessible to Interstate 95.

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.



The *Wall Street Journal* designated Providence as the only U.S. city on its 'Top Ten Up-and-Coming Travel Destinations' list.

The School of Education at Johnson & Wales University offers two programs at the master's level: an M.Ed. program in Teaching and Learning for those who are currently teachers, and an M.A.T. program in Teacher Education for those who want to become teachers. Both programs offer JWU'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.)

MAJOR COURSES

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

Total Quarter Credit Hours

54.0

CONCEPTUAL FRAMEWORK

The M.A.T. and M.Ed. teacher candidate outcomes are designed to develop habits of reflection, responsiveness and persistence in order to relentlessly focus on student access, learning needs, well-being and achievement. Successful teacher candidates in the program do the following:

1. Respond to developmental and social contexts and ensure access to high quality teaching and learning for a diverse learning population.
2. Recognize that teaching is intricate and collaborative work.
3. Know the subject matter and how to teach it in light of the social purposes of education.
4. Use research, assessment and contextual data to inform practice.

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 practicing 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

M.ED. ADMISSION REQUIREMENTS AND PROGRAM EXPECTATIONS

To be considered for acceptance into the program, applicants must possess a bachelor's degree with a minimum GPA of 2.75 from an accredited institution of higher education and be a practicing teacher. Applicants must also submit a completed application package in accordance with JWU'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



Arelitsa Barth '09

Student Teacher

Teaching is in Arelitsa Barth's blood: her mother and grandfather were both teachers. She earned her bachelor's degree in business, but wanted to follow in her family's footsteps in education. She liked JWU's M.A.T. program because she could work during the day and take classes at night from professors with real-world experience.

"My professors are the best. They are ahead of the curve on practices. The things being taught are relevant, especially about the new IEP."

Barth's student teaching advisor, Heather Coffey of James MacGuire Elementary School in North Providence, describes Barth as well prepared and professional. "I like that JWU's program is a graduate program because the student teachers have life experience. They are prepared to be effective teachers. Sometimes student teachers take time to get acclimated, but Arelitsa was able to start from day one."

“My experience with the M.A.T. program has been exciting and fulfilling. I found the class schedule to be very convenient. It works for students who have full-time jobs and families. The faculty and staff work closely with all students to ensure satisfaction at all levels. I am proud to have earned my master’s degree at Johnson & Wales!”

—**Suzanne DeCataldo ’09 M.A.T.**
special education teacher
Chariho Regional School District

TEACHER EDUCATION (M.A.T.)

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

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 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 Elementary-Secondary Special Education

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

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

These students will student teach once in an integrated setting and will be eligible to pursue licensure in food service education. This concentration has technical standards (see Page 36). Students with disabilities or special needs should contact the Center for Academic Support.

M.A.T. CURRICULUM

All students in the M.A.T. program leading to certification matriculate through the program as a cohort and follow a prescribed sequence of classes.

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.

In keeping with the JWU Core Value of experientially-based learning, the M.A.T. program has adopted an essential and unique fieldwork component to the program. Students learn about research-based theories and best practices in university classrooms, and observe and apply weekly what they have learned in K–12 classrooms. To accomplish this, candidates are required to prepare for these experiences by observing and planning lessons for small group and whole class instruction, and reflecting on their practice. Candidates are required to visit diverse urban and suburban school settings and to observe the development of students at different educational levels from primary years through high school.

The M.A.T. program also includes educational research seminars that are required for graduation, however, there is no credit awarded. The seminar meets six times, twice each term, and all six sessions are mandatory.

the skills needed to improve student learning

Teacher Education (M.A.T.)*

MAJOR COURSES

EDUC5004	Introduction to Learning and Teaching in American Society	4.5
SPED5001	Inclusive Teaching of Exceptional Learners	4.5
EDUC5040	Best Practices in Literary Instruction	4.5
SPED5004	Collaboration: Home/School/Community	4.5
EDUC5575	Digital Collaborative Tools	2.25
EDUC5401	Strategies for Teaching Mathematics	4.5
EDUC5402	Strategies for Teaching Science	4.5
SPED5220	Communication: Language Development and Learning	2.25
SPED5002	Curriculum and Methods for Exceptional Learners	4.5
SPED5010	Assessment and Evaluation of Exceptional Learners	2.25
SPED5003	Understanding and Managing Behavior	4.5
EDUC5012	Teaching Literacy in the Content Areas	4.5
EDUC5055	Enhancing Student Learning Through the Arts	2.25

STUDENT TEACHING / CONTENT METHODS

For elementary education and secondary special education candidates

EDUC6061	Student Teaching:Elementary, Part I	3.0
EDUC6062	Student Teaching:Elementary, Part II	3.0
SPED6061	Student Teaching: Secondary Special Education, Part I	3.0
SPED6062	Student Teaching: Secondary Special Education, Part II	3.0
EDUC6009	Methods of Teaching Social Studies	2.25

For elementary education and elementary special education candidates

SPED6074	Student Teaching Integrated: Elementary	9.0
EDUC6009	Methods of Teaching Social Studies	2.25

For elementary education and elementary/secondary special education candidates

SPED6061	Student Teaching: Secondary Special Education, Part I	3.0
SPED6062	Student Teaching: Secondary Special Education, Part II	3.0
SPED6074	Student Teaching Integrated: Elementary	9.0
EDUC6009	Methods of Teaching Social Studies	2.25

For business education and secondary special education candidates

SPED6073	Student Teaching Integrated: Secondary	9.0
EDUC6008	Methods of Teaching Business	2.25

Total Quarter Credit Hours

60.75–66.75

*A non-certification M.A.T. may be pursued with permission from the dean of the School of Education. Students will substitute nine credits of graduate-level electives for their teaching requirement.



A high school culinary student learns in a JWU culinary lab.

CERTIFICATION REQUIREMENTS

As they progress through the teacher education program, candidates for Rhode Island teaching licenses will be required to demonstrate their proficiency with the Rhode Island Professional Teacher Standards, standards from the Council for Exceptional Children, cultural competencies and content standards.

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

- achieved a program GPA of 3.0
- passed the appropriate content exam: a 610 or above on the Praxis Business Education Exam for the business education concentration, 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 concentration, or a 145 or above on the Praxis II Elementary Education Content Area Exam for the elementary education concentration
- submitted a portfolio with acceptable evidence of significant progress towards meeting the Rhode Island Professional Teacher Standards, standards from the Council for Exceptional Children, cultural competencies, and content standards

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 Professional Teacher Standards, standards from the Council for Exceptional Children, cultural competencies and content standards. Upon the acceptance of the portfolio by the team of evaluators, 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.) Food Service Education Concentration*

MAJOR COURSES

EDUC5004	Introduction to Learning and Teaching in American Society	4.5
SPED5001	Inclusive Teaching of Exceptional Learners	4.5
EDUC5040	Best Practices in Literacy Instruction	4.5
EDUC6007	Methods of Teaching Culinary Arts	2.25
EDUC5575	Digital Collaborative Tools	2.25
EDUC6020	Curriculum Development for Culinary Programs	4.5
SPED5220	Communication: Language Development and Learning	2.25
EDUC5580	Educational Psychology	2.25
EDUC6150	Advanced Methods of Teaching Culinary/Pastry Arts	9.0
SPED5003	Understanding and Managing Behavior	4.5
EDUC5012	Teaching Literacy in the Content Area	4.5
EDUC5111	Strategies for Teaching Food Service Mathematics	4.5

STUDENT TEACHING

EDUC6050	Student Teaching in Culinary/Pastry Arts***	
	OR	
EDUC6075	Student Teaching Practicum: Culinary Education	9.0
	OR	
EDUC6025	Capstone Project: Culinary Education	

Total Quarter Credit Hours **58.5**

* This concentration has technical standards. Students with disabilities or special needs should contact the Center for Academic Support. Also, see Page 36 for descriptions of the technical standards.

** Required course for certification.

M.A.T. ADMISSION PROCESS

Applicants will be reviewed for eligibility* by the School of Education. 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 Praxis I scores. Certification applicants must score at least 175 in Reading and Math and 173 in Writing, or a minimum combined SAT score of 1100 with no score less than 500.
3. Submit transcripts showing evidence of content knowledge and minimum GPA of 2.75.
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 and writing sample with staff from the School of Education.

* Due to the technical standards and requirements essential to the M.A.T. program's Food Service Education concentration, applicants with special needs or physical limitations should inquire of the Center for Academic Support prior to enrolling at the university. For more information about technical standards see Page 36. Copies of the technical standards applicable to various programs are available from the Center for Academic Support.



Julie Passafaro '09

Student Teacher

Julie Passafaro began her career in business, but after a few years, the education field beckoned, and she happily made the switch. She liked JWU's M.A.T. program with its mix of regular and special education course work.

"This is the only program where you can get K-12 certification. I wanted to be in special education, but I wanted the extra benefit of three certifications because it's more marketable."

Passafaro finds the program structure "doable. You can work part-time and take classes at night. JWU has phenomenal professors who have experience in the field and are well educated." She particularly likes Professor Kimberly McCaughey, who brought significant knowledge and support to her students.

Passafaro student taught under Danielle Hathaway, a special educator from North Providence High School.

"JWU is supportive, thorough and definitely prepares students," Hathaway affirms. "Julie came in and there were no surprises. She did a lot of prep work, observing me teach two hours a week before student teaching herself. She's met the kids and she's seen how they are. A lot [of student teachers from other universities] come in and there's no comfort or experience."



The Doctoral Program in Educational Leadership is designed to prepare educational leaders to promote excellence in teaching and learning. With higher education and elementary/secondary tracks, the cohort model program consists of two years of alternate weekend classes and one year of seminars for completion of the dissertation.



The program has established itself as a prominent preparation program for educational leaders in Southern New England. With its focus on preparing graduates who can think, learn and perform as educational leaders, the program exemplifies the university's mission of blending academic and work-based learning for career advancement. The doctoral program's particular focus is on the creation and use of knowledge to impact educational practice.

The program emphasizes the preparation of educators who aspire to advance to leadership positions in their respective fields. To do so, these educators must keep abreast of developments and current practices in their fields, keep current in their knowledge, embrace contemporary practices, and perhaps most important, develop and maintain the skills to recognize, evaluate and lead change.

CLASS SCHEDULE

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

COHORT STRUCTURE

The cohort structure is essential to the philosophy of the program. Students enter and progress through courses as a group, fostering a team approach to studying and solving educational problems, and interpreting and disseminating the results of such study. An important outcome of the program is to establish, over time, a true network of working scholars who can examine, critique, support and complement one another's educational practice.

INSTRUCTION

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

PROGRAM REQUIREMENTS

To satisfy program requirements, each student must successfully:

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

In addition, students must have a computer which connects through a high-speed Internet connection. A hybrid method of teaching is utilized in the program that includes characteristics of both synchronous and asynchronous instruction. All communication to students from the university will be conducted through the university e-mail system, and students are required to use and check this account on a regular basis.

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

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

A Certificate of Advanced Graduate Studies (C.A.G.S.) in Educational Leadership is issued upon completion of the first two years of academic work in the doctoral program with 48 semester credits and an earned GPA of 3.25. See Page 30 for additional information.



Denise DeMagistris

Dean

For more than 40 years, Denise 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 Gloucester 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 JWU 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 JWU faculty to develop the program.

DeMagistris' success demonstrates the university's commitment to the insight and hard work of its students.



COMPREHENSIVE ASSESSMENT

The comprehensive assessment is scheduled after course work is completed. The purpose of the assessment is to determine authentically whether a student has mastered the knowledge and developed the skills required in the Educational Leadership Program competencies, and is thus ready to undertake dissertation work. The assessment has both a written and an oral component and is structured around a student-selected problem.

FIELD PROJECT

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

DISSERTATION

Students are required to submit a dissertation that demonstrates they have acquired the technical and professional competencies associated with educational leadership and the ability to conduct research. The dissertation identifies an issue of concern, reports on the existing body of knowledge, and presents significant research that would advance present information. If the research and dissertation are collaborative, clearly delineated individual components will reflect each student's substantive contribution to the report and its defense.

The dissertation describes a research project in which students apply best theory and practice. The problem may be drawn from students' workplaces or from some other setting.

In keeping with the mission and conceptual framework of the Educational Leadership Program, students are strongly encouraged to develop dissertations on topics dealing with educational leadership in K-16 and lifelong learning settings.

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

Students who do not complete the dissertation in the prescribed time will be automatically scheduled for EDUC9011, Dissertation Advisement Continuation. This continuation requires a Dissertation Advisement Fee of \$1,292 per semester (fall, spring and summer), which will be assessed each semester until the successful completion of program requirements or an approved leave of absence is granted.

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



Brenda Dann-Messier **'00 Ed.D.**

*Assistant Secretary for
Vocational and Adult Education,
U.S. Department of Education*

Dann-Messier works with President Obama and Secretary of Education Arne Duncan on matters related to high school, career, technical and adult education, as well as community colleges and workforce and economic development. She represents the U.S. Department of Education at national and international meetings related to vocational and adult education.

This is Dann-Messier's second post with the Department of Education. She previously served during the Clinton administration, as Secretary Richard Riley's regional representative in Boston.

Dann-Messier served as president of Dorcas Place Adult & Family Learning Center in Providence, which provides educational and job placement services, college preparatory classes and family literacy programs for welfare recipients. She also worked at the Northeast and Islands Regional Educational Laboratory at Brown University. She is a member of the Rhode Island Board of Governors for Higher Education and chairs the Academic and Student Affairs subcommittee for the board. She is also a member of JWU's doctoral program advisory council.

"It is a privilege to stay connected to JWU," attests Dann-Messier. "I enjoy speaking to current students on the many professional benefits I have accrued as a result of my degree from JWU."

DOCTORAL PROGRAM COURSES

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

Elementary-Secondary

MAJOR COURSES

EDUC7007	Research I: Educational Research for Elementary-Secondary Education Leaders	6.0
EDUC7011	Strategy & Change	6.0
EDUC7032	Organizational Theory, Behavior and Development in Elementary-Secondary Education	6.0
EDUC7035	Curriculum, Instruction and Assessment	6.0
EDUC8007	Research II: Methods for Elementary-Secondary Leaders	6.0
EDUC8017	Resource Planning & Management in Elementary-Secondary Education	6.0
EDUC8027	Family and Community Engagement	6.0
EDUC8095	Leadership in Elementary-Secondary Education	6.0
EDUC9005	The Field Research Project	6.0
EDUC9010	Doctoral Dissertation	6.0

Total Semester Credit Hours **60.0**

Higher Education

MAJOR COURSES

EDUC7006	Research I: Educational Research for Higher Education Leaders	6.0
EDUC7021	Nature of Higher Education	6.0
EDUC7030	Teaching & Learning in Higher Education	6.0
EDUC7031	Organizational Theory and Behavior in Higher Education	6.0
EDUC8008	Research II: Methods for Higher Education Leaders	6.0
EDUC8016	Resource Planning & Management in Higher Education	6.0
EDUC8026	Student Development in Higher Education	6.0
EDUC8090	Leadership in Higher Education Capstone	6.0
EDUC9005	The Field Research Project	6.0
EDUC9010	Doctoral Dissertation	6.0

Total Semester Credit Hours **60.0**

All program requirements must be completed within six years. Students who do not complete the dissertation in the prescribed time will be automatically scheduled for EDUC9011, Dissertation Advisement Continuation. This continuation requires a Dissertation Advisement Fee (see Page 24) of \$1,292 per fall, spring and summer semesters.

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



Doctoral faculty member Mary Canole, right, discusses the systemwide benefits of education criteria for performance excellence with Karen Swoboda, director of teacher education.

PURPOSE AND OUTCOMES

The Center for Educational Excellence (CEE) faculty and staff understand that professional development is an essential component for teachers, administrators and other educators in order to meet student needs. The adoption of rigorous standards creates a vision of what students should know and be able to do. Although districts can adopt new textbooks and programs, design assessments and promote effective teaching strategies, change will probably not occur without a deep understanding of the purpose, content and skills underlying the reform.

The central purpose of the Center for Educator Excellence (CEE) is to improve student achievement. Through careful planning of the professional development experience, the CEE plans on providing the opportunity for educators to make the complex decisions, identify and solve problems, and to connect theory, practice and student outcomes.

The CEE will

- Focus on student improvement by all members of the education continuum.
- Be staffed by educators who are current with best practices and knowledge of the needs of the educational community nationally and locally.
- Have a presence in state and national organizations.
- Continuously conduct research to identify effective educational practices.
- Carefully craft experiences to attain achievable results.
- Evaluate offerings for their effectiveness and relevance of current needs in education.

The CEE is guided by outcomes adopted by JWU's School of Education. See the Conceptual Framework section on Page 8 for more information.

PROFESSIONAL DEVELOPMENT DELIVERY MODELS

Professional development opportunities are developed to include paraprofessionals, teachers, instructional coaches, PK-12 faculty and administrators, higher education professionals and others involved with education and training.

COURSE WORK

Course topics currently offered at the CEE and listed in this catalog require 45 hours, of which a minimum of 23 hours is spent in class and the remaining hours are experiential in nature. (Experiential time allows the participant to apply the knowledge and skills acquired in class, allowing for inquiry and reflection.) Each course is 4.5 graduate quarter credit hours (equates to 3 semester graduate credits) and is offered within a term schedule.

Courses are developed by the university in a collaborative manner with local school districts, educational collaboratives, educational agencies, and/or other organizations. Courses may be offered on or off campus.

Individuals who are interested in taking a professional development course must be either certified teachers or have a baccalaureate degree and must complete a Professional Development application form.

WORKSHOPS

Workshops are designed in collaboration with local school districts, educational collaboratives, educational agencies, and/or educational organizations. All workshop delivery models will include experiential time for participant implementation, inquiry and reflection. The timeline and number of hours for contact delivery will be set to meet individual needs.

For more information visit the www.jwu.edu/education and click on the Center for Educator Excellence link for the most current offerings, fees, and other contact information.

PROVIDENCE BANKS

Bank of America
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
102 Waterman Street
Providence, R.I.
421-5160

Fed Ex Office
50 Kennedy Plaza
Providence, R.I.
331-1990
236 Meeting Street
Providence, R.I.
273-2830

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

TRANSPORTATION

Bus Service

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

Greyhound Bus Line
1 Kennedy Plaza
Providence, R.I.
454-0790

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

Taxicabs

Checker Cab
272-1222

Red and White Cab
521-4200

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
1-888-268-7222
2000 Post Road
Warwick, R.I. (Exit 13 off I-95 South)
General Information
691-2471

RENTING A CAR

Avis Rent-A-Car
1-800-331-1212

Enterprise Rent-A-Car
1-800-261-7331

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

National Car Rental
1-800-222-9058

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

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

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

CONTACT INFORMATION

School of Education

1-800-DIAL-JWU (1-800-342-5598)
ext. 1993 or 401-598-1993
E-mail soe@admissions.jwu.edu
Fax 401-598-1162

Financial Aid

401-598-4648/4649

Financial Planning

401-598-4770

Student Academic Services

401-598-1088

VISITING THE SCHOOL OF EDUCATION

For GPS Purposes:

**321 Harborside Boulevard
Providence, R.I.**

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 a right onto Harborside Boulevard. Follow road and turn left into the second parking lot where the front of the building reads Friedman Center. The School of Education is located on the second floor.

* partial listing

ADMISSIONS INFORMATION

PROCEDURES FOR ADMISSION

JWU graduate 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 JWU graduate programs are processed in the order received according to the start date specified on the application. Once all application requirements are met, the School of Education 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

M.A.T./M.Ed.

Candidates for admission to JWU M.A.T. and M.Ed. programs must hold a baccalaureate degree (equivalent to a four-year degree in the U.S.) 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 who provide additional transcripts, documents or test scores that reflect a stronger academic performance may be considered for admission. A combination of factors are considered for admission, including

- Undergraduate cumulative grade point average,
- 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. The statement should not exceed 500 words and must be submitted in printed form.

Ed.D.

To gain admission to the doctoral program, a student must possess a master's degree in an appropriate field from an accredited institution. The student must have a 3.25 cumulative grade point average for all post-baccalaureate study.

APPLICATION REQUIREMENTS

M.A.T./M.Ed.

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

1. A **printed or typed signed** application for admission
2. **Official, final transcripts** documenting all undergraduate and graduate work. When a graduate school application is submitted prior to completing requirements for the bachelor's degree, the Admissions Office may offer a conditional acceptance pending submission of required documents. A final transcript must be submitted prior to enrollment.
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
(for M.A.T. program only; see Page A-2 for listing)

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.**

Ed.D.

1. Submit a completed application form with all supporting documentation and \$200 application fee.
2. Have official transcripts sent directly from institutions attended.
3. Submit three letters of recommendation, two of which should be from professional educators.
4. Submit a written personal statement clearly indicating the reasons for pursuing the degree, the applicant's scholarship abilities, professional experience, career goals, learning style preferences, and potential contributions to the program.
5. Complete the Graduate Record Exam (GRE) or a comparable exam and submit official test scores.
6. Once the School of Education receives all the above documentation, applicants will complete a personal interview with a faculty panel.
7. If admitted, a \$300 nonrefundable deposit is due within 21 days of receiving the acceptance letter. This money will be credited toward tuition providing the student begins the program in August of that year. If the student does not begin the program the year of acceptance, this deposit will not be refunded.

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

APPLICATION FORMS

Enclosed with your catalog are all of the forms required for application to JWU School of Education 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), Michigan English Language Assessment Battery (MELAB) test, or International English Language Test System (IELTS).** Please see the next page for information on the English Proficiency Requirement and scores required for admission.
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: Transcripts, test scores and bank statements 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.

International students filing an application outside the United States must submit all required documents at least eight weeks prior to the selected enrollment date.

ENGLISH PROFICIENCY REQUIREMENT

Johnson & Wales University recognizes the TOEFL (Test of English as a Foreign Language) as proof of English proficiency. TOEFL scores must be received as official ETS scores. The university's Designated Institution (D.I.) code is: 3465. This code should be used on your TOEFL registration form so that your scores will be sent to us directly.

Minimum TOEFL requirements (all levels, undergraduate and graduate) are as follows: 80 (Internet-based or IBT), 550 (pen/paper or PPT), 210 (computerized or CBT)

Individual section scores must also meet minimum score requirements.

Acceptable proof of English proficiency may also include one of the following comparable English proficiency examinations: IELTS (Cambridge), Band 6.5; City & Guilds Pitman ESOL Examinations – Higher Intermediate or Expert Level; ELS Level 112 Certificate of Completion and Academic Report; The London Tests of English LTE, Level 4 (Advanced); MELAB (Michigan English Language Battery) – 77; S.T.E.P. Eiken – (Society for Testing English Proficiency) – Grade 1.

Other English language examination results will also be considered, and experience studying in the English language, as documented through school transcripts, will be taken into consideration.

To meet English proficiency requirements, all English language examination results must be submitted on an official test transcript which is no more than two years old. Students may be exempted from individual ESL classes based on their individual TOEFL (or equivalent test) section scores. JWU also reserves the right to require ESL classes or workshops to increase proficiency in a particular area, regardless of total TOEFL or other test scores. Students who submit passing total test scores but with section scores lower than 17 (TOEFL – IBT) or 5.5 (IELTS), or equivalent test section score, may be required to attend a graduate language proficiency workshop.

INTERNATIONAL STUDENT VISA

Responsibility for obtaining the approved visa classification rests entirely with students. Students entering the United States to study will need an F-1 international student visa. In order to obtain the necessary visa, students must submit the valid Form I-20 for an F-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 Form I-20 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 TRANSFER STUDENTS

International students currently studying in the U.S. who seek enrollment in a JWU 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.



2010–11 TUITION AND FEES

The following tuition and fees schedules are effective for the 2010–11 academic year unless noted otherwise. Tuition and fees are subject to change annually.

M.A.T./M.Ed. Tuition

\$328/quarter credit hour

Most graduate courses are 4.5 quarter credit hours at a cost of \$1,476 each.

Ed.D. Tuition

\$688/quarter credit hour

Doctoral courses are 6 semester credit hours at a cost of \$4,128 each.

Fees

Ed.D. Application Fee: \$200

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

M.A.T./M.Ed. Deposit: \$100

Ed.D. Deposit: \$300

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

Ed.D. Dissertation Advisement Fee: \$1,292/semester

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

ENGLISH AS A SECOND LANGUAGE (ESL) STUDENTS

Students who are studying in our English as a Second Language (ESL) program will be charged \$5,096 for tuition. This program charge will be applied for each term while studying in ESL. Students will also be charged a one term general fee of \$369 and an orientation fee of \$288. ESL students are not eligible for Johnson & Wales University scholarships.

PAYMENT OPTIONS

Annual Payments

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 due date of August 6, 2010.

Term Payments

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

Monthly Payments

Students may choose to pay the annual amount due in convenient monthly payments. This option is available through Tuition Management Systems (TMS). There is an enrollment fee to participate; however, the payments are interest free. Students interested in this option must contract with TMS and pay the first payment, in addition to the enrollment fee, by the published due date of August 6, 2010.

All Johnson & Wales University students must fulfill their financial obligations to the university by the Term Start due date of August 6, 2010 (all off-term entrants must meet the financial obligation by the published date for that term).

To meet your financial obligation you must do one of the following by the published due date:

- Make a full term payment
- Contract with TMS and pay the first monthly payment, as well as the enrollment fee
- Have an approved loan which covers the annual balance
- Have an approved payment plan with Student Financial Services using a combination of the above options

Students who do not fulfill their financial obligation by the Term Start due date may have their acceptance revoked.

Ed.D. Program

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

FINANCIAL OBLIGATIONS

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

FINANCIAL AID

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

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

1. Demonstrate financial need.
2. Maintain 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 academic standards as defined on Page 28 of this catalog and in the Providence Campus 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.

Visit www.jwu.edu/financialaid for more information or call 1-800-343-2565 or 401-598-1468.

Federal Direct 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 is located online at www.dlenote.ed.gov.

Students should check with their financial planner to determine their maximum annual loan amount. Students must begin repayment six months after they leave college or drop below half-time status. 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 Direct 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 maximum annual loan amount. This limit is 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 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 School of Education 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 résumé 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 M.A.T./M.Ed. Program Scholarship

Each year, the School of Education Admissions Office awards a limited number of scholarships to 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 résumé and the application.**

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

STUDENT HEALTH AND ACCIDENT INSURANCE

All registered day and graduate students taking credit hours are covered by a health and accident insurance plan for the terms enrolled during the academic year. This does not include summer term. Insurance brochures are available at several locations throughout the university. 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. Students that are not eligible for the university Student Health and Accident program can apply for short term medical insurance through the Gallagher Koster Web site: www.gallagherkoster.com.

BOOKS AND SUPPLIES

The cost of books and supplies is approximately \$500 per academic term. The cost of transportation is approximately \$250 per academic term. These costs are not applied to the student's invoice. Books and supplies must be paid for at the university's bookstores at the time of purchase. The bookstores operate a textbook sales/buy-back program to help students minimize these costs.



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, institutional merit scholarships and institutional aid are subject to the university's Withdrawal Credit Policy upon withdrawal from the university. Term charges are defined as tuition, and if applicable, room only, room and board, the general fee and orientation fee. Tuition is applicable to all students, including those on approved off-campus programs including study abroad and internships. Merit scholarships and institutional aid are defined as any source of funding from Johnson & Wales University. The general fee is nonrefundable. The official notice of withdrawal from the university may be done in person or by written notification through Student Academic & Financial Services. Refunds are calculated by the date of termination which is based on the date Student Academic & Financial Services receives notification of withdrawal from the student or faculty member. Any refund due will be issued within 45 days after the date that the university was first notified of the withdrawal.

University withdrawal disputes must be submitted online within 30 days after the end of the term during which the student was withdrawn. To submit a dispute, students must complete the appropriate form online. No adjustments to tuition and fees or financial aid will be made until the dispute is researched and either approved or denied. No withdrawal disputes will be considered after 30 days from the end of the term in which the student was withdrawn. Decisions will be made within 10 business days and students will receive notification via the e-mail address provided on the dispute form.



Withdrawal Credit Policy

If a student terminates during

- the first and second week of the term, the university will credit 90 percent of the term charges.
- the third and fourth week of the term, the university will credit 50 percent of the term charges.
- the 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 INFORMATION

The curriculum requirements described in this catalog are the guidelines for students entering the program during the 2010–11 academic year. If new guidelines are developed as the program grows, they may 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 unless notified otherwise.

CLASS SCHEDULES

Class cancellations will be posted on the university's Info-Line (JWU-INFO) and the university line for school closings (401-598-5555).

M.A.T./M.Ed.

Graduate programs at Johnson & Wales are offered in three 11-week terms. Classes are held Monday through Thursday. Evening classes meet once a week 6–9:30 p.m. or 6–10 p.m.

When certain Monday holidays are observed and classes are canceled, make-up classes will be held as published in the academic calendar on Page 3.

Ed.D.

Doctoral classes are offered on the semester system every other weekend. Friday classes meet 5–10 p.m., and Saturdays 8 a.m. to 6 p.m.

SUMMER SESSION / CONTINUOUS ENROLLMENT

A summer term is mandatory in the M.A.T. programs due to course sequencing. Doctoral program students must maintain continuous fall and spring enrollment during years 1–3. Students not completing the program in three years must register for Dissertation Advisement Continuation (EDUC9011) during the fall, spring and summer semesters while in the dissertation completion phase.

COURSE REGISTRATION

M.A.T./M.Ed.

After submitting a deposit, new students are required to Web register for courses via uconnect.

Students may not register for more than 9.0 quarter credit hours per term without dean approval.

Ed.D.

Doctoral students are registered for courses by Student Academic & Financial Services.

ATTENDANCE

Students are expected to attend every meeting of every class in which they are enrolled. Students enrolled in a 2.25 quarter credit hour course must be in attendance by the first class meeting or the student will be dropped. Students enrolled in a 4.5 quarter credit hour course must be in attendance by the second class meeting or the student will be withdrawn from the course and/or university.

Student Academic & Financial Services should be notified immediately of any necessary prolonged absences. The Providence Campus Student Handbook contains rules and regulations for frequent or prolonged absences from class. Students are expected to familiarize themselves with attendance requirements outlined in the Providence Campus Student Handbook. The Providence Campus Student Handbook can be found online at www.jwu.edu. Select the Providence Campus, then click on Student Life.

ACADEMIC TRANSCRIPTS

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

Official transcripts are printed on official paper and then placed in sealed envelopes issued directly to the student or authorized designee. Official transcripts may be released only upon written request of the student; this is done in accordance with the Family Educational Rights and Privacy Act (FERPA). The university does not charge a fee for transcripts. Students are only allowed 20 transcripts per year. Official transcripts will not be released if a student is not current in all financial obligations to the university. Transcripts are not official if faxed. Allow three business days for processing. Students intending to pick-up transcripts in person must make the request in person at Student Academic & Financial Services or complete a transcript request form.

Unofficial transcripts may be obtained on uconnect.

ACADEMIC STANDARDS

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.A.T./M.Ed. program:

Students must maintain a cumulative grade point average (GPA) of 3.00. Students are allowed one term on probation if

Continued on Page 34 

GRADING SYSTEM

Grade Range	Letter Grade	Quality Points
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
Withdrawal	W	0.00

AU	Audit	
GP	Grade Pending	
I	Incomplete	0.00
NC	No Credit	0.00
NG	No Grade	
S/U	Satisfactory/Unsatisfactory	

Grade reports are viewable on uconnect.

PLEASE NOTE:

Any courses taken at the undergraduate level to satisfy prerequisite requirements follow the undergraduate grading system.

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.

Audit (AU)

Issued when no academic credit is granted. This grade is not calculated into the cumulative average.

Failure (F)

Issued if a student maintains required attendance but fails to achieve adequate scholastic progress. The grade is recorded permanently on the student's academic record. Upon successful completion of the course at a later date, the cumulative average is adjusted to reflect only the passing grade. However, both grades will appear on the academic transcript. This system allows the student to recover academically from poor terms and graduate within a reasonable amount of time.

Grade Pending (GP)

A temporary mark given when the completion of course requirements is still underway. A grade pending is not calculated into the cumulative average and is generally used under extreme extenuating circumstances.

If a grade is not submitted to replace the "GP" within one year, it will automatically become an "F."

Incomplete (I)

Issued to students if they are unable to complete course requirements (because of authorized absence due to service commitment or illness). Outstanding work must be completed within two weeks of the final exam class day or the grade will automatically become an "F" and the grade will be included in the grade point average. For classes graded "S/U" (Satisfactory/Unsatisfactory), an Incomplete ("I") will change to a "U".

No Credit (NC)

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

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. Once a grade is submitted, the cumulative average and transcript will reflect only the new grade. If a grade is not submitted to replace the "NG" within one year, it will automatically become an "F" and the grade will be included in the grade point average.

Satisfactory/Unsatisfactory (S/U)

Used for designated courses throughout the university.

Withdrawal (W)

A punitive grade is issued if a student withdraws from any scheduled course after its add/drop period has ended, or is withdrawn by a faculty member or by a member of Administration. 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.

their GPA falls between 2.00 and 2.99. Failure to reach a 3.00 GPA in the following term will result in dismissal.

For students enrolled in a C.A.G.S. or Ed.D. program:

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

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

UNIT OF CREDIT

The university measures undergraduate and graduate academic progress using the quarter credit hour system. Courses are offered in three formats and may combine two or more of those formats, which are lecture, laboratory and experiential.

Generally, one quarter credit represents 10 hours of instruction, which include class lecture and additional activities; one quarter credit hour equals two laboratory hours or three experiential hours. Furthermore, all courses require additional hours of study and preparation outside of the classroom or learning environment.

Doctoral programs operate under a semester credit hour system. The university converted to a quarter credit hour system from a semester credit hour system in September of 1994 for undergraduate and graduate programs. Please note that 3.0 semester credits equal 4.5 quarter credits.

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.

Any student who received a master's degree from Johnson & Wales University may apply for admittance to an M.A.T. or M.Ed. program at the university through School of Education Admissions. Up to two courses from the first master's degree may be transferred into the second degree, if applicable. Students must meet the entrance requirements for the prospective program to gain admittance, and be in good academic and financial standing.

GRADUATION REQUIREMENTS

Graduation requires successful completion of a prescribed sequence of study and a minimum grade point average of 3.00 for master's degree program students and 3.25 for doctoral program students. In addition, doctoral program students must not receive a grade of 'F' or 'W' in a course. Students who do not meet these standards will be in noncompliance 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. Graduate courses taken three or more years ago may need to be retaken. Comparable undergraduate courses taken ten or more years ago may need to be retaken. A graduate committee of faculty and administration reviews all reinstatement requests for course equivalencies.

FULL-TIME STATUS

Master's and doctoral program 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.

TRANSFER CREDITS

M.A.T./M.Ed. Program

A candidate for the M.A.T. or M.Ed. 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 courses offered in the core or concentration that the student plans to enter, and must be approved by the dean.

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 JWU graduate program are not transferable without special permission from the dean of the School of Education. Once enrolled in a JWU graduate program, a student may not take courses elsewhere and apply them for transfer credit. Transfer credits should be requested prior to initial matriculation into a JWU graduate program.

Ed.D. Program

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

IEDMAN CENTER



STUDENT SERVICES

BOOKSTORE

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

CLASSROOMS

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

COMPUTER AND TECHNOLOGY USE

All students are required to comply with the university's Computer and Technology Use Policy, which is accessible at www.jwu.edu/legal.

The university's Computer and Technology Use Policy prohibits students from uploading, downloading, posting, publishing, transmitting, retaining, reproducing, sharing or distributing in any way information, software, movies, music, books, articles or any other material which is protected by copyright or other proprietary right, without obtaining permission of the owner. Violation of this policy may result in the termination of a student's access to the Internet via the university's Internet system and student conduct review actions up to and including dismissal from the university.

In addition, students should be aware that unauthorized distribution of copyrighted material (e.g., songs, music and other materials), such as through peer-to-peer networks, may constitute copyright infringement and subject students to civil and criminal penalties. Copyright infringers could face statutory damages ranging from \$200 to \$150,000 for each work that is infringed as well as potential criminal penalties, including imprisonment in serious cases. Please refer to the Computer and Technology Use Policy for a further description of prohibited activities regarding use of university technology resources.

COMPUTER LABORATORIES

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

General purpose labs are located in three buildings: the Harborside Academic Center, the Xavier Complex, and the

Academic Center. Staff members are available in all labs to help students and answer questions. Visit the University Help Desk at helpdesk.jwu.edu or call 401-JWU-HELP (598-4357) for more information.

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 and weekly enhancement activities 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.

EXPERIENTIAL EDUCATION & CAREER SERVICES

Experiential Education & Career Services offers a variety of work programs and career services to assist students in building career skills to obtain employment and independently navigate their careers. Career services components include

- career workshops that allow students to select specific skill-building topics
- networking opportunities with industry professionals through on-campus recruiting events
- career coaching resources providing personalized mentoring on a variety of career-related topics
- work experience/internship programs designed to provide practical work experience in a student's chosen field of study while the student earns academic credit
- an online job posting system (jwu.experience.com) that students can use to search for jobs

Hundreds of employers, representing the business, hospitality, culinary and technology fields, visit campus each year to participate in recruiting events and serve as guest lecturers and classroom speakers. These activities provide students with a real-world view of industry as well as opportunities to connect with industry professionals and career options.

HEALTH SERVICES

JWU maintains two Health Services offices where health care is provided to students—one for the Downcity Campus at Wales Hall and one for the Harborside Campus at the Harborside Recreation Center.

JWU's nurses provide limited health care services. In addition, they may refer students to the university's physician who is on campus four mornings a week.

Local dentist referrals are also available from the Health Services Office.

JWU'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 all new students to submit proof of a complete physical exam within the past year, including documented proof of two doses of the MMR vaccine, a tetanus-diphtheria booster within the past 10 years, a negative tuberculosis test or chest X-ray within the last six months, three doses of Hepatitis B vaccine, and completion of the chicken pox vaccine series or proof of physician-diagnosed disease. Immunizations that are strongly recommended but not required include Hepatitis A and meningitis.

INTERCULTURAL CENTER

The Intercultural Center (ICC) was 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 prepare all members of the university's diverse student body to live and work in a world characterized by increasing diversity of every kind.

The ICC is a safe and welcoming environment where all members of the campus community are offered the opportunity to celebrate their cultures and learn about those of others. It strives to bridge cultural gaps and bring together individuals of diverse backgrounds, and works to educate and develop awareness of cultural and personal differences in all people by sponsoring educational programs, 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 ICC is located in the Xavier Complex, Downcity Campus at 60 Broad Street in the center of the block bordered by 61 Pine Street, Claverick Street, 60 Broad Street and Foster Street. For more information, call 401-598-4776.

INTERNATIONAL CENTER

The International Center, which has two departments, International Student Services and Study Abroad Programs, is located at the Student Services Center on the Downcity Campus. In addition, two international student advisors from the center are located at the Student Academic & Financial Services Office in the Friedman Center at the Harborside Campus.

International Student Services

The main focus of the International Student Services Office is to help international students adhere to USCIS regulations, maintain their student 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, orientation programs and cultural programming for international students and the university community. In addition, information sessions on employment, tax and other immigration issues are offered regularly at both the Student Services Center and Friedman Center 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 JWU students. Program information and applications are available at www.jwu.edu/studyabroad. 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.

LIBRARY

Library resources and services in support of the doctoral program are located at the Harborside Library in the Friedman Center, also the site of doctoral classes. Resources include an extensive collection of books and videos on education, alongside databases indexing thousands of magazines, journals and newspapers, and providing full-text retrieval of most articles. Computer workstations, group study rooms, a recreational reading collection, and a staff of fully qualified librarians enhance information services to doctoral students.

The main facility of the JWU Library is located in The Yena Center on the Downcity Campus and holds a sizeable collection of business, hospitality, technology and general studies resources.

As a member of the Higher Education Library Information Network (HELIN), JWU Library also provides all JWU students with access to library resources, services and facilities at a wide array of academic, law and health science libraries in Southern New England.

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 public safety services for the university's students, faculty and staff. Students are encouraged to take advantage of the services and programs listed on our Web site at www.jwu.edu/safetyPVD.aspx.

Safety & Security officers patrol the campus at all times and utilize an integrated-electronic access control and digital camera system. Emergency blue light telephones are strategically located throughout the campus and directly connect callers to the Safety & Security dispatcher on duty. Safety & Security also has the ability to issue timely alerts to the campus community if necessary via an emergency notification mass-messaging system.

The Safety & Security Operations Center 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. Hearing impaired students may call ext. 2140 from a university phone or 401-598-2140 from a non-university phone.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Johnson & Wales University publishes an Annual Security Report, which discloses information about campus security, and statistics concerning reported crimes that occurred on campus, on university-controlled property, and on public property immediately adjacent to campus. A copy of the report may be obtained from the Admissions Office or Campus Safety & Security Office. You may also visit www.jwu.edu/providence/safety to view a copy of the most recent Annual Security Report.

The university maintains a log of all fires that occur in on-campus housing. In addition, in compliance with the Higher Education Opportunity Act of 2008, the university will publish annually a fire safety report which will disclose information about the campus fire safety policies and procedures and fire statistics for each residence hall. Once published, copies of the annual fire safety report may be obtained from the Campus Safety & Security Office or by visiting www.jwu.edu/providence/safety.

SPECIAL NEEDS/DISABLED STUDENTS

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

Because some programs of study at the university have technical standards and requirements, applicants and students with special needs or physical disabilities should contact the director of the Center for Academic Support at 401-598-4689 to discuss the availability of reasonable accommodations or to

obtain documentation guidelines, when appropriate. For more information on technical standards, see Page 36.

Available reasonable accommodations for special needs students with appropriate documentation, include, but are not limited to

- Preferential Scheduling
- Individualized Exams
- Note-taking Assistance
- Tape Recorders Allowed in Class
- Digital Texts
- Classroom Relocation
- Medically Excused Absences
- Scribes
- Assistive Technology

For further information regarding available reasonable accommodations and the accommodations procedure, please see the Academic Support section of the Providence Campus Web site at www.jwu.edu or call the Center for Academic Support at 401-598-4689.

STUDENT ACTIVITIES

The Office of Student Activities serves multiple functions within the JWU community in supporting student needs, activities and campus programs. The office provides professional support for JWU students in their co-curricular pursuits, as well as exposure to and participation in social, cultural, educational and recreational programs.

Athletics: The university is a Division III member of the NCAA and competes in the Great Northeast Athletic Conference. The following teams represent JWU on the inter-collegiate level:

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

The intramural sports division, which grows in response to student interest, currently includes softball, indoor soccer, basketball, deck hockey, badminton, table tennis, roller hockey, flag football, lacrosse, volleyball and outdoor track.

NOTICE OF NONDISCRIMINATION

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

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

The following person has been designated to handle inquiries regarding the Nondiscrimination Policy:
University Compliance Officer, Johnson & Wales University,
One Cookson Place, Sixth Floor, Providence, RI 02903,
401-598-1423.

Inquiries concerning the application of nondiscrimination policies may also be referred to the appropriate governmental agencies listed below:

Office for Civil Rights, U.S. Department of Education,
Customer Service Team, 400 Maryland Avenue SW,
Washington, DC 20202-1100, 800-421-3481. This office may refer the matter to a regional Office for Civil Rights.

Rhode Island

- Equal Employment Opportunity Commission
John F. Kennedy Federal Building
475 Government Center, Boston, MA 02203
617-565-3200
- Rhode Island State Commission on Human Rights
180 Westminster Street, 3rd Floor
Providence, RI 02903-3768
401-222-2661

Massachusetts

- Equal Employment Opportunity Commission
John F. Kennedy Federal Building
475 Government Center, Boston, MA 02203
617-565-3200
- Massachusetts Commission Against Discrimination
One Ashburton Place, 6th Floor, Room 601
Boston, MA 02108
617-944-6000

Colorado

- Equal Employment Opportunity Commission
303 East 17th Avenue, Suite 410, Denver, CO 80203
303-866-1300
- Colorado Civil Rights Division
1560 Broadway, Suite 1050, Denver, CO 80202-5143
303-894-2997

Florida

- Equal Employment Opportunity Commission
One Biscayne Tower, 2 S. Biscayne Boulevard, Suite 2700,
Miami, FL 33131
305-536-4491
- Florida Commission on Human Relations
2009 Apalachee Parkway, Suite 200, Tallahassee, FL 32301
850-488-7082

North Carolina

- Equal Employment Opportunity Commission
129 West Trade Street, Suite 400, Charlotte, NC 28202
704-344-6682

- N.C. Human Relations Commission

Building Address:

116 W. Jones Street, Suite 2109, Raleigh, NC 27601
919-807-4420

Mailing Address:

1318 Mail Service Center
Raleigh, NC 27699-1318

TECHNICAL STANDARDS

To participate in the M.A.T. in Teacher Education program with a concentration in Food Service Education, each student, with or without reasonable accommodations, must be able to safely and effectively

- communicate in person with co-workers and guests
- attend and participate in laboratory and production classes of up to six hours in length
- lift and transport food and other culinary product, equipment, small wares and utensils
- lift and transport trays with hot and cold plated foods, small wares, and other items, and serve and clear tables where guests are seated
- pour and serve liquids and beverages, including hot liquids
- use knives and other commercial cooking utensils
- operate commercial cooking and food service equipment
- maneuver in professional or commercial kitchens, dining rooms and related facilities
- test and evaluate the taste, appearance, texture and aroma of food and beverage products
- use commercial cleaning and sanitizing equipment and materials

The foregoing technical standards are essential to the M.A.T. in Teacher Education program with a concentration in Food Service Education, and also reflect industry requirements and standards.



COURSE DESCRIPTIONS

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

M.ED. PROGRAM

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: EDUC5330 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: EDUC5310 or department permission.

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

M.A.T. PROGRAM

EDUC5004 INTRODUCTION TO LEARNING AND TEACHING IN AMERICAN SOCIETY

This initial course in the M.A.T. program provides students with foundational knowledge in learning theory and educational practices to build a broad understanding of learning and teaching in American schools today. Through course readings and discussion, students examine a variety of issues at the forefront of school improvement efforts including standards-based curriculum, meeting the needs of diverse learners in the classroom, collaboration, formative and summative assessment, and data-driven decision-making. Students examine and utilize the Rhode Island GLEs in a data-driven school improvement project designed to give them a "big-picture" understanding of how teachers, administrators and community members use research, assessment and contextual data to inform, practice and support student learning. Students examine the Rhode Island Professional Teacher Standards to support their emerging understanding of the professional, educational, legal and ethical responsibilities to students and their families, and spend time observing and reflecting in area classrooms to see the application of course concepts.

Quarter Credit Hours 4.5

EDUC5012 TEACHING LITERACY IN THE CONTENT AREA

This course offers prospective teachers the opportunity to develop strategies to enhance content area literacy instruction. Special emphasis is placed on balancing the challenges of developing standards-based curriculum and meeting the needs of a diverse classroom population. Best practices for instruction and assessment are explored and tested through the field placement experience. Based on course content, participants design a content area unit that is implemented during student teaching. Prerequisite: EDUC5004, SPED5001, EDUC5040 or department permission.

Quarter Credit Hours 4.5

EDUC5040 BEST PRACTICES IN LITERACY INSTRUCTION

The Balanced Literacy Model is an instructional framework designed to teach phonemic awareness, phonics, vocabulary/word study, reading fluency and reading comprehension within the context of lesson design observed and implemented in elementary through secondary classrooms. Through course content, instructional modeling and related fieldwork, participants are introduced to strategies to motivate and teach students reading, writing, speaking and listening. This course focuses on English Language Arts as an interdisciplinary and developmental process. Course assignments involve planning for instruction of comprehension and vocabulary strategies as well as introducing word attack skills. Prerequisite: EDUC5004, SPED5001 or department permission. Quarter Credit Hours 4.5

EDUC5055 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 classroom art and music in order to integrate the arts within the teaching of other disciplines. Through library and Internet research, students integrate instructional lessons with art and music. Emphasis is placed on standards, grade appropriate subject matter, art media, music and technology. Prerequisite: EDUC5040 or department permission. Quarter Credit Hours 2.25

**EDUC5111 STRATEGIES FOR TEACHING
FOOD SERVICE MATHEMATICS**

This course is designed to critically analyze curriculum and the process of teaching and learning food service mathematics. It examines current research in best practices for delivering mathematics instruction. Value is placed on thinking, reasoning, communicating mathematically among mathematical ideas and real-world situations. The foundation for delivering mathematical instruction is based on the Thinking Mathematics Ten Principles. Standards that will be addressed include the Rhode Island Beginning Teacher Standards (RIBTS), The NCTM Principles and Standards of School Mathematics (PSSM, 2000), and the Mathematics NECAP and local Grade Level Expectations. Quarter Credit Hours 4.5

EDUC5401 STRATEGIES FOR TEACHING MATHEMATICS

This course is based on the Thinking Mathematics Principles implemented by the American Federation of Teachers. 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 observe, reflect and implement lessons based on course content through related field work. Participants use protocols for looking at student work for a variety of reasons. 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. Prerequisite: EDUC5004, SPED5001, EDUC5040 or department permission. Quarter Credit Hours 4.5

EDUC5402 STRATEGIES FOR TEACHING SCIENCE

This course is designed to increase the students' science content knowledge, critically analyze curriculum, and experience best practices in teaching and learning science in elementary and middle school grades 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 inquiry that maintains the rigor necessary to prepare students with the habits of mind required to meet the demands of a highly scientifically literate society. Field experiences play a vital role in this course. Prerequisites: EDUC5040, EDUC5575, SPED5010. Quarter Credit Hours 4.5

EDUC5575 DIGITAL COLLABORATIVE TOOLS

This course provides an understanding of the shifting learning literacies that the 21st century demands and how they will change the way teachers facilitate and educate their digital learners. The course examines and emphasizes Web 2.0 tools such as wikis, blogs, podcasts, and other powerful tools of the Web that create authentic learning. Students learn about these various tools and how to infuse these unique technologies into their pedagogy. Through in-class individual hands-on instruction and team-based experiential learning, students incorporate these innovative and collaborative tools into their classrooms to create purposeful curriculum design. Prerequisites: EDUC5004, SPED5001. Quarter Credit Hours 2.25

EDUC5580 EDUCATIONAL PSYCHOLOGY

This course develops a fundamental understanding of the theories and principles of psychology as applied to teaching and learning and the implications for curriculum planning. The students integrate and apply theories and principles of child and adolescent development, learning, memory, motivation, individual differences, instruction, and measurement and evaluation. Quarter Credit Hours 2.25

EDUC6007 METHODS OF TEACHING CULINARY ARTS

This methods course is designed to provide 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. During their fieldwork, participants will implement and reflect upon unit lessons they have constructed. The importance of staying abreast of professional practices, trends, and research will be stressed via an outside reading list. Prerequisite: EDUC5004. Quarter Credit Hours 2.25

EDUC6008 METHODS OF TEACHING BUSINESS

This course offers aspiring teachers the opportunity to prepare their students to be responsible citizens capable of making astute economic decisions that will benefit their personal and professional lives. Prospective teachers become facilitators of learning specifically by planning, developing, delivering and evaluating basic business curriculum related to personal finance, computer technology, economics and marketing. Multiple instructional strategies will be considered for (1) planning, designing, delivering and evaluating lessons; (2) creating an environment in the classroom conducive to learning; (3) treating all students equitably in the classroom; (4) connecting the Grade Span Expectations to the business curriculum; (5) developing a professional philosophy of education; and (6) participating in professional development. Readings on current trends in education augment class discussions. Prerequisite: EDUC5004. Quarter Credit Hours 2.25

EDUC6009 METHODS OF TEACHING SOCIAL STUDIES

This methods course is designed to provide knowledge of how to design and teach an integrated study of social sciences and the humanities to promote historical understanding and civic competence among students. Emphasis is on instruction that will facilitate the teaching of social studies content, skills, and concepts through daily and long-range planning and will use research-based, best-practice methods. The course will also emphasize the tools and skills of instruction and the organization of instructional and supplementary materials in order to accommodate the special needs and individual differences among students in today's diversely populated elementary school classrooms. Prerequisite: EDUC5004. Quarter Credit Hours 2.25

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 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

EDUC6050 STUDENT TEACHING IN CULINARY/PASTRY ARTS

Students in this course spend 12 weeks in a teaching situation at a public secondary school site under the direct supervision of a food service cooperating teacher. Student teachers are responsible for planning lessons and shall demonstrate their ability to teach and work effectively. During the course, students are required to demonstrate their understanding of and competence in the RIBTS and Content Standards by producing a student teacher's portfolio. Students participate in several seminars directly related to their student teaching experience. Prerequisites: EDUC5004, EDUC5040, SPED5001, SPED5003 and department permission.
Quarter Credit Hours 9.0

EDUC6061 STUDENT TEACHING: ELEMENTARY, PART I

Students in this course spend four weeks in a teaching situation at a public school site under the direct supervision of an elementary education cooperating teacher. During this initial stage of student teaching, students plan and implement lessons with the guidance of their cooperating teacher. Students are required to demonstrate their understanding of the RIBTS and CEC Standards by collecting evidence for their student teacher's portfolio. Students participate in several seminars directly related to their student teaching experience. Prerequisites: Completion of all required program courses, passing score on Praxis II Elementary Education Content Area Exam, department permission.
Quarter Credit Hours 3.0

EDUC6062 STUDENT TEACHING: ELEMENTARY, PART II

Students in this course spend four weeks in a teaching situation at a public school site under the direct supervision of an elementary education cooperating teacher. Student teachers plan lessons and demonstrate their ability to teach and work effectively. During the course, students are required to demonstrate their understanding of and competence in the RIBTS and CEC Standards by producing a student teacher's portfolio. Students participate in several seminars directly related to their student teaching experience. Prerequisite: EDUC6061.
Quarter Credit Hours 3.0

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

EDUC6150 ADVANCED METHODS OF TEACHING CULINARY/PASTRY ARTS

This advanced methods course is designed to build upon the course outcomes of EDUC6007. Students apply their knowledge of the principals and pedagogies for teaching culinary/pastry arts skills and techniques in both a lab and classroom environment. Emphasis is placed on understanding how students think, learn, communicate and perform culinary/pastry technical skills. Prerequisite: EDUC6007.
Quarter Credit Hours 9.0

SPED5001 INCLUSIVE TEACHING OF EXCEPTIONAL LEARNERS

This course examines the theoretical perspectives, general procedures, federal law and Rhode Island regulations of educating students with exceptionalities in today's schools. Special attention is given to the inclusion of students with exceptionalities in the regular education classroom to ensure access to high quality teaching and learning. Parental involvement and advocacy are examined. Participants gain experience and the understanding

that inclusive practices are intricate and collaborative work through their own fieldwork and course content. Participants gain knowledge of the characteristics and needs of all students, including gifted and talented students and those from diverse backgrounds.
Quarter Credit Hours 4.5

SPED5002 CURRICULUM AND METHODS FOR EXCEPTIONAL LEARNERS

This course is designed to teach participants how to develop instruction that targets the needs of exceptional learners. Participants learn how to interpret data within a problem-solving framework with the goal of enabling exceptional learners to succeed. Students use curriculum-based evaluation procedures to identify important learning goals in content areas, including reading, math, social studies and science. Additionally, students learn how to use assessment data to design explicit instruction. Prerequisites: EDUC5401, EDUC5402.
Quarter Credit Hours 4.5

SPED5003 UNDERSTANDING AND MANAGING BEHAVIOR

This course provides participants with knowledge of the changing developmental needs of students from elementary through high school so that they are able to understand and manage behavior. Participants learn and practice techniques and strategies proven effective for classroom instruction and individual behavior management. Specifically, participants in this class learn and practice instructional and behavioral approaches to productively create a supportive, accepting instructional environment. The course examines the proven practices for establishing and maintaining classroom management, maximizing use of learning time, questioning and feedback skills, home-work, interactive guided instruction strategies, and scaffolding techniques. In addition, this course describes and models researched techniques and strategies to use within a problem-solving format to address the needs of all students. Prerequisite: SPED5001 or department permission.
Quarter Credit Hours 4.5

SPED5004 COLLABORATION: HOME/SCHOOL/COMMUNITY

This course prepares participants to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways particularly as it relates to the IEP process. Participants are taught to focus on the role of the family as addressed by IDEA, the primary law affecting the lives of children with disabilities, and to work through the special education processes of referrals, evaluations IEPs and transitions of individuals with exceptional learning needs. Throughout the course and related fieldwork, participants explore and develop transition plans (now included in the formal IEP) for students with disabilities, including vocational opportunities for secondary students. Participants learn the role of the special educator as advocate throughout these processes and the necessity of maintaining confidentiality. Prerequisite: SPED5001 or department permission.
Quarter Credit Hours 4.5

SPED5010 ASSESSMENT AND EVALUATION OF EXCEPTIONAL LEARNERS

In this course candidates learn the steps in the special education referral and evaluation process, as delineated by Rhode Island and federal regulations. Students learn to do the following: use methods and tools of structured observations, determine appropriate assessments, present and discuss test results as part of an evaluation team, and collaboratively develop an Individualized Education Plan (IEP). Additionally, candidates examine current evaluative tools used in the diagnostic process. Technical principles of assessment are discussed, including such topics as validity, reliability, standardization, issues of bias, and cultural awareness. Prerequisites: EDUC5004, SPED5001.
Quarter Credit Hours 2.25

SPED5220 COMMUNICATION: LANGUAGE DEVELOPMENT AND LEARNING

In this course, students learn that language development forms the basis for learning and is a key component in fostering student progress. This course addresses issues surrounding language development as it relates to learning, both as a language disability and for the English language learner. Prerequisite: EDUC5040, EDUC5401, EDUC5402 or department permission.
Quarter Credit Hours 2.25

SPED6061 STUDENT TEACHING: SECONDARY SPECIAL EDUCATION, PART I

Students in this course spend four weeks in a teaching situation at a public school site under the direct supervision of an secondary special education cooperating teacher. During this initial stage of student teaching, students plan and implement lessons with the guidance of their cooperating teacher. Students are required to demonstrate their understanding of the RIBTS and CEC Standards by collecting evidence for their student teacher's portfolio. Students participate in several seminars directly related to their student teaching experience. Prerequisites: Completion of all M.A.T. program courses, passing score on Content Area Exam, department permission. Quarter Credit Hours 3.0

SPED6062 STUDENT TEACHING: SECONDARY SPECIAL EDUCATION, PART II

Students in this course spend four weeks in a teaching situation at a public school site under the direct supervision of an secondary special education cooperating teacher. Student teachers plan lessons and demonstrate their ability to teach and work effectively. During the course, students are required to demonstrate their understanding of and competence in the RIBTS and CEC Standards by producing a student teacher's portfolio. Students participate in several seminars directly related to their student teaching experience. Prerequisite: SPED6061. Quarter Credit Hours 3.0

SPED6073 STUDENT TEACHING INTEGRATED: 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 are responsible for planning lessons and shall demonstrate their ability to teach and work effectively. During the course, students are required to demonstrate their understanding of and competence in the RIBTS and CEC Standards by producing a student teacher's portfolio. Students will participate in a series of seminars directly related to their student teaching experience. 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), department permission. Quarter Credit Hours 9.0

SPED6074 STUDENT TEACHING INTEGRATED: 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 are responsible for planning lessons and shall demonstrate their ability to teach and work effectively. During the course, students are required to demonstrate their understanding of and competence in the RIBTS and CEC Standards by producing a student teacher's portfolio. Students participate in a series of seminars directly related to their student teaching experience. Prerequisites: Completion of all required program courses, passing score on Praxis II Elementary Education Content Area Exam, department permission. Quarter Credit Hours 9.0

ED.D. PROGRAM

EDUC7006 RESEARCH I: EDUCATIONAL RESEARCH FOR HIGHER EDUCATION LEADERS

This course prepares students to identify, synthesize and analyze research, and apply it to issues and challenges in higher education settings. Students work in these settings to identify and analyze problems, formulate research questions, critique existing research (including research that focuses on higher education issues and trends), and use research to improve policies, programs and practices applicable on their campuses. Semester Credit Hours 6.0

EDUC7007 RESEARCH I: EDUCATIONAL RESEARCH FOR ELEMENTARY-SECONDARY EDUCATION LEADERS

This course prepares students to identify, synthesize and analyze research, and apply it to issues and challenges in elementary-secondary education settings. Focus is on identifying and analyzing researchable problems, formulating research questions, critiquing existing research studies, and using research to improve policies, programs and practices at the elementary, middle and high school levels. Semester Credit Hours 6.0

EDUC7011 STRATEGY AND CHANGE

This course prepares students to lead change, particularly strategic and systemic change. Students develop competencies in strategic thinking and acting, developing change strategies, and facilitating innovation. This course focuses on the nature of change and the change process. Attention is given to the development of skills and strategies needed by educational leaders to challenge present practices and to create highly innovative alternatives. Attention is also given to building leadership capacity to support school reform and change. The course prepares students to incorporate information technology planning into the strategic planning process. Semester Credit Hours 6.0

EDUC7021 NATURE OF HIGHER EDUCATION

This course presents an overview of the defining characteristics of higher education in the U.S. with emphasis on past, present and emerging trends, and on the social, economic and political issues that are crucial for higher educational leaders to recognize and understand. Strategies and tactics needed to bring about constructive change are studied and applied. Various information sources and mechanism are used. Expansion and refinement of the knowledge, skills and interests of students in the higher education enterprise are the goals of the course. Semester Credit Hours 6.0

EDUC7030 TEACHING AND LEARNING IN HIGHER EDUCATION

This course prepares students to lead reform initiatives in teaching and learning in higher education settings. The course focuses on the relationships among curriculum, instruction and assessment. Students are given opportunities to examine key issues and problems impacting teaching and learning in higher education. Students engage in an action research project that is centered on typical problems in teaching and learning confronting educational leaders. Semester Credit Hours 6.0

EDUC7031 ORGANIZATIONAL THEORY AND BEHAVIOR IN HIGHER EDUCATION

This course focuses on higher education organizational theory, behavior and culture, with special emphasis on how leaders can effect change by developing a dynamic, holistic, systems approach to understanding and facilitating the work of the organization. Using re-framing as a lens to view organizations, the course examines the complex relationships among individuals and groups, as well as team building, decision-making, conflict resolution, strategy and policy development, and administrative and management styles. Organizational development and change theory are explored with regard to traditional and evolving patterns for organizing colleges effectively to meet current and future demands. Semester Credit Hours 6.0

EDUC7032 ORGANIZATIONAL THEORY, BEHAVIOR AND DEVELOPMENT IN ELEMENTARY-SECONDARY EDUCATION

This course focuses on the organizational theory, behavior and culture with special emphasis on how elementary-secondary leaders can affect change. Emphasis is on understanding the "frameworks" (political, symbolic, human resources and structural) that affect organizations and developing a systemic approach to facilitating the work of the organization. Coursework helps leaders re-frame existing organizations and review them from a different "lens" or perspective. The course examines the complex relationships among individuals and groups as well as team building, decision-making, conflict resolution, strategy, policy development, and administrative and management styles. Semester Credit Hours 6.0

EDUC7035 CURRICULUM, INSTRUCTION AND ASSESSMENT

This course prepares students to lead reform initiatives in curriculum, instruction and assessment in the K–12 educational setting. Emphasis is on the major phases of curriculum improvement: planning, development, implementation and evaluation. The course also covers theories of curriculum and instruction, leadership roles and responsibilities, supervision of instruction, the impact of technology in improving teaching and learning, professional development, differentiated instruction, student assessment, standards-based curriculum, and problem/project-based learning. Students engage in an action research project that is centered on typical teaching and learning problems confronting educational leaders.

Semester Credit Hours 6.0

EDUC7150 SPECIAL TOPICS IN EDUCATIONAL LEADERSHIP

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

Semester Credit Hours 6.0

EDUC8007 RESEARCH II: METHODS FOR ELEMENTARY-SECONDARY EDUCATION LEADERS

This course prepares students to design and conduct qualitative, quantitative and mixed methods research (including program evaluations) that address significant educational issues and challenges in elementary-secondary settings. Students work in these settings to create research designs, collect and analyze qualitative and quantitative data, and derive findings and conclusions. Prerequisite: EDUC7007.

Semester Credit Hours 6.0

EDUC8008 RESEARCH II: METHODS FOR HIGHER EDUCATION LEADERS

This course prepares students to design and conduct qualitative, quantitative and mixed methods research that addresses significant educational issues and challenges in higher education settings. This course focuses on direct application of designs and methods in preparation for the dissertation process. Students develop initial qualitative and quantitative data collection methods and complete pilot tests for their proposed study. Students are also exposed to publishing and conference presentation opportunities for their particular discipline and topic. Prerequisite: EDUC7006.

Semester Credit Hours 6.0

EDUC8016 RESOURCE PLANNING AND MANAGEMENT IN HIGHER EDUCATION

This course assists doctoral students in developing the knowledge, skills and dispositions needed to plan and execute sound approaches to resource decision-making and use. Authentic fiscal issues and practices in higher education are identified and potential solutions and needed changes explored. Students investigate the entire spectrum of revenues, rationales and justifications for budget requests and resource allocations, and design appropriate practices for resource management. Traditional and evolving funding sources are examined, and grant-writing strategies explored. The fusion of planning, budgeting and technology to produce better resource allocations, and oversight of those allocations, is emphasized. Prerequisite: 24 semester credit hours of doctoral study.

Semester Credit Hours 6.0

EDUC8017 RESOURCE PLANNING AND MANAGEMENT IN ELEMENTARY-SECONDARY EDUCATION

This course examines the foundations of school finance and business practices and how they are integral to achieving school and district goals for student learning and achievement to state performance standards. Current and prospective education leaders and school administrators investigate how school finance, budget, business management, asset protection, and facilities planning and management are vital to the teaching and learning process.

Semester Credit Hours 6.0

EDUC8026 STUDENT DEVELOPMENT IN HIGHER EDUCATION

This course focuses on the comprehensive nature of student affairs as a vital component in the evolving learner-centered environments of higher education. Students investigate and seek potential solutions to authentic problems facing leaders in student affairs, such as those concerning student enrollment management, student diversity, student induction, advising and counseling, placement testing, career development, residential life, food services, health services, student activities, Greek organizations, athletics, security and discipline. Theory and good practice are used to guide the discussion, investigate the issues, and generate alternative solutions. Prerequisite: 36 semester credit hours of doctoral study.

Semester Credit Hours 6.0

EDUC8027 FAMILY AND COMMUNITY ENGAGEMENT

This course addresses the role of the educational leader in engaging the community in supporting the education of its children and youth. Topics focus on home and school collaboration and parent/family involvement in the education of children. Topics also include developing and maintaining relationships with businesses and higher education to promote their involvement and active participation in elementary and secondary schools. In addition, areas of community service, diversity within the community, community relations and the school as a community center are investigated.

Semester Credit Hours 6.0

EDUC8090 LEADERSHIP IN HIGHER EDUCATION CAPSTONE

This capstone builds upon the knowledge, skills and dispositions that students have acquired from other courses, independent studies and their experiences to address authentic issues in higher education. The approach is problem-based, context-bound and service-oriented. Through case studies, exercises and projects, students work individually and collaboratively to seek practical solutions to actual and hypothetical dilemmas in higher education. Emphasis is placed on analyzing and addressing the policy aspects of issues, on seeking appropriate research paradigms, and on defining leadership roles to facilitate realistic and creative change. Prerequisite: 36 semester credit hours in the Educational Leadership Program

Semester Credit Hours 6.0

EDUC8095 LEADERSHIP IN ELEMENTARY-SECONDARY EDUCATION

This course examines leadership theories and models and their applications to educational reform in elementary-secondary education. Topics addressed include: leadership styles, organizational cultures, school change strategies, leadership behaviors, leadership standards, site-based management, school culture, data-driven decision making and shared decision making. Students employ action research and problem-based learning approaches to conduct research on current leadership-related problems and issues.

Semester Credit Hours 6.0

EDUC9005 THE FIELD RESEARCH PROJECT

Students or groups of students will conduct an action research field project in concert with a public or private educational institution or setting. The purposes of this project are to identify a significant educational problem in the context of a local/state educational setting, to review existing theory and research, to analyze the problem, and to develop potential solutions for the problem. Students are encouraged to identify a research project early in their program. The project must be approved by the major advisor and the local/state educational setting, system or institution. The seminar series provides students with dissertation support, and moves students towards degree completion.

Semester Credit Hours 6.0

EDUC9010 DOCTORAL DISSERTATION

The dissertation is the refinement and publication of a field research project. The seminar series provides students with dissertation support, and moves students towards degree completion.

Semester Credit Hours 6.0

EDUC9011 DOCTORAL DISSERTATION ADVISEMENT

The dissertation advisement is a period of time after the third year to provide ongoing dissertation advisement and continuous enrollment. The seminar series provides students with dissertation support, and moves students towards degree completion.

Semester Credit Hours 0.0

CENTER FOR EDUCATOR EXCELLENCE

EDUC5329 SPECIAL TOPICS IN EDUCATION

These courses, which may be taught off campus, include the following special topics.

Quarter Credit Hours 4.5

Digital Collaborative Tools

This course provides an understanding to students of the shifting learning literacy's that the 21st century demands and how they will change the way teachers facilitate and educate their digital learners. It examines and emphasizes digital tools such as wikis, blogs, podcasts, and other tools of the web that may create authentic learning. Educators learn about these various tools and how to infuse these technologies into their instruction and the curriculum design process. This course is designed for teachers to use their classroom as a clinical laboratory for experiential learning and report back weekly on these unique technologies on how they influenced change in their current pedagogical practices.

Orton-Gillingham Associates I

This course provides an overview of the historical unfolding of the Orton-Gillingham (O.G.) Approach and dyslexia. It reviews the structure of the English language as it applies to an O.G. lesson plan. Students apply the knowledge gained in the lecture component of the course in one-on-one O.G. sessions with primary or secondary students.

Orton-Gillingham Associates II

This course focuses on the ability to teach handwriting and self-monitoring. Students develop an awareness of formal and informal instruments most frequently used in the diagnosis and treatment of dyslexia. O.G. II builds upon the foundation of O.G. I, and students apply this information to the creation of advanced O.G. lesson plans. Prerequisite: Orton Gillingham Associates I

Orton-Gillingham Associates III

This course focuses on the practitioner's ability to develop an informal means of student assessment. It reviews the code of ethics of the Academy of Orton-Gillingham Practitioners and Educators (AOGPE). Reading comprehension strategies and written language skills are reviewed. The course culminates in the creation of an annotated lesson plan with supporting documentation to be submitted to the AOGPE. Prerequisite: Orton Gillingham Associates II

Information Technology for the Education Profession

This course provides basic understanding of computer equipment and procedures necessary for business professionals. Students gain practical knowledge of operations and terminology of computer systems as well as hands-on use of word processing, digital presentations, spreadsheet software and using the Internet. Computer-based assessment software may be used as both a learning and skills measurement tool.

Conducting Research Using Multivariate Methods and Analyses

This course provides theoretical, conceptual, practical and applied knowledge and skills regarding multivariate research and statistical techniques to students who do not necessarily need the technical and/or specific mathematical expertise of these methods. Instead, students are required to relate the basic concepts (variables used in the formulas, but not the mathematical derivation of the formulas) and practical applications of these advanced methods in order to interpret the results of research studies that have utilized such methods, as well as apply these analytical methods to their own work and data analyses. Advanced study of analysis of variance techniques (e.g., MANOVA and multiple regression) are developed. This course is appropriate for students who want to advance their research and statistical knowledge and skills to the doctoral level and above. The course utilizes The Statistical Package for the Social Sciences (SPSS)™. Real cases from education, business, social sciences and various organizations provide data sets for application to other environments and disciplines. Prerequisites: MATH5000 and RSCH5520 (or equivalent) OR EDUC7006 and EDUC8006 (or equivalent).

Language Essentials for Teachers of Reading and Spelling (LETRS)

Modules 5, 7, 10

This course is a study of the theory behind current scientifically-based methods of teaching as identified by the National Reading Panel (NRP) and subsequent national and international research efforts. This course includes in-depth study Phonics instruction. Course work includes the sequence and substance of concept development in code-based instruction from kindergarten through adults. Focus is placed on the systematic and developmental sequence in delivering code-based instruction. This course also addresses the rationale for a fluency component within lesson design. Prerequisite: EDUC5515.

EDUC5515 LANGUAGE ESSENTIALS FOR TEACHERS OF READING AND SPELLING (LETRS) MODULE 1, 2, 3

This course is a study of the theory behind current scientifically-based methods of teaching as identified by the National Reading Panel (NRP) and subsequent national and international research efforts. It includes the study of phonology, morphology and orthography, crucial language systems upon which proficient reading depends. Focus is placed on English language structure as it is processed during decoding and encoding. Insight into these foundational skills of the English language will support knowledge for the instruction of a diverse group of students, including those with disabilities, students from culturally and linguistically diverse populations, and high-achieving students. *This course may be taught off campus.*

Quarter Credit Hours 4.5

EDUC5525 BUILDING RESPECTFUL CLASSROOM COMMUNITIES

The goal of this intensive teacher training course is to better prepare existing teachers to meet the challenges of working with high-risk urban students with a myriad of academic, social, emotional and behavioral needs. The course focuses on responsive, empowering teacher language, as well as daily strategies, rules and rituals that assist in creating and maintaining a positive, safe learning environment where academics can be the focus, with a strong emphasis on social and emotional learning. *This course may be taught off campus.*

Quarter Credit Hours 4.5

LIT5015 FOOD IN FILM AND LITERATURE

This course is designed to acquaint students with the art forms of film and literature and to teach critical reading/evaluation of these forms through examination of works that develop narratives, characters, and themes through the use of food and eating scenes.

Quarter Credit Hours 4.5

COURSE NUMBERING SYSTEM

Alpha Code	Discipline	Alpha Code	Discipline	Alpha Code	Discipline	First Digit
ALAN SHAWN FEINSTEIN GRADUATE SCHOOL		THE HOSPITALITY COLLEGE		SCHOOL OF EDUCATION		1 Freshman level
COMM Communication		FSM Food Service Management		EDUC Education		2 Sophomore level
EVNT Event Leadership		HOSP* Hospitality Management		SPED Special Education		3 Junior level
GRAD Graduate Studies		IHTV International Hotel & Tourism		SCHOOL OF TECHNOLOGY		4 Senior level
CAREER DEVELOPMENT		MGHI Management in the Hospitality Industry		CAD Computerized Drafting		5–6 Graduate level
CAR Career Management		SEE Sports/Entertainment/Event Management		CGRA Computer Graphics		7–9 Doctoral level
COLLEGE OF BUSINESS		TRVL Travel/Tourism		CSIS Computer Science		Miscellaneous
ACCT* Accounting		SCHOOL OF ARTS & SCIENCES		DME Digital Media		GS Denotes a general studies course outside of the School of Arts & Sciences
ADVC Advertising Communications		ARA Arabic		ENGN Engineering		HO Denotes an honors-option course
ECON* Economics		ART Art		FIT Foundations in Technology		HY Denotes a hybrid format course
ENTR Entrepreneurship		CSL Community Service Learning		ITEC Information Technology		OL Denotes an online course
EQN Equine		ENG English		PRMG Project Management		PT Denotes a course in which performance transcript skills are measured
FISV* Financial Services Management		ESL English Language Institute		TECX Technology Experiential Education		SL Denotes a possible service learning module
IBUS* International Business		FREN French		OTHER		WI Denotes a writing-intensive course
LAW* Law		GER German		ABRD Academic International Programs		
MGHI Management in the Hospitality Industry		HIST History		PHYS Physical Education		
MGMT* Management		HUM Humanities		Numeric Values		
MRKT* Marketing		LEAD Leadership Studies		0001–0999	Non-credit and/or institutional credit courses	
RTL Retail		LIT* Literature		1000–1999	Introductory courses	
COLLEGE OF CULINARY ARTS		MATH* Mathematics		2000–3999	Intermediate courses	
BPA Baking & Pastry Arts		PHIL Philosophy		4000–4999	Advanced courses	
CUL Culinary Arts		PSCI Political Science		5000–6999	Graduate courses	
FSM Food Service Management		PSYC Psychology		7000–9999	Doctoral courses	
NUTR Culinary Nutrition		REL Religion				
		RSCH* Research				
		RUS Russian				
		SCI Science				
		SOC Sociology				
		SPAN Spanish				

* These codes also exist for graduate courses.

Definitions of Elective Attributes

Elective courses, as designated by each program, allow students to personalize their program of study by selecting courses that will strengthen and support their individual or career aspirations. Eligible elective course offerings are defined by attribute type and are identified by appropriate colleges or schools. Special note: Individual program requirements will detail any exceptions when specific courses may not satisfy an elective requirement.

When selecting an elective, students must register the appropriate type of elective and are responsible for satisfying any prerequisites or restrictions that may be present on the elective course offering. Furthermore, the elective may not be a required course in the student's program of study.

Type of elective	Attribute type
accounting	EACC
arts & sciences	EASC
baking & pastry	EBAP
career elective	ECAR
criminal justice	ECJS
culinary	ECUL
elective ("free" elective)	any 1000-level or higher course except those notes
equine	EEQN
financial services	EFIN
graduate	EGRD
hospitality	EHSP
international business	EIBU
technology	ETEC

UNIVERSITY DIRECTORY

Board of Trustees

John A. Yena, chairman of the board,
Johnson & Wales University
John J. Bowen, university president,
Johnson & Wales University
Richard L. Bready, chairman and chief executive officer,
Nortek Inc., Providence, R.I.
Peter H. Coors, chairman of the board, Molson Coors Brewing
Company; chairman, MillerCoors, Golden, Colo.
Gerald A. Fernandez, president, Multicultural Foodservice &
Hospitality Alliance, Providence, R.I.
Laura Freid, chief executive officer and executive director,
Silk Road Project Inc., Providence, R.I.
Edward P. Grace III, president and chief executive officer,
Phelps-Grace International Inc., Orlando, Fla.
James H. Hance Jr., former vice chairman and chief financial
officer, Bank of America Corp., Charlotte, N.C.
Don W. Hubble, chairman emeritus,
Angelica Corp., Blowing Rock, N.C.
Walter L. Isenberg, president and chief executive officer,
Sage Hospitality Resources, Denver, Colo.
Emeril J. Lagasse, chef, restaurateur, television personality and
author, Emeril's Homebase, New Orleans, La.
Sylvia E. Robinson, president, SER Associates, Oak Hill, Va.
Merrill W. Sherman, president and chief executive officer,
Bancorp Rhode Island Inc., Providence, R.I.
Edward P. Triangolo Jr., managing partner,
Triangolo Professional Group, Sunrise, Fla.
William E. Trueheart, former president and chief executive officer,
The Pittsburgh Foundation, Pittsburgh, Pa.
John H. White Jr., president, Taco Inc., Cranston, R.I.

Members of the Corporation

Barbara L. Bennett, general counsel and corporate
secretary, Johnson & Wales University
Stephen J. Caldeira, Canton, Mass.
Warrick Carter, president, Columbia College Chicago, Chicago, Ill.
Loreen Chant '89, president, North Miami Campus,
Johnson & Wales University
Joseph Crosby, owner and chief executive officer,
Coach's Low Country Brands, Seneca, S.C.
Louis E. D'Amico, legacy trustee, former vice president and treasurer,
Duro Industries Inc., Barrington, R.I.
Glenn Davenport, president, Horizon Software International,
Duluth, Ga.
Edward Davis, executive director, DECA Inc., Reston, Va.
Christopher T. Del Sesto, legacy trustee, former senior vice president,
treasurer and university counsel, Johnson & Wales University,
Cranston, R.I.
Bradford S. Dimeo, president,
Dimeo Construction Company, Providence, R.I.
Thomas L.G. Dwyer, executive vice president,
Johnson & Wales University
Michael Friedman, president and vice-chairman, Monarch Industries;
president, PM Industries, Inc., Warren, R.I.
Dana H. Gaebe, attorney at law, Gaebe & Kezirian, Providence, R.I.
Morris J.W. Gaebe, trustee emeritus and chancellor emeritus,
Johnson & Wales University
Arthur J. Gallagher, president, Charlotte Campus,
Johnson & Wales University

Veera S. Gaul '91 M.S., university provost, Johnson & Wales University
Abraham Goldfarb, legacy trustee, president, National Banner
Company; general manager, ABOA, Dallas, Texas
Alan Gould, management and creative consultant;
former publisher, Nation's Restaurant News, Bedford Hills, N.Y.
Fanny Hanono, treasurer, Perry Ellis International;
vice president, GFX Corp., Miami, Fla.
William H. Heisler III, honorary trustee, Medford, N.J.
Doris Magsaysay Ho, president and chief executive officer,
Magsaysay Maritime Corporation, Manila, Philippines
Scott K. Keefer, legacy trustee, senior partner,
Macktag, Keefer & Kirby, Woonsocket, R.I.
Richard J. Kosh, provost emeritus, Johnson & Wales University,
West Warwick, R.I.
Kate Littlefield, parent representative, Skillman, N.J.
M. John Martin '86, president, The Capital Grille, Orlando, Fla.
Bette Matkowski, president, Denver Campus,
Johnson & Wales University
William F. McArdle, treasurer and chief financial officer,
Johnson & Wales University
Donald G. McGregor, president emeritus, North Miami Campus,
Johnson & Wales University, Boulder City, Nev.
Manuel Pimentel Jr., senior vice president emeritus of
university relations, Johnson & Wales University
Arthur S. Robbins, president, Robbins Properties Inc., Providence, R.I.
Patricia R. Roche, partner, Roche-Rooney Financial Services,
Annapolis, Md.
Irving Schneider, president, Providence Campus,
Johnson & Wales University
Thomas Skains, chairman, president and chief executive officer,
Piedmont Natural Gas, Charlotte, N.C.
Guy B. Snowden, director, SnowMark Corp., Vero Beach, Fla.
Paul Stonely, president, National Commission for Cooperative
Education, Boston, Mass.
Howard G. Sutton, publisher, president and chief executive officer,
Providence Journal Company, Providence, R.I.
William R. Tiefel, chairman, Carmax Inc.; chairman emeritus,
The Ritz-Carlton Hotel Company LLC, Washington, D.C.
Robert J. Tingle '50, legacy trustee, former first vice president –
financial consultant, RBC Dain Rauscher, East Greenwich, R.I.
Vilma G. Triangolo '36, honorary trustee, Vero Beach, Fla.
Terry Vince, legacy trustee, president, Sovereign Hotels,
Wakefield, Mass.
Zolon A. Wilkins Jr., president, Lexington Interests Inc., Dallas, Texas
David A. Wilson, president and chief executive officer,
Graduate Management Admission Council, McLean, Va.

and the members of the Board of Trustees

Officers of the Corporation

John A. Yena, D.B.A. (hon.), D.Ed.A. (hon.), chairman of the board
John J. Bowen, D.B.A. (hon.), M.M., university president
Thomas L.G. Dwyer, M.B.A., executive vice president
William F. McArdle, B.S., C.P.A., treasurer and chief financial officer
Barbara L. Bennett, J.D., corporate secretary and general counsel
Veera S. Gaul, Ph.D., '91 M.S., university provost
Joseph J. Greene Jr. '98 M.S., C.P.A., assistant treasurer and
vice president of finance
Emily A. Gilcreast, B.S., assistant corporate secretary and
executive assistant to the university president

School of Education

Administration

Denise DeMagistris, Ed.D., dean
Mary Canole, Ed.D., supervisor of curriculum
Robert Gable, Ed.D., director of educational leadership doctoral program
Karen Swoboda, M.A., director of teacher education
Robert Meikle, M.A.T., supervisor of secondary programs
John Ribeiro, Ed.D., director of educator development programs
Suzanne Whalen, M.Ed., SLP, supervisor of elementary programs

Faculty

Felice Billups, Ed.D., associate professor; B.A., Tufts University;
M.A., Rhode Island College; Ed.D., Vanderbilt University
Thomas P. DiPaola, associate professor;
B.S., University of Rhode Island; M.Ed., University of Maine;
Ph.D., University of Connecticut
Ralph Jaspardo, Ph.D., associate professor;
B.A., M.A., Providence College; C.A.G.S., University of Connecticut;
Ph.D., Clayton University
Stacey L. Kite, D.B.A., professor; B.S., M.S., Johnson & Wales University;
D.B.A., Argosy University
Martin Sivula, Ph.D., associate professor; B.S., M.Ed., Fitchburg State
College; Ph.D., University of Connecticut
Cynthia V. L. Ward, Ed.D., professor; M.S., Southern Illinois University;
M.B.A., University of Rhode Island; Ed.D., Harvard University

Adjunct Faculty

Marie Ahern, Ed.D.; B.A., M.Ed., Providence College;
Ed.D., Johnson & Wales University
Andre Audette, Ed.D.; B.A., Rhode Island College;
M.A., Providence College; Ed.D., Johnson & Wales University
Jane Bernadino, M.Ed.; B.S., Bryant College;
M.Ed., Providence College
Mary Ellen Butke, Ph.D.; B.S., Providence College;
M.S.W., Ph.D., Smith College
Colleen Callahan, M.Ed.; B.S., M.Ed., Rhode Island College
Mary Canole, Ed.D.; B.S., Syracuse University; M.S., Rhode Island
College; Ed.D., Johnson & Wales University
Daniel DeCelles, M.A.T.; B.A., Rhode Island College;
M.A.T., University of Richmond
Eileen DeMagistris, M.Ed.; B.A., Russell Sage College;
M.Ed., Rhode Island College
Leslie Goodyear, Ph.D.; B.A., Macalester College;
M.S., Ph.D., Cornell University
Eileen Landay, Ed.D.; B.A., Carnegie Mellon University;
M.A., Middlebury College; Ed.D., Harvard University
Teresa Medeiros, M.A.;
B.A., Rhode Island College; M.A., Brown University
Anthony Marsella, M.A.T.;
B.S., M.A.T., Johnson & Wales University
Marilyn Matzko, Ed.D.; B.A., McGill University;
M.S.W., Rhode Island College; Ed.D., Harvard University
Kimberly McCaughey, M.A.;
B.S., M.A., University of Rhode Island
Audra McPhillips, B.S.; B.S., Rhode Island College
Paul McVety, Ed.D.; B.S., Johnson & Wales University;
M.Ed., Providence College; Ed.D., Johnson & Wales University

James Lee Peters, Ed.D.; B.S., Michigan State University;
M.A., Ohio State University; Ed.D., University of Utah
Jill Pfitzenmayer, Ph.D.; B.A., Hobart & William Smith Colleges;
M.A., Ph.D., New York University
Kimberly Rothwell-Carson, Ed.D.; B.A., Salve Regina University;
M.Ed., Rhode Island College; Ed.D., Johnson & Wales University
Diane Santurri, M.Ed.; B.S., Bryant University;
M.Ed., Johnson & Wales University
Gail Van Gorden, M.Ed., SLP; B.S., Nazareth College;
M.Ed., Providence College
Kimberly White, M.Ed.; B.S., M.A., M.Ed., Lesley University

Student Academic & Financial Services

Marie Bernardo-Sousa, M.S., vice president of student services;
university registrar
Gail Nevadonski, B.S., registrar
Tammy Harrigan, B.S., director of student academic services
operations
Jane Hanna, M.A., director of academic counseling
Cathy Crevier, B.G.S., coordinator of transfer and testing
Lynn M. Robinson, M.S., executive director of
student financial services
Kathi Tavares, B.S., director of billing and collections
Dawn Blanchette, B.S., director of financial aid
Beth Chace, B.S., director of student financial planning

DOCTORAL PROGRAM FACULTY BIOGRAPHIES

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

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

* **Louis A. D'Abrosca, Ed.D.**, University of Pittsburgh, 1978; M.S., B.S., University of Rhode Island, 1975/1973; B.S., Roger Williams College, 1972. D'Abrosca served for 12 years as dean of academic administration at Johnson & Wales University and for nine years prior as dean of the graduate school and teacher education. Before joining Johnson & Wales, he was an associate professor at Suffolk University and assistant instructor at the University of Pittsburgh. He has served on numerous boards and committees, including chairperson of the NEASC Self-study Committee for Johnson & Wales University. He currently holds the position of chairperson of the Johnson & Wales University Academic Audit Committee. D'Abrosca has been the recipient of many awards — most recently the Educator of the Year award from the Rhode Island Business Education Association.

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

Robert K. Gable, Ed.D., M.A., B.A., State University of New York at Albany, 1970/1967/1966. Gable is the director of Johnson & Wales University's Educational Leadership Doctoral Program. He is an emeritus professor of educational psychology in the Neag School of Education at the University of Connecticut, where he taught courses

in research methodology, statistics, survey development and program evaluation from 1970 to 2000. He is a former director of the Bureau of Educational Research and Service at the University of Connecticut, and served as director of research for the Leadership Research Institute consulting firm. Gable has published numerous texts, journal articles, tests and research reports. He has received the Outstanding Leadership and Service award from the Northeastern Educational Research Association, an Excellence in Teaching award from the University of Connecticut Alumni Association, and co-authored the "Article of the Year" in The Journal of College and University Student Housing.

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

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

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

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

* **J. Lee Peters, Ed.D.**, University of Utah, 1998; M.S., The Ohio State University, 1985; B.S., Michigan State University, 1978. Peters has served as vice president for student affairs and dean of students at the University of Hartford since July 2002. Prior to his appointment in Hartford, he served for four years as vice chancellor for student affairs at Montana State University-Billings where he was responsible for management of the student affairs division, including enrollment services, financial aid, residential life, multicultural student services, career services, health services, and auxiliary business operations. He was also an assistant professor of educational foundations and chaired a master's degree program in student personnel in higher education. He has held student affairs positions with the Weber State University, the University of Alaska Fairbanks, Franklin University and Ohio Dominican College. Peters has presented and consulted throughout the United States on topics such as organizational influence, diversity, customer service excellence, and building high-functioning teams.

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

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

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

Martin Sivula, Ph.D., University of Connecticut, 1990; M.Ed., B.S., Fitchburg State College, 1979/1972. Sivula, the former computer system manager and educational coordinator for the Lunenburg (Mass.) Public School Department, is the director of research in the Educational Leadership Doctoral Program at Johnson & Wales University. He has served as a consultant for the Merrimack Educational Consortium. His experiences at the postsecondary level include faculty member, Fitchburg State College, and director of academic computing and associate dean of technology at Johnson & Wales University. He has also served as an advisor to doctoral students at the University of Connecticut. He currently serves as a research consultant to the PROBE Commission restructuring the Providence School Department. He is an active member of the American Evaluation Association (AEA) and contributes to research of faculty and measurement.

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

GENERAL UNIVERSITY AFFILIATIONS

Academie Francaise
 Academy of International Business
 Academy of Management
 American Association for Higher Education
 American Association of Collegiate Registrars and Admissions Officers
 American Association of Presidents of Independent Colleges and Universities
 American Association of University Women
 American Bar Association
 American Booksellers Association
 American College Personnel Association
 American Corporate Counsel Association
 American Council on Education
 American Counseling Association
 American Culinary Federation
 American Dietetic Association
 American Educational Finance Association
 American Educational Research Association
 American Hotel & Lodging Association
 American Hotel & Lodging Education Foundation
 American Institute of Certified Public Accountants
 American Institute of Wine and Food
 American Library Association
 American Management Association
 American Marketing Association
 American Payroll Association
 American Planning Association
 American Psychological Association
 American Society for Training and Development
 American Statistical Association
 American Wine Society
 Associated Press
 Association for the Advancement of Computing in Education
 Association for Career and Technical Education (ACTE)
 Association for Institutional Research
 Association for Multicultural Counseling and Development
 Association for Student Judicial Affairs
 Association for Supervision & Curriculum Development
 Association of College & Research Libraries
 Association of College & University Facility Officers
 Association of College & University Telecommunications Administrators
 Association of Governing Boards of Universities and Colleges
 Association of Independent College & Universities of Rhode Island
 Better Business Bureau
 Boy Scouts of America
 Bread Bakers Guild of America
 Bristol County Convention and Visitors Bureau
 Business Network International
 Business Professionals of America
 Business Volunteers for the Arts
 Campus Compact

Career College Association
 Career Counselors Consortium
 Center for Academic Integrity
 Choristers Guild
 Coalition of Library Advocates
 The College Board
 College & University Professional Association for Human Resources
 Confrerie de la Chaine des Rotisseurs
 Consortium of Rhode Island Academic & Research Libraries
 Cooperative Education Association
 Council for the Advancement and Support of Education (CASE)
 Crossroads Rhode Island
 Dorcas Place
 East Bay Chamber of Commerce
 East Bay Tourism Council
 Eastern Association of Colleges and Employers Inc.
 The Education Partnership
 Educause
 Employment Management Association
 Escoffier Society
 European Council of Hotel Restaurant & Institutional Education
 European Council of Independent Schools
 Fall River Chamber of Commerce
 Family, Career and Community Leaders of America
 Future Business Leaders of America
 Future Farmers of America
 Greater Attleboro Chamber of Commerce
 Greater Providence Chamber of Commerce
 Higher Education Library Information Network
 The Honorable Order of the Golden Toque
 Institute for International Human Resources
 Institute of International Education
 Institute of Management Accountants
 Interfaith Counseling Center
 Interfaith Health Care Ministries
 International Association of Assembly Managers
 International Association of Business Communicators
 International Association of Culinary Professionals
 International Association of Hotel School Directors
 International Career Counselors
 International Council on Hotel, Restaurant and Institutional Education
 International Food Service Editorial Council
 International Food Service Executives Association
 International Hotel & Restaurant Association
 International Special Events Society
 James Beard Foundation
 Junior Achievement
 Kiwanis
 Landmark Restaurants Advisory Board

Leadership Rhode Island
 Malaysian American Commission on Education Exchange
 Marriott Hospitality High School Education Committee
 Modern Language Association
 Multicultural Foodservice & Hospitality Alliance
 NAFSA — Association of International Educators
 National Advisory Committee on Institutional Quality and Integrity for the U.S. Department of Education
 National Alliance for Business
 National Association for Counseling and Development
 National Association for Developmental Education
 National Association of Catering
 National Association of College & University Attorneys
 National Association of College & University Business Officers
 National Association of College Admissions Counselors
 National Association of College Stores
 National Association of Colleges & Employers
 National Association of Educational Buyers
 National Association of Female Executives
 National Association of Independent Colleges and Universities
 National Association of Social Workers
 National Association of Student Financial Aid Administrators
 National Association of Student Personnel Administrators
 National Business Educators Association
 National Clearinghouse for Leadership Programs
 National Commission for Cooperative Education
 National Conference for Community and Justice
 National Council of Teachers of English
 National DECA Inc.
 National Education Association
 National Jewish Medical and Research Center
 National Restaurant Association
 National Restaurant Association Educational Foundation
 National Society for Experiential Education
 National Society of Fundraising Executives
 National Staff Development Council
 New England Association for Cooperative Education and Field Experience
 New England Association of College Admissions Counselors
 New England Association of Collegiate Registrars and Admissions Officers
 New England Association of Schools and Colleges Inc. (NEASC)
 New England Board of Higher Education
 New England Business Educators Association
 New England Faculty Development Consortium

New England Innkeepers' Association
 New England Library Association
 New England Library Network
 New England Museum Association (NEMA)
 New England Regional Council of Hotel,
 Restaurant and Institutional Education
 The Noble Academy of
 Empress St. Theodora Inc., USA
 Northeast Association for Institutional Research
 Phi Delta Kappa
 Professional Organization &
 Development Network
 The Providence Foundation
 Providence Public Library
 Providence/Warwick Convention and
 Visitors Bureau
 Public Relations Society of America
 Publicity Club of New England
 Radcliffe Culinary Friends
 Research Chefs Association
 Rhode Island Association of
 Admissions Officers (RIAAO)
 Rhode Island Association of
 Institutional Researchers
 Rhode Island Association of
 Student Financial Aid Administrators
 Rhode Island Association of Colleges for
 Teacher Education
 Rhode Island Bar Association
 Rhode Island Business Educators Association
 Rhode Island Campus Compact
 Rhode Island Commodores
 Rhode Island Community Food Bank
 Rhode Island Counseling Association
 Rhode Island Department of Education
 Rhode Island Higher Education
 Rhode Island Higher Education
 Telecommunication Association
 Rhode Island Historical Society
 Rhode Island Hospitality and Tourism
 Association
 Rhode Island Library Association
 Rhode Island Payroll Association
 Rhode Island Registrars Association
 Rhode Island Society of Certified Public
 Accountants
 Rhode Island Student Loan Authority
 Rhode Island Technology Council
 Rhode Island Telecommunications Association
 Rhode Island Public Expenditure Council
 Rotary Club of Providence
 Salvation Army
 Save the Bay
 Skills-USA
 Small Business Development Center
 Society for College and University Planning
 Society for Human Resource Management
 Society Organized Against Racism
 in Higher Education
 Society of Wine Educators

Studiorum Universitas Constantiniana
 (The Constantinian University)
 Tuition Management Systems
 United States Department of Education
 United Way of Rhode Island
 University Continuing Education Association
 Volunteer Center of Rhode Island
 WaterFire Providence Board of Directors
 Weybosset Street Community Centers
 Women Chefs and Restaurateurs
 Womens Foodservice Forum
 World Association for Hospitality &
 Tourism Training
 World Future Society
 Young Men's Christian Association

School of Education Affiliations

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

HISTORY OF THE UNIVERSITY

The special approaches to career education at Johnson & Wales University (JWU) have evolved over more than 90 years' time and continue to adapt as the university responds to the changing needs of business and industry. Johnson & Wales was founded as a business school in 1914 in Providence, R.I. by Gertrude I. Johnson and Mary T. Wales. From its origins as a school devoted to business education, JWU has grown to a junior college, to a senior college, and ultimately to university status.

The university became well established because of its strong commitment to specialized business education and the high ideals of its founders. In 1993, JWU received regional accreditation from the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC). Accredited since 1954 by the Accrediting Council for Independent Colleges and Schools (ACICS), the university consolidated its institutional accreditation efforts under NEASC on June 30, 2000.

In 1963, the State of Rhode Island granted a charter which authorized the university to operate as a nonprofit, degree-granting institution of higher learning and to award associate degrees in the arts and sciences. In 1970, the State of Rhode Island approved a revision in the university's charter to award baccalaureate degrees. In 1980, the Governor and General Assembly of the State of Rhode Island granted a legislative charter to the university, authorizing the awarding of advanced degrees.

The charter was amended in 1988, changing the institution's name to Johnson & Wales University. In 1992, the governor of the State of Rhode Island signed into law a new legislative charter with university status.

A new career emphasis was introduced at JWU in 1973, when the university announced the opening of what is now known as the College of Culinary Arts and the addition of a new associate degree program in that field. This proved to be one of the most far-reaching changes in the educational expansion of the university, leading to additional two- and four-year degree programs in the hospitality and food service fields.

In 1984, a JWU campus was established in Charleston, S.C., which offered a variety of two- and four-year programs in food service, hospitality and travel-tourism. The Norfolk, Va. Campus opened to the public in 1986. It offered one- and two-year food service programs.

In 1985, graduate degree programs were introduced at the university. The Alan Shawn Feinstein Graduate School now offers an M.B.A. degree program in Global Business Leadership with concentrations in Accounting, Financial Management, International Trade, Marketing, and Organizational Leadership. It also offers an M.B.A. degree program in Hospitality with concentrations in Event Leadership and Marketing. A Certificate of Advanced Graduate Study (C.A.G.S.) is offered in Hospitality, Human Resources Management and Finance.

The School of Education offers an M.A.T. in Teacher Education leading to certification in business education, food service education, elementary education, elementary special education, or secondary special education. It also offers an M.Ed. in Teaching and Learning and an Ed.D. in Educational Leadership.

In 1992, a joint educational agreement allowed the university to begin programs on the campus of the Institute of Higher Marketing (IHM) Business School in Göteborg, Sweden. JWU established a formal, independent learning site there from 1994–2004, giving business and hospitality students the opportunity to complete one year of study in Sweden and finish their degrees at one of the university's domestic campuses.



Also in 1992, JWU opened another campus in North Miami, Fla., which now offers two- and four-year food service, business and hospitality programs.

That year also marked the university's formal establishment of the College of Business, The Hospitality College, the College of Culinary Arts and the School of Technology. A new emphasis on general studies was introduced in 1992 as well, with the development of the School of Arts & Sciences.

The university's School of Technology also offered courses in Worcester, Mass. from 1992 to 2002.

In 1993, JWU opened a campus in Vail, Colo., which offered an accelerated associate degree program in culinary arts to college graduates. That year also marked the beginning of a four-year bachelor's degree offering in culinary arts.

In 1995, the university created an International Hotel & Tourism Management program which offers unprecedented opportunities in international hotel management education. Students from around the world may choose from a variety of options both at JWU and abroad.

Technology programs offered by the university include Network Engineering, Graphic Design & Digital Media, Computing Technology Services, Engineering Design and Configuration Management, and Technology Services Management.

September 2000 marked the opening of the Denver, Colo. campus, which offers two- and four-year degrees in baking & pastry arts, culinary arts, hospitality, business and criminal justice, as well as the "Garnish Your Degree" accelerated associate degree program originally offered in Vail. In 2000, the Vail Campus was merged with the Denver Campus.

In 2002, the university made a strategic decision to consolidate its smaller Charleston and Norfolk campuses to build a campus in Charlotte, N.C. JWU's Charlotte Campus opened in fall 2004 and offers associate and bachelor's degree programs in business, culinary arts and hospitality. The Charleston and Norfolk campuses officially closed in May 2006.

In keeping with its tradition of focusing on the best interests of students and responding to industry, it was determined in April 2006 that beginning with the 2008–2009 academic year, JWU's College of Business and The Hospitality College would move away from offering associate degrees and instead have students customize their education through specializations or concentrations at the baccalaureate level alone. This decision did not impact the College of Culinary Arts and the School of Technology where the two-year degree continues to be relevant.

Each year the university grows in program offerings and physical facilities. At the same time, JWU also grows in recognition and prestige, making contributions to the community, government and industry.



School of Education Graduate Application Instructions



SCHOOL OF EDUCATION ADMISSIONS

8 Abbott Park Place, Providence, RI 02903 USA

Phone 401-598-1993

Fax 401-598-1162

E-mail soe@admissions.jwu.edu

In order to consider your application to a graduate program at Johnson & Wales University, the university must receive the following documents:

1. Signed application
2. Transcripts (marksheets) of graduate/undergraduate work
 - 2a. For domestic students, original official transcripts are required.
 - 2b. For international documents only, original or notarized (certified) copies are acceptable.**All documents should be printed or typed** and sent to the the School of Education Admissions Office.
Please call the phone number above if you have questions or need assistance.
3. Graduate school scholarship form (optional)

■ INTERNATIONAL APPLICANTS

.....
In addition, international applicants (applicants who are not U.S. citizens or permanent residents) must mail:

4. Declaration & Certification of Financial Support
5. Certified Bank Statement
6. A copy of the biographical section (name, date of birth, country of issuance) of your current passport
7. TOEFL score of 550 or better on the written TOEFL, 210 or better on the computerized TOEFL, 80 or better on the Internet-based TOEFL, or 77 or better on the MELAB (unless you apply for English as a Second Language or you are transferring with a degree from an American university or a school in a country where English is the native language)

CONTINUED ON BACK

Program Specific Admissions Requirements

■ FOR M.A.T. ADMISSION

- Minimum Praxis I scores of 175 in Reading and Math and 173 in Writing, or a minimum combined SAT score of 1100 with no score less than 500
- Minimum 2.75 GPA
- Two personal references (copies/faxes/e-mails are acceptable) from individuals familiar with your educational and professional background and your potential for graduate studies, returned directly to the address listed above.
- Statement of purpose describing why you want to enter the program and how you believe your previous training and experience will help you succeed. The statement should not exceed 500 words and must be submitted in printed form.
- Interview with admissions committee and on-demand writing sample

■ FOR ED.D. ADMISSION

- Official test scores from GRE or comparable exam
- Minimum 3.25 GPA for all post-baccalaureate study
- Three personal references (copies/faxes/e-mails are acceptable), two of which must be from professional educators
- Statement of purpose indicating your reasons for pursuing the degree, your scholarship abilities, professional experience, career goals, learning style preferences, and potential contributions to the program. The statement should be approximately 1,500 words and must be submitted in printed form.
- \$200 application fee
- Interview with faculty panel

If you have previously attended a Johnson & Wales University graduate program, please contact Student Academic Services for enrollment information.

For the most recent application requirements, visit <http://www.applyweb.com/apply/jwug>.



School of Education

Graduate Application for Admission

PLEASE PRINT OR TYPE. Correspondence is via e-mail.

If you have previously attended a Johnson & Wales University graduate program, please contact Student Academic Services for enrollment information.

■ APPLICANT INFORMATION

Gender ☐ Male ☐ Female Date of Birth _____
Month _____ Day _____ Year _____

Last Name/Family Name /Surname _____ First Name/Given Name _____ Middle Name _____

Permanent Address _____

Mailing Address (if different) _____
() () () () () ()

Telephone _____ Country Code _____ City Code _____ Number _____ Fax _____ Country Code _____ City Code _____ Number _____

E-mail Address (**MANDATORY — PRINT OR TYPE**) _____ Rep E-mail Address (if applicable) _____

Country of Birth _____ Country of Citizenship _____ Maiden Name (if applicable) _____

Are you a full-time employee at Johnson & Wales University? ☐ Yes ☐ No Do you hold a valid U.S. visa? ☐ Yes ☐ No
Are you a citizen of the United States? ☐ Yes ☐ No If YES, circle visa type: B-1 B-2 F-1 F-2 H-1 J-1 J-2 L-1
If NO, do you hold permanent resident status? ☐ Yes ☐ No Other _____

Have you ever been convicted of a felony? ☐ Yes ☐ No

Have you ever been convicted of a felony or had a felony-type charge sustained against you in a juvenile proceeding? ☐ Yes ☐ No

The following ethnicity and race questions are optional. Any information that you provide will not be used in a discriminatory manner.

Are you Hispanic or Latino? ☐ Yes ☐ No

Choose one or more of the following:

- ☐ American Indian or Alaska Native ☐ Native Hawaiian or Other Pacific Islander
☐ Asian ☐ White
☐ Black or African American

■ ENTRANCE INFORMATION

I am applying for admission for the term beginning: ☐ September ☐ December ☐ March ☐ June Year _____

(Please refer to the information listed in the catalog under your selected major for eligible entrance dates.)

☐ I have met the English proficiency requirement and I am applying for the degree program and concentration checked in Program Selection.

(Minimum English proficiency requirement is a TOEFL score of 550 on the written TOEFL, 210 on the computerized TOEFL, or 80 on the Internet based TOEFL — an IELTS score of 6.5, or a MELAB score of 77.) Please include a certified copy of score as stated above.

I am applying as a: ☐ Returning JWU student (completed bachelor's degree at JWU)

☐ First Time JWU Student ☐ Transfer Student (from another American graduate school) Name of School _____

PLEASE FILL OUT OTHER SIDE

PROGRAM SELECTION

(evening classes with some day classes available)

M.Ed. ☐ Teaching and Learning

M.A.T. in ☐ Elementary Education and Secondary Special Education ☐ Business Education and Secondary Special Education
Teacher Education ☐ Elementary Education and Elementary Special Education ☐ Culinary Arts
with Concentrations ☐ Elementary Education and Elementary/Secondary Special Education

(Friday evening and Saturday day classes)

Ed.D. in Educational Leadership ☐ Higher Education ☐ Elementary-Secondary Education

EDUCATIONAL HISTORY AND TRANSFER CREDITS

Please list all graduate and undergraduate institutions in which you are presently enrolled or have completed a program of study. Submit official transcripts of graduate/ undergraduate work. Requirements for consideration of transfer credit include completion of graduate-level courses with a B or better in the last three years. Transcripts of these courses must be filed with the School of Education Admissions Office prior to completion of the first term of enrollment.

Name of Institution

Address Country

Dates Attended (From Month/Year to Month/Year) Certificate/Diploma/Degree Received

Name of Institution

Address Country

Dates Attended (From Month/Year to Month/Year) Certificate/Diploma/Degree Received

HOW DID YOU LEARN ABOUT JWU? (please check one)

☐ Reputation ☐ Peterson's Guide ☐ Direct Mail ☐ Referral ☐ Graduate School Guide ☐ JWU Student/Graduate ☐ Internet/Web site

☐ Print ☐ Fair/Info Sessions
please specify which one please specify which one

☐ Radio ☐ Other
please specify which one please specify which one

☐ JWU Representative
please specify which one

APPLICANT SIGNATURE (Required)

By submitting this application, I certify to Johnson & Wales University that all information in this application and in my supporting documentation is true, correct, and complete (including the listing of all other colleges or postsecondary institutions attended by me). Johnson & Wales University does not retain all application material submitted by the applicant. I hereby authorize the university to obtain my official high school or secondary school transcript and all college or postsecondary transcripts from the schools and institutions that I have attended. I give permission to the university to contact and share information with issuing institutions or other appropriate third parties for the purpose of verifying any documentation or information I have provided. I understand and agree that the university may revoke my acceptance or enrollment if any information or documentation provided by me is false or incomplete or if the university learns of any past or present misconduct by me that would affect my ability to represent and uphold the high standards of the university. If I enroll at Johnson & Wales University, I agree that I will satisfy all financial obligations incurred by me and comply with and uphold the policies, rules and regulations of the university. I authorize the university to use my name, image and/or voice (and recordings in which they appear) in any manner or media for university purposes, including, but not limited to, marketing and publicity purposes.

Applicant's Signature Date

Johnson & Wales University does not discriminate unlawfully on the basis of race, religion, color, national origin, age, sex, sexual orientation, gender identity or expression, genetic information, 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: University Compliance Officer, Johnson & Wales University, One Cookson Place, 6th Floor, Providence, RI 02903, 401-598-1423. Inquiries concerning the application of nondiscrimination policies may also be referred to the Office for Civil Rights, U.S. Department of Education, Customer Service Team, 400 Maryland Avenue SW, Washington, DC 20202-1100, 800-421-3481. Residents of Georgia may utilize the refund policy required by Georgia law. In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Johnson & Wales University publishes an Annual Security Report which discloses information about campus security and statistics concerning reported crimes that occurred on campus, on university-controlled property and on public property immediately adjacent to campus, and commencing in October 2010, the university will publish an Annual Fire Safety Report which will disclose information about fire safety policies, statistics and procedures. Copies of the reports may be obtained from the Admissions Office or by searching keywords "annual security report" at www.jwu.edu. Completion and graduation rate data for specific cohorts of first-time, full-time undergraduate students is available. Contact the Student Academic & Financial Services Office for assistance with obtaining this information.

M.A.T./M.ED. PROGRAM SCHOLARSHIP FORM



SCHOOL OF EDUCATION ADMISSIONS

8 Abbott Park Place, Providence, RI 02903 USA

Phone 401-598-1993

Fax 401-598-1162

E-mail soe@admissions.jwu.edu

Please fill out completely (print or type) and return to the address listed above.

CONDITIONS AND RESPONSIBILITIES

Graduate scholarships are awarded to M.A.T. and M.Ed. program students who maintain full-time status and reflect an ability to excel in their studies.

Applicants must submit their scholarship form with their application to the School of Education Admissions Office and must include a résumé that highlights their accomplishments.

APPLICANT PROFILE

Last Name/Family Name /Surname

First Name/Given Name

Middle Name

Current Address

Country of Citizenship

Maiden Name (if applicable)

Term

Applicant's Signature

List outstanding achievements in academic and related areas. Continue on additional paper if necessary.

A RÉSUMÉ MUST BE INCLUDED WITH THE SCHOLARSHIP FORM.

Academic Honors (includes GPA, division or class ranking):

Professional Accomplishments:

Organization Memberships:

Community Service:

INTERNATIONAL GRADUATE STUDENT DECLARATION AND CERTIFICATION OF FINANCIAL SUPPORT



SCHOOL OF EDUCATION ADMISSIONS

8 Abbott Park Place, Providence, RI 02903 USA

Phone 401-598-1993

Fax 401-598-1162

E-mail soe@admissions.jwu.edu

TO BE COMPLETED BY APPLICANT

U.S. Immigration Law requires you to certify that you have sufficient funds available for your academic and living expenses.

Date of Birth Month Day Year

Sex Male ☐ Female ☐

Last Name (Family Name)

First Name (Given Name)

Permanent Address

Mailing Address

Telephone () ()

E-mail Address

Country Code City Code Number

Fax () ()

Major

Country Code City Code Number

TO BE COMPLETED BY SPONSOR (all international students must have their sponsor complete this section)

Date of Birth Month Day Year

Sex Male ☐ Female ☐

Last Name (Family Name)

First Name (Given Name)

Mailing Address

Telephone () ()

Country Code City Code Number

E-mail Address

Relationship to Applicant

U.S. Dollars Available for Support

This document must be accompanied by an **Original Bank Statement** showing the availability of a minimum of U.S. dollars sufficient to cover tuition and living expenses per academic year.

SOURCE OF FUNDS

Personal Savings

Please submit a Bank Statement verifying the amount available and complete the Sponsor Section.

Family Funds

Please submit a Bank Statement verifying the amount available and complete the Sponsor Section.

Government Sponsor

Please submit official letter indicating amount and availability of funds.

Business/Organization Scholarship

Please submit official letter indicating amount and availability of funds.

Other (Specify)

Please submit official letter indicating amount and availability of funds.

AMOUNT IN U.S. DOLLARS

I agree to accept full responsibility for the expenses of the above mentioned applicant during his/her studies at Johnson & Wales University.

Signature of Applicant

Date

Signature of Sponsor

Date

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.

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 Providence Campus Student Handbook. The Providence Campus Student 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 Campus Student Handbook is available online at www.jwu.edu. Copies of the handbook are also available at the Student Academic & Financial Services Office.



JOHNSON & WALES
U N I V E R S I T Y

School of Education

Admissions

8 Abbott Park Place,
Providence, RI 02903 USA

Phone:

401-598-1993

Fax:

401-598-1162

E-mail:

soe@admissions.jwu.edu

Web Address:

www.jwu.edu/education



© Mixed Sources

Product group from well-managed
forests, controlled sources and
recycled wood or fiber
www.fsc.org Cert no. SW-COC-002514
© 1996 Forest Stewardship Council

