



2009–2010 Catalog

Graduate Programs

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

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

The School of Education

M.Ed. degree in Teaching and Learning

M.A.T. degree in Teacher Education

**The Alan Shawn Feinstein
Graduate School**

2009–2010 Catalog

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

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

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

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

Graduate
Programs

M.B.A. in

Global Business Leadership

- With concentrations in accounting, financial management, international trade, marketing and organizational leadership

Hospitality

- With concentrations in event leadership and marketing

C.A.G.S. in

Finance, Human Resources Management, Hospitality

The
School of
Education

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* and secondary special education

**Non-certification option also available.*

2009–10 Academic Calendar

September 8	Fall term begins	January 18	Martin Luther King Jr. Day holiday
September 11	Friday classes—makeup	January 22	Friday classes—makeup
October 12	Columbus Day holiday	February 25	Winter term ends
October 13	Follow Monday schedule	March 9	Spring term begins
October 16	Friday classes—makeup for Tuesday classes	March 12	Friday classes—makeup
November 19	Fall term ends—Thanksgiving recess	April 9	Friday classes (for classes held on Thursdays)
December 1	Winter term begins	May 13	Thursday classes end
December 4	Friday classes—makeup	May 19	Spring term ends
December 17	Last day of classes—holiday recess	May 20	Commencement
January 4	Classes resume		

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

University Mission

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

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 in all industries.

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. JWU, its faculty, and members of the administrative staff hold affiliations with numerous organizations.

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

The M.B.A. program in Hospitality & Global Business Leadership at the Alan Shawn Feinstein Graduate School, with concentrations in marketing, finance, and event leadership, meets the continuous improvement standards of the TedQual Certification System. The TedQual Certification System is a World Tourism Organization (WTO), THEMIS Foundation sponsored program.

The M.B.A. program in Hospitality & Global Business Leadership at the Alan Shawn Feinstein Graduate School meets the continuous improvement standards of the TedQual Certification System. The TedQual Certification System is a World Tourism Organization (WTO), THEMIS Foundation sponsored program.

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
- food service education and secondary special 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

Please refer to Page 60 for affiliations.



A Philosophy of Graduate Career Education



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

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

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

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

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

The Alan Shawn Feinstein Graduate School

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

Most students follow a traditional schedule, enrolling in two courses each term. All programs are presented in the traditional format schedule. The Graduate School also offers an accelerated schedule for students who do not need or have completed foundation courses and wish to graduate in less time. Students may only accelerate their schedule if they have a minimum 3.75 GPA or special permission of the dean.

Student Involvement

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

The School of Education

The School of Education offers an M.Ed. in Teaching and Learning that enhances the skills of 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. 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. These programs are presented on a unique Friday evening and Saturday schedule.

Individuals interested in any of the School of Education programs should contact the School of Education admissions coordinator at 401-598-1993 or e-mail soe.pvd@jwu.edu to request a catalog.



Special Features

Advantages Johnson & Wales graduate students enjoy include

- Convenient evening and some afternoon classes to accommodate any schedule
- Accelerated M.B.A. schedules for qualified students
- Three terms and summer sessions instead of two semesters, allowing students to complete more courses in less time
- A diverse student population representing more than 61 countries
- Student-focused faculty with esteemed academic and professional experience
- Flexible tuition payment arrangements
- Lifetime career placement service

4+1 B.S./M.B.A. Program

The five-year B.S./M.B.A. program allows JWU students to earn a bachelor of science degree through the College of Business plus an M.B.A. in five years. Students do this by taking graduate-level courses during their senior year at Johnson & Wales while completing their bachelor's degree. These courses include

- COMM5500 Strategic Communications
- MRKT5500 Strategic Services Marketing
- MGMT5800 Organizational Behavior for Effective Leadership

Students not only save graduate-school tuition, but also earn their M.B.A. within 12–15 months of completing the bachelor's degree program.

For more information, contact the Graduate Admissions Office at gradschool@admissions.jwu.edu or 401-598-1015.

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 2008–09 academic year exceeded 15,000 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.

Presently, the Alan Shawn Feinstein Graduate School offers an M.B.A. in Global Business Leadership with concentrations in accounting, financial management, international trade, marketing and organizational leadership, and an M.B.A. in Hospitality with concentrations in event leadership and marketing. It also offers a C.A.G.S. in Finance, Human Resources Management and Hospitality.

The School of Education offers an M.A.T. in Teacher Education that prepares prospective teachers for dual certification in both special education and general education. It also offers an M.Ed. in Teaching and Learning for practicing teachers. An Ed.D and a C.A.G.S. in Educational Leadership are also offered in higher education and elementary/secondary education.

The City of Providence

Johnson & Wales University's main campus is located in Providence, Rhode Island, on the East Coast of the United States. Providence is New England's second largest city, but retains its historic charm in combination with the resources of a cultural, business and industrial center. An hour from Boston, Massachusetts, and less than four hours from New York City, Providence is also within easy reach of such well-known vacation spots as Newport, Rhode Island, and Cape Cod, Massachusetts.

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

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



Waterplace Park, Downcity Providence



International Diversity

Johnson & Wales University takes great pride in its international student population. Approximately 60 percent of the graduate student population is international, representing more than 50 countries.

International students can be met by a JWU representative when they arrive at the Providence airport, train depot or bus station. They are then brought to the Radisson Airport Hotel, where they can stay free-of-charge for up to two nights.

International Housing Options and Assistance

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

International Orientation

All international students are required to attend an information session which introduces the network of support services the university provides to ensure personal and academic success. University and government regulations and guidelines pertaining to international students will also be defined and discussed.

International Club

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



English Language Institute

The English as a Second Language (ESL) program provides year-round instruction in English language proficiency. See Page 35 for specific proficiency test score requirements.

Students who do not meet English proficiency requirements will enter JWU's ESL program where they will develop the language skills required to succeed in JWU graduate programs as well as in the community.





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

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



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

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

Cooperative Education

Work as a member of the staff within a carefully selected organization in the U.S. or abroad under the supervision of a faculty member and co-op coordinator. You will be placed within an organization that directly supports your current and future career goals.

Concentrations

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

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

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

For the M.B.A. in Hospitality:

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

M.B.A. Degree Requirements

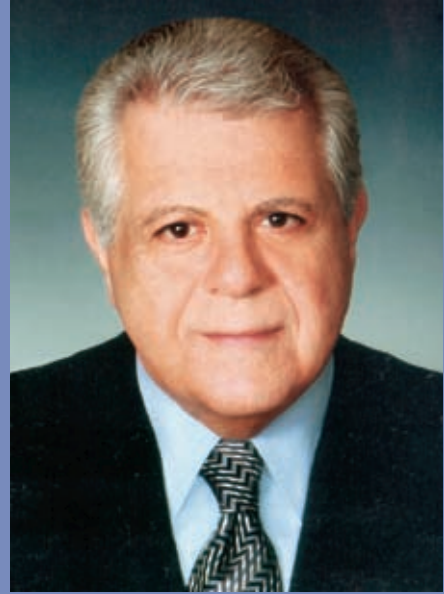
Students are required to complete a minimum of 54 quarter credits with a 3.0 or higher cumulative GPA to complete their M.B.A. program. Prerequisite and foundation courses must be completed prior to registering for core and concentration classes.

Career Success

The Alan Shawn Feinstein Graduate School at Johnson & Wales University provides you with the tools and experiences to develop lifelong career success. To further assist you and help foster your advancement, the university's Career Development Office provides you with career counseling and employment services as you prepare to graduate.

"I believe that the population of JWU international students combined with the experienced JWU professors gives me an education and experience I don't think I could find at any other university."

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



Frank Pontarelli

Dean

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

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

Pre-M.B.A. Program

The Pre-M.B.A. program at Johnson & Wales University is designed for outstanding international students who have completed a three-year bachelor's degree in countries where the three-year bachelor's degree is considered the dominant degree in specific areas of study. Students with a three-year degree may be exempt from the Pre-M.B.A. program if they can demonstrate the completion of three full years of work experience after earning a bachelor's degree.

The program provides qualified three-year bachelor's degree holders the opportunity, through a Pre-M.B.A. schedule of undergraduate courses, to equate their education to a four-year U.S. bachelor's degree while fulfilling M.B.A. program prerequisites.

Students successfully completing the Pre-M.B.A. program with a grade point average (GPA) of 3.0 on a scale of 4.0 will enroll directly into their selected M.B.A. program.

Eligibility

The Pre-M.B.A. program is offered only at the Providence Campus.

Applicants to the Pre-M.B.A. program must hold a three-year bachelor's degree from a recognized university with a minimum cumulative grade point average (GPA) of at least 3.0 on a scale of 4.0 (e.g., Second Class). They must also submit a passing TOEFL score or equivalent. Refer to the English Proficiency Requirements on Page 35 for more information.

Application Procedure

Refer to the International Admissions Requirements section on Page 34.

Please note: Students accepted to the Pre-M.B.A. program cannot transfer to the M.B.A. program without first completing **all Pre-M.B.A.** program requirements.

Scholarships

Students who successfully complete the Pre-M.B.A. program with the required minimum 3.0 GPA needed to enter the M.B.A. program will receive a nonrenewable \$2,000 M.B.A. scholarship awarded over the length of the program.

Course Requirements

This program requires that a minimum of 10 undergraduate courses be taken by the student at Johnson & Wales University. The courses generally take place on the Downcity Campus, through the College of Business and the School of Arts & Sciences.

Course substitutions of higher-level subjects and electives in a comparable discipline may be approved based on previous study, but **no exemptions will be made which result in a reduced number of required courses.** Course registration for Pre-M.B.A. students will be done through Student Academic Services in the Student Services Center, located on the Downcity Campus.

Pre-M.B.A. course descriptions are listed in the undergraduate catalog, which is available online at www.jwu.edu. Select Providence Campus, then Academics, and then Catalogs.



Pre-M.B.A. Program

This program requires that a minimum of 10 undergraduate courses be taken by the student at Johnson & Wales University. Substitutions for higher courses or electives within a comparable discipline may be approved based on previous study, but no exemptions will be made which result in a reduced number of required courses.

Graduates from a Business/Commerce Major			Graduates from a Non-Business Major		
Economics			Economics		
ECON2002	Microeconomics*	4.5	ECON2002	Microeconomics*	4.5
	OR higher, such as			OR higher, such as	
ECON3060	Comparative Economic Systems		ECON3060	Comparative Economic Systems	
English			English		
ENG1020	English Composition*	4.5	ENG1020	English Composition*	4.5
ENG1021	Advanced Composition* & Communication	4.5	ENG1021	Advanced Composition* & Communication	4.5
	OR			OR	
ENG2010	Technical Writing		ENG2010	Technical Writing	
Law**			Law**		
LAW2001	The Legal Environment of Business I*	4.5	LAW2001	The Legal Environment of Business I*	4.5
	OR higher, such as			OR higher, such as	
LAW3002	The Legal Environment of Business II		LAW3002	The Legal Environment of Business II	
	OR			OR	
LAW3055	International Business Law		LAW3055	International Business Law	
Marketing (one of the following):			Marketing (one of the following):		
MRKT1001	Principles of Marketing*	4.5	MRKT1001	Principles of Marketing*	4.5
MRKT3040	Electronic Commerce		MRKT3040	Electronic Commerce	
MRKT2050	Qualitative Research		MRKT2050	Qualitative Research	
MRKT3005	Brand Marketing		MRKT3005	Brand Marketing	
HOSP3050	Hospitality Marketing		HOSP3050	Hospitality Marketing	
Math			Math		
MATH2001	Statistics* +	4.5	MATH2001	Statistics* +	4.5
Technology (one of the following business-related computer science courses):			Technology (one of the following business-related computer science courses):		
FIT1020	Information Technology for the Business Professional II*	4.5	FIT1020	Information Technology for the Business Professional II*	4.5
FIT1030	Computers in a Business Environment		FIT1030	Computers in a Business Environment	
MGMT3030	Managerial Technology		MGMT3030	Managerial Technology	
Humanities (one of the following):			Accounting		
PHIL3020	Logic: Critical Thinking	4.5	ACCT1021	Business Accounting I and Lab*	5.5
PHIL3040	Ethics of Business Leadership		ACCT1022	Business Accounting II and Lab*	5.5
	History course (HIST designation)				
	Literature course				
Social Sciences			Business Administration — Management		
	(Psychology, Sociology or Political Science)		MGMT1001	Principles of Management*	4.5
SOC2001	Sociology I	4.5			
Leadership					
LEAD2001	Foundations of Leadership Studies	4.5			

* Denotes specific subject requirements for entry into an M.B.A. program; students who have fulfilled the primary requirement may take one of the other courses listed. Ten total courses, minimum, must be taken.

** Those intending to enter the hospitality M.B.A. program should substitute LAW2010 Hospitality Law for Business Law. Those choosing the event leadership concentration should add SEE2020 Event Management to their Pre-M.B.A. program.

+ Requires College Math as prerequisite.

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

Accounting Concentration

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

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

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

Financial Management Concentration

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

The financial management concentration prepares students for a wide variety of careers in domestic and global enterprises, both for-profit and non-profit. Graduates may wish to apply their knowledge of advanced financial tools to careers directly in the field of financial management by working for chief financial officers or vice presidents of finance. Careers in business consulting areas such as strategic financial planning or in allied fields that draw on financial analysis, such as process re-engineering, are also a possibility. Depending upon prior business experience, graduates may obtain top financial officer positions. A background in financial management can be a strong asset for eventually becoming the head of a domestic or global enterprise.

Accounting Concentration*

Prerequisite Courses

Courses offered through the undergraduate College of Business

ACCT2021	Intermediate Accounting I**	4.5
ACCT2022	Intermediate Accounting II	4.5
ACCT2023	Intermediate Accounting III	4.5
ACCT3011	Federal Taxes I	4.5
ACCT3040	Auditing	4.5
ACCT3050	Advanced Accounting	4.5
LAW3010	Business Law for Accountants	4.5

Foundation Courses

ECON5000	Economics in the Global Economy	4.5
COMM5000	Effective Communication	4.5
MATH5000	Quantitative Analysis for Problem Solving and Decision Making	4.5
MGMT5000	Management and the Global Economy	4.5
MGMT5019	Career Assessment and Planning	2.25
MRKT5010	Marketing Concepts	4.5

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

Core Courses

COMM5500	Strategic Communication	4.5
RSCH5500	Research and Analysis	4.5
RSCH5510	Conduct of Inquiry	2.25
MGMT5700	Professional Ethics	2.25
FISV5600	Financial Management	4.5
MGMT5800	Organizational Behavior for Effective Leadership	4.5
MRKT5500	Strategic Services Marketing	4.5

Concentration Courses

ACCT6001	Accounting Theory	4.5
ACCT6003	Advanced Auditing	4.5
ACCT6020	Individual Taxation	4.5
ACCT6021	Corporate Taxation	4.5
LAW6000	Law for Accountants	4.5

Career Capstone Course

MGMT6800	Business Policy and Strategy	4.5
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Total Quarter Credit Hours	54.0–110.25
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*Students should always check with their academic counselor and/or academic planner **before** scheduling courses to ensure correct course sequencing and CPA requirements.

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

Financial Management Concentration*

Foundation Courses

ACCT5000	Corporate Financial Accounting	4.5
ECON5000	Economics in the Global Economy	4.5
COMM5000	Effective Communication	4.5
MATH5000	Quantitative Analysis for Problem Solving and Decision Making	4.5
MGMT5000	Management and the Global Economy	4.5
MGMT5019	Career Assessment and Planning	2.25
MRKT5010	Marketing Concepts	4.5

Core Courses

COMM5500	Strategic Communication	4.5
RSCH5500	Research and Analysis	4.5
RSCH5510	Conduct of Inquiry	2.25
RSCH5520	Research and Analysis II	4.5
MGMT5700	Professional Ethics	2.25
FISV5600	Financial Management	4.5
MGMT5800	Organizational Behavior for Effective Leadership	4.5
MRKT5500	Strategic Services Marketing	4.5

Concentration Courses

FISV6030	Financial Reporting & Control	4.5
Choose three of the following courses:		13.5
FISV6020	Tax Planning for the Financial Manager	
FISV6035	Mergers and Valuations	
FISV6041	Finance Special Topics	
FISV6050	Strategic Financial Planning	
FISV6055	Series 7 Preparation	
FISV6056	Fundamentals of Investing and Portfolio Management	
GRAD6093	Graduate Career Co-op	

Career Capstone Course

MGMT6800	Business Policy and Strategy	4.5
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Total Quarter Credit Hours 54.0–83.25

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



Paul C. Boyd

Assistant Professor

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

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

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

International Trade Concentration

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

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

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



International Trade Concentration*

Foundation Courses

ACCT5000	Corporate Financial Accounting	4.5
ECON5000	Economics in the Global Economy	4.5
COMM5000	Effective Communication	4.5
MATH5000	Quantitative Analysis for Problem Solving and Decision Making	4.5
MGMT5000	Management and the Global Economy	4.5
MGMT5019	Career Assessment and Planning	2.25
MRKT5010	Marketing Concepts	4.5

Core Courses

COMM5500	Strategic Communication	4.5
RSCH5500	Research and Analysis	4.5
RSCH5510	Conduct of Inquiry	2.25
MGMT5700	Professional Ethics	2.25
MGMT5800	Organizational Behavior for Effective Leadership	4.5
FISV5600	Financial Management	4.5
MRKT5500	Strategic Services Marketing	4.5

Concentration Courses

Choose five of the following courses:	22.5
HOSP6030	Franchising and Licensing
IBUS6000	Cross Cultural Leadership
IBUS6020	International Business Negotiations
IBUS6030	European Union and the World Community
IBUS6035	Global Trade and Finance
IBUS6041	International Trade Special Topics
IBUS6045	International Relations and Organizations
MGMT6075	International and Comparative Employment Law
GRAD6093	Graduate Career Co-op

Career Capstone Course

MGMT6800	Business Policy and Strategy	4.5
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Total Quarter Credit Hours 54.0–83.25

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



Marketing Concentration

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

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

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

Organizational Leadership Concentration

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

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

Marketing Concentration*

Foundation Courses

ACCT5000	Corporate Financial Accounting	4.5
ECON5000	Economics in the Global Economy	4.5
COMM5000	Effective Communication	4.5
MATH5000	Quantitative Analysis for Problem Solving and Decision Making	4.5
MGMT5000	Management and the Global Economy	4.5
MGMT5019	Career Assessment and Planning	2.25
MRKT5010	Marketing Concepts	4.5

Core Courses

COMM5500	Strategic Communication	4.5
RSCH5500	Research and Analysis	4.5
RSCH5510	Conduct of Inquiry	2.25
RSCH5520	Research and Analysis II	4.5
MGMT5700	Professional Ethics	2.25
MRKT5500	Strategic Services Marketing	4.5
FISV5600	Financial Management	4.5
MGMT5800	Organizational Behavior for Effective Leadership	4.5

Concentration Courses

Choose four of the following courses:		18.0
HOSP6030	Franchising and Licensing	
MRKT6010	Advertising and Promotions Strategy	
MRKT6030	Advanced Marketing Research	
MRKT6035	Brand Management	
MRKT6040	eCommerce Strategies	
MRKT6041	Marketing Special Topics	
MRKT6045	Global Marketing	
GRAD6093	Graduate Career Co-op	

Career Capstone Course

MGMT6800	Business Policy and Strategy	4.5
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Total Quarter Credit Hours	54.0–83.25
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*Students should always check with their academic counselor and/or academic planner **before** scheduling courses to ensure correct course sequencing.

Organizational Leadership Concentration*

Foundation Courses

ACCT5000	Corporate Financial Accounting	4.5
ECON5000	Economics in the Global Economy	4.5
COMM5000	Effective Communication	4.5
MATH5000	Quantitative Analysis for Problem Solving and Decision Making	4.5
MGMT5000	Management and the Global Economy	4.5
MGMT5019	Career Assessment and Planning	2.25
MRKT5010	Marketing Concepts	4.5

Core Courses

COMM5500	Strategic Communication	4.5
RSCH5500	Research and Analysis	4.5
RSCH5510	Conduct of Inquiry	2.25
MGMT5700	Professional Ethics	2.25
MRKT5500	Strategic Services Marketing	4.5
FISV5600	Financial Management	4.5
MGMT5800	Organizational Behavior for Effective Leadership	4.5
MGMT5600	Human Resource Issues	4.5

Concentration Courses

Choose four of the following courses:	18.0
MGMT6000	The Leader as Coach
MGMT6010	Project Management
MGMT6015	Operations Management
MGMT6020	Leading Organizational Change
MGMT6030	Entrepreneurship
MGMT6041	Management Special Topics
MGMT6050	Labor Relations
MGMT6055	Legal Issues in Human Resources
MGMT6056	Contemporary Leadership Strategies
MGMT6075	International and Comparative Employment Law
GRAD6093	Graduate Career Co-op

Career Capstone Course

MGMT6800	Business Policy and Strategy	4.5
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Total Quarter Credit Hours 54.0–83.25

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



Joanne M. Crossman

Professor

Communication is a fascinating art; critically important to our personal and professional success, yet infinitely influenced by people and circumstances. Joanne Crossman has studied and practiced this art in various capacities as a public relations specialist, education consultant, national conference speaker, author, small business owner, and for the past 20 years, as an educator at Johnson & Wales University.

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

As a full professor, Crossman teaches communication courses in the Alan Shawn Feinstein Graduate School and serves on numerous committees. She founded and is a vice president of the JWU Voice of Leadership Toastmasters Club. Her research interests include andragogy, co-authoring, learning styles and outcomes assessment.

M.B.A. in Hospitality with Concentrations

Johnson & Wales University is the largest educator of hospitality professionals in North America. Economists recognize the global hospitality industry as the largest industry in the world and one of the fastest growing fields for future employment.

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

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

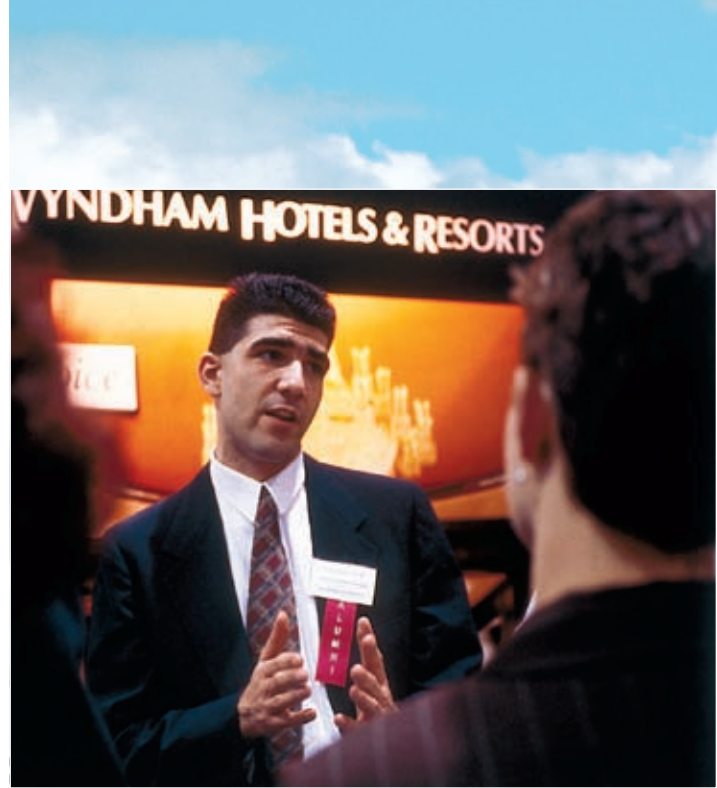
Specialized hospitality concentrations provide the advanced training and knowledge needed to secure employment positions in these growing areas.

Event Leadership Concentration

Graduates in this M.B.A. concentration in the high-demand field of event leadership may seek higher-level positions within global organizations that require M.B.A. core curricular skills as well as strategic planning and management expertise within the event field. Employment opportunities for this M.B.A. program are boundless, but some job titles include director of meetings and conventions, manager of expositions, producer of sport events, and director of special events for attractions and festivals.

Marketing Concentration

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





Caroline Cooper
Professor

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

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

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

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





Hospitality (M.B.A.)*

Prerequisite Courses

Courses offered through the undergraduate hospitality and business colleges

LAW2010	Hospitality Law	4.5
SEE2020	Event Management**	4.5

Foundation Courses

ACCT5000	Corporate Financial Accounting	4.5
ECON5000	Economics in the Global Economy	4.5
COMM5000	Effective Communication	4.5
HOSP5000	Hospitality and Tourism Information Technology	4.5
MATH5000	Quantitative Analysis for Problem Solving and Decision Making	4.5
MGMT5000	Management and the Global Economy	4.5
MGMT5019	Career Assessment and Planning	2.25
MRKT5010	Marketing Concepts	4.5

Core Courses

COMM5500	Strategic Communication	4.5
RSCH5500	Research and Analysis	4.5
MRKT5500	Strategic Services Marketing	4.5
MGMT5800	Organizational Behavior for Effective Leadership	4.5
MGMT5600	Human Resource Issues	4.5

Program Courses

HOSP5500	Hospitality and Tourism Global Issues	4.5
HOSP5600	Hospitality and Tourism Financial Management	4.5

Concentration Courses***

Students must take **four** courses from any one of the following concentrations. 18.0

Event Leadership Concentration+

EVNT6000	Event Leadership
EVNT6020	Event Operations and Risk Management
EVNT6030	Event Marketing & Global Meetings/Exhibitions
IBUS6020	International Business Negotiations
MGMT6030	Entrepreneurship
GRAD6093	Graduate Career Co-op
OR	
Elective	One elective course from any concentration

Marketing Concentration

HOSP6045	Optimizing Revenue and Channel Distribution**
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Choose **three** of the following courses:

HOSP6030	Franchising and Licensing
MRKT6010	Advertising & Promotions Strategies
MRKT6030	Advanced Marketing Research
MRKT6035	Brand Management
MRKT6040	e-Commerce Marketing Strategies
GRAD6093	Graduate Career Co-op
OR	
Elective	One elective course from any concentration

Career Capstone Course

HOSP6800	Hospitality and Tourism Business Policy and Strategy	4.5
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Total Quarter Credit Hours 54.0–96.75

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

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

***Not offered every term.

*At least two of the four courses selected must be EVNT courses.

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

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

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

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

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

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

Admission Requirements

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

Finance (C.A.G.S.)

Major Courses		
FISV6020	Tax Planning for the Financial Manager	4.5
FISV6030	Financial Reporting and Control	4.5
FISV6050	Strategic Financial Planning	4.5
FISV6056	Fundamentals of Investing and Portfolio Management	4.5
IBUS6035	Global Trade and Finance	4.5
Total Quarter Credit Hours		22.5

Human Resources Management (C.A.G.S.)

Major Courses		
Choose five of the following courses, from which none have been completed previously:		
MGMT6041	Management Special Topics	4.5
MGMT6050	Labor Relations	4.5
MGMT6055	Legal Issues in Human Resources	4.5
MGMT6060	Facilitating Adult Learning and Professional Development	4.5
MGMT6065	Wage and Salary Administration	4.5
MGMT6075	International and Comparative Employment Law	4.5
Total Quarter Credit Hours		22.5

Hospitality (C.A.G.S.)

Major Courses		
HOSP5500	Hospitality and Tourism Global Issues	4.5
HOSP5600	Hospitality and Tourism Financial Management	4.5
HOSP6030	Franchising and Licensing	4.5
HOSP6800	Hospitality and Tourism Business Policy and Strategy	4.5
Elective	HOSP- or EVNT-designated elective at the 6000 level or higher	4.5
Total Quarter Credit Hours		22.5

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

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.)

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



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

—Nicole Zartarian
M.A.T.

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

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
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Denise DeMagistris

Dean

For almost 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. No student is left behind in Johnson & Wales' School of Education.



A JWU School of Education student teacher lectures North Providence High School students.

Teacher Education (M.A.T.)

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

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 and Secondary Special Education

These students will student teach once in an integrated setting and will be eligible to pursue licensure in food service education and secondary special education.

A non-certification concentration is also offered and is outlined on Page 30.

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 an educational research seminar that is required for graduation, however, there is no credit awarded. The seminar meets six times, twice each term, and all six sessions are mandatory.

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 Beginning Teacher Standards, standards from the Council for Exceptional Children, diversity standards, 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 Beginning Teacher Standards, standards from the Council for Exceptional Children, diversity standards, and content standards

Teacher Education (M.A.T.)*

Major Courses

EDUC5004	Introduction to Standards-Based Education	4.5
SPED5001	Inclusive Teaching of Diverse 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 Through Literacy and Technology	4.5
EDUC5402	Strategies for Teaching Science Through Literacy and Technology	4.5
SPED5220	Communication: Language Development and Learning	2.25
SPED5002	Curriculum and Methods for Exceptional Students	4.5
SPED5010	Assessment and Evaluation of Students with Exceptionalities	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

For food service education and secondary special education candidates

SPED6073	Student Teaching Integrated: Secondary	9.0
EDUC6007	Methods of Teaching Food Service	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.

Assessment Prior to Recommendation for Certification or Program Completion

After completing student teaching, the teacher candidate will present a portfolio to a team of evaluators. This portfolio will contain evidence that the candidate has achieved the Rhode Island Beginning Teacher Standards, standards from the Council for Exceptional Children, diversity standards, 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.





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

Application Process

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

1. Submit two letters of reference from individuals who are qualified to assess the applicant's potential as a teacher.
2. Submit score of at least 170 in each subtest from the Praxis I exam or a minimum combined SAT score of 1100.
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.

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

Major Courses

EDUC5004	Introduction to Standards-Based Education	4.5
SPED5001	Inclusive Teaching of Diverse Learners	4.5
EDUC5575	Digital Collaborative Tools	2.25
EDUC5040	Best Practices in Literacy Instruction	4.5
EDUC6004	Methods of Teaching Culinary Arts	4.5
EDUC5401	Strategies for Teaching Mathematics Through Literacy and Technology	4.5
EDUC5402	Strategies for Teaching Science Through Literacy and Technology	4.5
SPED5220	Communication: Language Development and Learning	2.25
SPED5003	Understanding and Managing Behavior	4.5
EDUC5012	Teaching Literacy in the Content Areas	4.5
EDUC6020	Curriculum Development for Culinary Programs	4.5

Student Teaching

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

Total Quarter Credit Hours	54.0
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*Contingent on minimum enrollment of seven

Title II Higher Education Act Information

One hundred percent of the program completers from Johnson & Wales University passed the state test for licensure in 2006–07.



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

Educational Leadership (Ed.D.)

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 seminar for completion of the dissertation.

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

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.

To access the doctoral catalog and view a video online, visit www.jwu.edu/content.aspx?id=10430

For more information, contact the School of Education admissions coordinator at 401-598-1993.



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

Guide to Services*

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

212 Thayer Street
Providence, R.I.

421-5160

Kinko's

167 Angell Street
Providence, R.I.
421-8663

Staples

551 North Main Street
Providence, R.I.

272-2828

*partial listing

TRANSPORTATION

Bus Service

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

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

Taxicabs

Bonanza Cab
521-4200

East Side Taxi Service
521-4200

Rhode Island Taxi
272-1222

Yellow Cab Inc.
941-1122

Trains

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

Airplanes

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

RENTING A CAR

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

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

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

National Car Rental
1-800-227-7368

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SHOPPING

Emerald Square Mall

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

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

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

Swansea Mall

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

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

CONTACT INFORMATION

Alan Shawn Feinstein

Graduate School Admissions

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

E-mail gradschool@admissions.jwu.edu

Fax 401-598-1286

School of Education

Graduate Admissions

1-800-DIAL-JWU (1-800-342-5598)
ext. 1993 or 401-598-1993

E-mail soe@admissions.jwu.edu

Fax 401-598-1162

Graduate Administration

401-598-4738

Financial Aid

401-598-4648/4649

Financial Planning

401-598-4770

International Student Affairs

401-598-1074

Student Academic Services

401-598-1088

VISITING JOHNSON & WALES UNIVERSITY

Directions to The Alan Shawn Feinstein Graduate School Admissions Office

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

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

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

2009–2010 Catalog

General Information and
Course Discriptions



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 Graduate Admissions Office takes pride in the timely processing of applications.

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

Admissions Requirements

Candidates for admission to JWU graduate 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 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,
- Standardized test scores from the GMAT or GRE, when submitted,
- Two letters of recommendation, and
- A statement of purpose describing why you want

to enter the program and how you believe your previous training and experience will help you succeed. The statement should not exceed 500 words and must be submitted in printed form.

Application Requirements

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, when applicable (See Page 62 for a 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.**

Application Forms

Enclosed with your catalog are all of the forms required for application to JWU 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.

Transfer Credits

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

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

Once enrolled in a 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.

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.

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 to increase proficiency in a particular area, regardless of total TOEFL or other test scores.

Students who do not submit one of the aforementioned tests at the required level of proficiency will be tested for English language placement at the start of each

term and registered for ESL classes based on their score. The Institutional TOEFL will be also offered to students who score at a high level in their ESL placement tests, to be determined by the ESL department.

International students will be required to take COMM5000. Students with a TOEFL score of at least 94 (Internet-based or IBT), 580 (pen/paper or PPT), or 230 (computerized or CBT) may take a test to exempt the course requirement by petitioning the dean.

International Student Visa

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

Johnson & Wales University will send the I-20 form or IAP-66 form after students have been accepted and have submitted evidence of financial support. International students must register for the term for which admission is offered and must maintain full-time status during the academic year. International students may become part-time only for documented medical reasons.

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

International Transfer Students

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

Date of Enrollment Change

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

Financial Information

2009–10 TUITION AND FEES

The following tuition and fees schedules are effective for the 2009–10 academic year unless noted otherwise. Tuition and fees are subject to change annually.

Tuition:

\$316/quarter credit hour

Most graduate courses are 4.5 quarter credit hours at a cost of \$1,422 each.

Undergraduate Prerequisite Courses:

\$152/quarter credit hour

Most prerequisite courses are 4.5 quarter credit hours at a cost of \$684 each.

Pre-M.B.A. Program:

Annual Tuition \$4,900

\$272/quarter credit hour

General Fee \$1,065

Orientation Fee \$276

English as a Second Language (ESL):

Tuition (for one term) \$4,900

General Fee (for one term) \$1,065

Orientation Fee \$276

English as a Second Language (ESL) Students

Students who are studying in our English as a Second Language (ESL) program will be charged \$4,900 for tuition. This program charge will be applied for each term while studying in ESL. ESL students are not eligible for Johnson & Wales University scholarships.

Tuition Deposit

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

Payment Options

Annual Payments

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 7, 2009.

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 7 2009.

All Johnson & Wales University students must fulfill their financial obligations to the university by the Check-In due date of August 7, 2009 (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 Check-In due date may have their acceptance revoked.

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 42 of this catalog and in the Student Handbook. Students who fail to maintain satisfactory academic progress will be notified by Student Academic Services.

Return of Title IV Funds

Federal regulations establish the following allocation for students who receive Title IV, HEA program funds:

A refund owed to a student who received funds under any Title IV, HEA program will be returned to the Title IV, HEA programs from which the student received aid in the following order until the amounts received by the student from these programs are eliminated: the Federal Subsidized Loan, the Federal Unsubsidized Loan program, all other sources of aid, and the student.

Financial Aid Programs

The following is a list of federal financial aid programs available to U.S. citizens, permanent residents or eligible non-citizens. Students may receive assistance from any one of these, or from a combination of both, in what is called a financial aid package. Student eligibility for these programs is based on the student's completion and submission of the forms described in the Application Requirements and Application Forms sections. Since awards are not automatically renewable, the student must reapply each year.

Federal Subsidized Stafford Loan*

This loan program provides low-interest loans to students who demonstrate financial need. The federal government pays interest on the borrower's behalf while the borrower is enrolled in school. A Master Promissory Note for these loans will be mailed to all eligible students with their Financial Aid Award by the Financial Aid Office or may be obtained in Student Financial Services.

Students should check with their financial planner to determine their annual loan amount. Students must begin repayment six months after they leave college or drop below half-time status, and must pay a minimum of \$50 per month. The amount of the student's monthly payment will be determined based upon the amount of the student's debt and the length of the student's repayment period.

Federal Unsubsidized Stafford Loan*

This loan program offers low-interest loans to students who demonstrate little or no financial need. The terms and loan limits are the same as for the Federal Subsidized Stafford Loan except that the federal government does not pay interest on the borrower's behalf while the borrower is enrolled in school. During that time, the student borrower can choose to make quarterly interest payments, or to "capitalize" interest. "Capitalizing" means the lender will add interest accrued to the principal balance. This will eliminate the need for interest payments while in school.

Independent students are also eligible to borrow additional Federal Unsubsidized Stafford Loans. Check with your financial planner to determine your annual loan amount. These amounts are in addition to the Federal Stafford Loan amounts discussed above.

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

Student Financial Services (SFS)

Financial Planning

The university understands that financing an education may be a very complex process for many students. In order to assist students and their families in these matters, Johnson & Wales has a staff of financial planning counselors. These counselors are available to work with students and their families on an individual basis to help them best utilize their own funds and other available resources to meet educational expenses. For more information and assistance, call 1-800-343-2565, ext. 1468 or 401-598-1468.

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

Student Assistant Employment Program

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

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

The Graduate Admissions Scholarship

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

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

Pre-M.B.A. Scholarship

Information on Pre-M.B.A. scholarships is available on Page 14 of this catalog.

Student Health and Accident Insurance

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

Refund Policies

General Policy

To the extent that any charges due to the university remain unpaid, no refund check will be issued. No tuition or fees will be assessed for terms that the student does not begin. Students who withdraw from the university prior to the end of the academic year may have their financial aid adjusted. Institutional grants and scholarships will be reduced in proportion to any tuition credit received as defined in the university's Withdrawal Credit Policy. Full-term eligibility for institutional loans will be credited to the student's account to the extent that any charges are due the university. The distribution formula for the institutional refund to the Federal Student Financial Aid program will be calculated according to federal regulations. The university's Withdrawal Credit Policy applies to all withdrawals from the university, voluntary or involuntary.

Term charges are subject to the university's Withdrawal Credit Policy upon withdrawal from the university. Term charges are defined as tuition, and if applicable, room only, room and board, and weekend meal plan. The official notice of withdrawal from the university may be done in person or by written notification through Student Academic Services. Refunds are calculated by the date of termination based on the date Student Academic Services receives notification of withdrawal from the student or faculty member. Any refund due will be issued within 45 days after the date that the university was first notified of the withdrawal.

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 and General Information

The curriculum requirements described in this catalog are the guidelines for students entering the program during the 2009–10 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.

Academic Information

Class Schedules

Graduate programs at Johnson & Wales are offered in three 11-week terms. Classes are held Monday through Thursday. A limited number of afternoon classes meet once a week from 1:40 p.m. to 5:10 p.m. Evening classes meet once a week from 6:00 p.m. to 9:45 p.m.

When certain Monday holidays are observed and classes are canceled, make-up classes will be held on Fridays. Class cancellations will be posted on the university's Info-Line (JWU-INFO) and the university line for school closings (401-598-5555).

Summer Session

A summer term is mandatory in the M.A.T. program due to course sequencing.

M.B.A. program summer session courses may be offered. Not all courses are offered in the summer; as a result, summer completion cannot be guaranteed.

Course Registration

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

It is recommended that students follow their academic planners and Degree Audit when registering for courses. Students who require COMM5000 Effective Communication must register for this course during their first term of enrollment. It is strongly recommended that the first core course taken be COMM5500.

Students may not register for more than 9.0 quarter credit hours per term. After a student has completed their first term of matriculation, they may accelerate their

program by taking up to 13.5 credits each term if they maintained an overall GPA of 3.75 or receive permission from the dean.

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 dropped.

Student Academic & Financial Services should be notified immediately of any necessary prolonged absences. The 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 Student Handbook. The 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 student's 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 10 transcripts per year. 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.

Unofficial transcripts may be obtained on uconnect.

GRADING SYSTEM

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

Grade reports are viewable on uconnect.

PLEASE NOTE:

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

GRADE DESCRIPTIONS

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

Failure (F)

Issued if a student maintains required attendance but fails to achieve adequate scholastic progress. The grade is recorded permanently on his/her student record. Upon successful completion of the course at a later date, the cumulative average is adjusted to reflect only the passing grade; 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.

Withdrawal (W)

A punitive grade is issued if a student withdraws from any scheduled course after the official withdrawal period, or is withdrawn by a faculty member or by a member of Administration. This designation also applies if withdrawal from the university is for reasons other than extenuating and after the official withdrawal period. This is a failing grade and is entered into the cumulative average and recorded permanently on the student's record. Upon the successful completion of the course at a later date, the cumulative average will reflect both the grade of “W” and the new grade. It is extremely important that the student recognize the permanent effect that “W” grades have upon the grade point average.

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 exam class day or the grade will automatically become an “F.”

No Credit (NC)

A non-punitive designation is issued to a student who has been authorized to withdraw from class or the university due to extenuating circumstances documented with a Student Academic & Financial Services counselor, or who has withdrawn from the university prior to mid-term.

Grade Pending (GP)

A “GP” is issued as a temporary mark 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 (30 days for the School of Education), it will automatically become an “F.” At this time the student will be academically dismissed from the university.

Audit (AU)

Issued when no academic credit is granted. The academic work required in an audit situation is at the discretion of the individual faculty member. Audited classes require normal tuition fees, and must be scheduled during the regular scheduling process. Prerequisite course requirements must be met.

Satisfactory/Unsatisfactory (S/U)

Used for designated courses throughout the university.

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.

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.B.A./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 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 program:

Students in the CAGS program must maintain a cumulative grade point average (GPA) of 3.0. This GPA is calculated based upon the required courses within the selected CAGS program (grades earned from previous graduate level coursework are not calculated into the cumulative GPA). If foundation courses are required, they will be included as part of the GPA. A grade of B or higher is required for all foundation courses. Substitute courses are generally not allowed in this program.

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. The final 4.5 credit hours must be earned as an enrolled student.

Any student who received a master's degree from Johnson & Wales University may apply for admittance to another master's program at the university. 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. Due to the overlap in core curriculum, students who complete an M.B.A. at the university are not eligible to complete a second M.B.A. at Johnson & Wales University.

Graduation Requirements

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

Reinstatement Policy

Due to progress and change in curriculum and industry requirements, students who have been inactive for one or more years will follow the new academic program. 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.

Prerequisite and Foundation Courses

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

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

Comparable undergraduate courses completed within the past 10 years are acceptable for transfer credit. The time requirement may be waived with work-related experience and the approval of the dean. Students can choose to take the graduate school math test to exempt themselves from MATH5000.

Prerequisite and foundation courses must be completed with a prerequisite and foundation course cumulative grade point average of 3.00 or better. Credit for foundation courses will not be given for any course with a grade below a B on the undergraduate transcript. The academic standards for students in prerequisite and foundation courses is the same as stated for students in the M.B.A. program.

Students wishing to review credits for prerequisite and foundations courses must meet with the director of graduate admissions to discuss their options. Students can fulfill these requirements through transfer credits or standardized testing. For possible transfer credits, an evaluation of

official transcripts will be necessary. Also, students may opt to take a challenge or CLEP exam through our standardized testing program. Students should refer to the Standardized Testing and Portfolio Development Brochure for course options, policies and procedures. These options may not be exercised after the first term of enrollment in graduate school. **All prerequisite and foundation courses must be completed prior to registering for core and concentration courses.**

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

Full-time Status

Graduate 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. Because of the nature of the C.A.G.S. program and course offerings, a full-time schedule may not always be possible.

Student Services

Career Development

The Career Development Office offers a variety of work programs and career services to assist students in obtaining successful professional employment at graduation that will prepare you to navigate your career.

Programs include a graduate career co-op where students gain practical work experience while earning academic credit towards their degree. Co-op and employment specialists advise students on the tools needed to help secure their career goals, including resumés, cover letters, portfolios, and interviewing techniques. Students attend two major job fairs and have the opportunity to network with 150–175 employees from across various industries.

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

English Language Institute

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

The English Language Institute offers intensive English instruction 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.

Health Services

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

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

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

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 that all new, full-time students—residents and commuters alike—submit proof of a physical exam within the last year, including documented proof of two doses of the MMR vaccine, a tetanus booster within the past 10 years, and a negative tuberculosis test or chest x-ray within the last six months. Also required are three doses of the Hepatitis B vaccine and proof of immunity to chicken pox.

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/content.aspx?id=940. Providence students can pick up program information at the annual fall Study Abroad Fair or at the International Center. Students attending other campuses can find program information at Student Academic Services. However, any interested student is encouraged to contact the Study Abroad Office for personal study abroad counseling.

Other University Services

Center for Academic Support

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

Learning Center for Writing and Academic Support

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

Multicultural Center

The Multicultural Center 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 MCC is a safe and a welcoming environment where all members of the campus community are offered the opportunity to celebrate their cultures and learn about the cultures of others. We strive to bridge cultural gaps and bring together individuals of diverse backgrounds. We also work to educate and develop awareness of cultural and personal differences in all people by sponsoring educational programs, cultural events and social activities. This includes developing ongoing relationships with students and student organizations, and promoting programs and services which impact all students and the Johnson & Wales community at large.

The Multicultural Center is located in the Xavier Complex, Downcity Campus at 60 Broad Street (in the center of the block surrounded by 61 Pine Street, Claverick Street, 60 Broad Street and Foster Street). Call 401-598-4776 or e-mail mcc@jwu.edu for information.

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/content.aspx?id=296.

Safety & Security officers patrol the campus at all times and utilize an integrated-electronic access control and digital camera system. Emerging blue light telephones are strategically located throughout the campus, which directly connect a caller to the Safety & Security dispatcher. Also, as it becomes necessary, Safety & Security issues timely alerts to the campus community, which can be accomplished through the use of 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.

In compliance with the Crime Awareness and Campus Security Act of 1990, Johnson & Wales University publishes an Annual Security Report which discloses information about campus security policies and procedures, 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 and/or Safety & Security Office. You may also visit www.jwu.edu/uploadedFiles/General/Documents/Reports/JWUSecurityReport08PVD.pdf for a copy of the most recent report.

Special Needs/Disabled Students

Johnson & Wales University 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.

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 where appropriate.

Student Activities

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

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

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

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

Notice of Nondiscrimination

Johnson & Wales University does not discriminate unlawfully on the basis of race, religion, color, national origin, age, sex, sexual orientation, gender identity or expression, 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 operations).

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

Course Descriptions

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

Alan Shawn Feinstein Graduate School Courses

ACCT5000 CORPORATE FINANCIAL ACCOUNTING

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

Quarter Credit Hours 4.5

ACCT6001 ACCOUNTING THEORY

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

Quarter Credit Hours 4.5

ACCT6003 ADVANCED AUDITING

This course reviews various relevant auditing topics and enhances students' understanding of compilations, reviews and other attestation services so that they may perform certain audit procedures in a practice case format. This course is highly interactive with students working on various cases in a group format. Prerequisites: Completion of required accounting prerequisite and foundation courses, and knowledge of Excel or equivalent spreadsheet software.

Quarter Credit Hours 4.5

ACCT6020 INDIVIDUAL TAXATION

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

Quarter Credit Hours 4.5

ACCT6021 CORPORATE TAXATION

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

Quarter Credit Hours 4.5

COMM5000 EFFECTIVE COMMUNICATION

This course introduces students to the communication skills required for graduate study and focuses on the differences between academic and business culture. Students learn how to prepare informative written documents, including the business e-mail, the business memo, the business letter and the academic research article summary. Students also learn how to deliver an informative oral presentation. The course instructor assesses student writing and presentation skills and in conjunction with the Professional Communications Center, provides individual coaching in grammar and style related issues. The course also introduces students to the basics of documentation and APA citation required in all graduate coursework. Students must pass the final exam in order to advance to COMM5500.

Quarter Credit Hours 4.5

COMM5500 STRATEGIC COMMUNICATION

This course provides students with instruction and hands-on practice in planning, executing and evaluating strategic business communication, both written and oral. The course focuses on the following: the strategic planning necessary to develop persuasive memos, letters and oral presentations; the analysis of a variety business documents; and the implementation of business strategy through completed course projects. The course uses case studies to help students critically analyze business situations in context in order to plan and execute effective communication. ESL students must take COMM5000 prior to taking this course. Prerequisite: Completion of required foundation courses.

Quarter Credit Hours 4.5

COMM6000 ADVANCED PROFESSIONAL COMMUNICATION

Strong presentation skills are vital for management success. This course focuses on developing students' advanced oral presentation skills in a workshop environment. Students learn the skills necessary to prepare professional business presentations, including instruction in advanced Power Point techniques. Students make weekly oral presentations throughout the term, are videotaped and receive individualized instructor and peer feedback. Prerequisite: COMM5500.

Quarter Credit Hours 4.5

COMM6041 COMMUNICATION SPECIAL TOPICS

This course presents students with the opportunity to explore contemporary issues in communication, both specific to business and inherent to multiple professional disciplines. Students refine their skill sets through a variety of collaborative and individual projects, presentations, case studies and research. Prerequisite: COMM5500.

Quarter Credit Hours 4.5

ECON5000 ECONOMICS IN THE GLOBAL ECONOMY

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

Quarter Credit Hours 4.5

EVNT6000 EVENT LEADERSHIP

This advanced course enables students to gain competence in the specific techniques used by professional event leaders to lead events through the phases of research, design, planning, coordination and evaluation. Students assess the marketing opportunities; legal, ethical and risk management issues, and technological advances within the profession. Prerequisites: HOSP5500 and completion of required prerequisite and foundation courses.

Quarter Credit Hours 4.5

EVNT6020 EVENT OPERATIONS AND RISK MANAGEMENT

This advanced course enables students to gain competence in the specific risk management, risk operations, risk assessment, planning and evaluative techniques used by professional event leaders to mitigate risk proactively. Students gain knowledge in risk management, risk operations, risk assessment, avoidance, planning and control of risk associated with events, and explore methods for eliminating, reducing and transferring these risks to improve the successful outcomes of their events. Students gain proficiency in assessing risk operations, understanding the liabilities of conducting an event, contract law, contractual responsibilities in planning and implementing an event, either for one's own organization, or acting as an agent on a fee-for-service basis. Prerequisites: HOSP5500 and completion of required prerequisite and foundation courses..

Quarter Credit Hours 4.5

EVNT6030 EVENT MARKETING & GLOBAL MEETINGS/EXHIBITIONS

This course focuses on the practical methods of event marketing using the latest information regarding cyber event marketing (event e-commerce) and effective use of the latest technology to reach targeted event markets. Additionally, students research and study global opportunities in international meetings, and engage in planning and managing global meetings, conventions and exhibitions with an emphasis on national and international perspectives. Prerequisite: EVNT6000 or EVNT6020.
Quarter Credit Hours 4.5

FISV5600 FINANCIAL MANAGEMENT

This course will provide the student with sufficient analytical skills to interpret and act upon financial data and information that lead to sound financial decisions for business organizations. Topics include the time value of money, capital budgeting methods, financial statement analysis, breakeven analysis, short and long term financing methods, and topics in international financial management. Contemporary financial management techniques will be discussed throughout the course. Prerequisites: Completion of foundation courses.
Quarter Credit Hours 4.5

FISV6020 TAX PLANNING FOR THE FINANCIAL MANAGER

This course will offer the student a practical approach to understanding the complexity of the U.S. tax system. Discussion will center on the tax laws as a means of fiscal policy. The student will explore how to plan to utilize the tax system for financing company needs. The course is designed to teach students how to research and understand the initiation of tax law, how this is brought through the Treasury Department, and how judicial interpretation effects the understanding of tax issues. Emphasis will be placed on effective planning in the overall financial scheme. Prerequisite: FISV5600 or HOSP5600.
Quarter Credit Hours 4.5

FISV6030 FINANCIAL REPORTING AND CONTROL

This course will offer students a practical approach to understanding financial reporting. Students will learn the requirements of generally-accepted accounting principals in financial statement preparations by researching and analyzing publicly traded companies. Emphasis will be placed on how the financial statements translate into stock prices and how they can be used as a barometer of a company's financial position. Students will explore how companies in trouble can benefit from implanted controls, via the financial reporting process, to ensure earlier and better insight in making difficult decisions. Prerequisite: FISV5600.
Quarter Credit Hours 4.5

FISV6035 MERGERS AND VALUATIONS

Merger and acquisition activity (M&A) has been running at a high pace, domestically, overseas and across borders. The study of M&A involves a complex set of accounting, legal, operational management, governance, competitive and economic issues. Finance and the concepts of valuation are at the heart of most M&A transactions. This course reviews some of the core concepts involved in mergers and acquisitions: value, negotiations, deal structuring, corporate strategy and value added, financing and tax consequences, to name a few topics. Prerequisite: FISV6030.
Quarter Credit Hours 4.5

FISV6041 FINANCE SPECIAL TOPICS

This course will offer the student a practical approach to understanding various topics facing financial managers today. As the role of the finance person evolves to become an intricate part of the management team, the student will need to explore the interrelated issues of finances to the overall company operations. The topics will be presented on a high level to allow the student a general understanding. The use of financial periodicals and case studies will serve as the text for this course. Prerequisite: FISV6030.
Quarter Credit Hours 4.5

FISV6050 STRATEGIC FINANCIAL PLANNING

This course will offer students a practical approach to understanding the budgeting process. Students will be exposed to the complete cycle of budgeting, from understanding the strategic plan that initiates the budget process to auditing the results. Students will see the interrelating components of the operational budget to the capital budget and how these build to the cash flow budget. Students will be able to translate the cash flow necessary to support the strategic plan to financing requirements that need to be met by banking or other sources. Students will apply research techniques in coordinating a comprehensive strategic plan with a particular industry. Prerequisite: FISV6030 or HOSP5600.
Quarter Credit Hours 4.5

FISV6055 SERIES 7 PREPARATION

This course prepares students to sit for the NASD Series 7 examination. It is also designed for students who plan to pursue a career in the financial services industry. The Series 7 exam qualifies people interested in gaining employment as a General Securities Registered Representative, which enables an individual to sell stocks, bonds and options. Course topics include equities, debt/bonds, options, trading markets, regulations, tax laws, investment companies and initial public offerings. Prerequisites: FISV6030, completion of foundation courses and permission of instructor.
Quarter Credit Hours 4.5

FISV6056 FUNDAMENTALS OF INVESTMENT AND PORTFOLIO MANAGEMENT

This course introduces students to the fundamentals of investment and portfolio management. It focuses student attention on the impact asset diversification has on expected portfolio outcomes. Students should complete the course with a thorough understanding of most investment vehicles and how they can be used in varying weights to influence the short- and long-term returns of an investment portfolio. Student apply the basic tenets of FISV5600 by applying ratio analysis in the course of investment decision-making. Upon completion of the course, students are better prepared to make prudent investment decisions in both their professional careers as well as their own personal financial planning. Prerequisite: FISV5600.
Quarter Credit Hours 4.5

GRAD6093 GRADUATE CAREER CO-OP

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

HOSP5000 HOSPITALITY AND TOURISM INFORMATION TECHNOLOGY

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

HOSP5500 HOSPITALITY AND TOURISM GLOBAL ISSUES

This advanced survey course focuses students on the scope and depth of management responsibility as senior property managers and corporate officers of various hospitality and tourism organizations. It provides students with the knowledge, skills, and attitudes necessary to undertake leadership responsibilities in the increasingly interdependent and complex hospitality industry. Group and individual research will examine trends as well as industry-wide problems and concerns of current interest. Prerequisite/Corequisite: COMM5500.
Quarter Credit Hours 4.5

HOSP5600 HOSPITALITY AND TOURISM FINANCIAL MANAGEMENT

This course will examine the financial processes that middle and senior managers use in the day-to-day operation of businesses within the hospitality industry. It will aid specifically in the development of skill sets aimed at broadening a manager's ability to report cash flows effectively, analyze sales and sales mixes, establish pricing based upon using yield management, generate revenues, compare costs of product and productivity, make capital decisions based upon valid economic analysis, and use historical company and industry data to identify trends and forecast business activities. Prerequisites: COMM5500, HOSP5500. Quarter Credit Hours 4.5

HOSP6030 FRANCHISING AND LICENSING

This advanced course focuses on growing a business through cooperative strategies, especially franchising and licensing. Economic concepts underlying franchising are reviewed. Students learn to determine when franchising or licensing are appropriate growth strategies for a company. This course covers key management, operations and legal issues involved with these growth strategies. Implementation of a franchising strategy is covered in detail, including policy development, penetration of new markets, fostering franchisor-franchisee relationships through channel communications and creating a sustainable competitive advantage. Prerequisites: COMM5500, MRKT5500. Quarter Credit Hours 4.5

HOSP6041 HOSPITALITY SPECIAL TOPICS

This course focuses on an area of study regarding a specific hospitality issue that will be covered in-depth. The selection of a topic is inspired by current developments, trends or area of expertise that is important to or affecting the hospitality industry. Prerequisites: HOSP5500, HOSP5600. Quarter Credit Hours 4.5

HOSP6045 OPTIMIZING REVENUE AND CHANNEL DISTRIBUTION

This advanced course focuses students on the scope and depth of optimization of revenue and which channels of distribution are available to the manager. Students learn the strategic and tactical effects of various marketing strategies upon enhancing the revenues of a property. Topics include revenue management and the effects of technology upon maximizing revenues, as well as the ramification upon organizational structure, management relationships and the legal implications. Group and/or individual research examines trends affecting this quickly evolving area. Prerequisite: HOSP5600. Quarter Credit Hours 4.5

HOSP6800 HOSPITALITY AND TOURISM BUSINESS POLICY AND STRATEGY

Using a case study and seminar approach, this course provides participants with a firm understanding and appreciation of various managerial strategies available in the hospitality industry. Emphasis will be placed on those marketing and financial concepts specific to the creation of long term business strategies. Students will be encouraged to identify and apply strategies appropriate to market leaders, growth companies, firms entering the business, and those wishing to grow through mergers and acquisitions. Students will develop the skills necessary to 1) guide decision-making regarding acquisition and development of hospitality and tourism-related businesses, and 2) analyze the role of franchising in the strategic planning of a business. Prerequisites: COMM5500, HOSP5600, MGMT5800, MRKT5500. Quarter Credit Hours 4.5

IBUS6000 CROSS CULTURAL LEADERSHIP

This course introduces students to the concept of culture and its impact on international trade and business. The impact of culture on concepts of leadership, values, expectations and patterns of communication will be examined, both to demonstrate the importance of cultural sensitivity in global management and to assist students in developing their own strategies for effectively communicating and negotiating with individuals from other cultures. The course also examines a variety of ethical and evolving multiethnic workplace issues, including appropriate leadership styles for multicultural organizations. Students learn effective ways to research specific cultures and communications styles in order to prepare

themselves for cross-cultural encounters. Through the use of case studies and role-playing simulations, students have an opportunity to apply their understanding of cultural and ethical issues to realistic business situations. Prerequisites: COMM5500, MGMT5800. Quarter Credit Hours 4.5

IBUS6020 INTERNATIONAL BUSINESS NEGOTIATIONS

This course is designed to provide students with the theory and practice of international business negotiation that would allow them to conduct talks successfully in a variety of international settings. It will expose the students as managers to a broad spectrum of business negotiation issues across the board and assist them to feel comfortable in an interactive international trade environment. A basic assumption of the course is that the contemporary manager handling business internationally is required to have both analytic and interpersonal skills to conduct full-fledged negotiation effectively and successfully. This course is designed to give students the opportunity to develop these types of negotiation skills through a learning experience. Every class will deal with an aspect of negotiation in depth, explain various key notions, discuss home-assigned readings, and investigate important issues that have been brought up with regard to the way prospective managers handle negotiation. Prerequisites: COMM5500, MGMT5800. Quarter Credit Hours 4.5

IBUS6030 EUROPEAN UNION AND THE WORLD COMMUNITY

The course is designed for the student who wants to acquire fundamental knowledge of the political, economic and institutional structures of the European Union and what it means for the approximately 375 million people who live under its jurisdiction. This course examines the reasons behind Europe's movement towards integration following World War II and traces its development over the last fifty years into one of the world's economic superpowers. By surveying key developments, institutions and policies, students become familiar with how the European Union affects its member states, citizens and the world, both economically and politically. Prerequisites: COMM5500, MGMT5800. Quarter Credit Hours 4.5

IBUS6035 GLOBAL TRADE AND FINANCE

This course reviews the various theories and practices of international trade, importing, exporting, finance and international risk assessment. Topics examined include the balance of payments, foreign exchange markets and letter of credit. In addition, students gain insight into the ethical, international and multicultural dimensions of organizational behavior. The effective use of the international Trade Data Network is an integral part of this course. Prerequisites: COMM5500, FSV5600, MGMT5800. Quarter Credit Hours 4.5

IBUS6041 INTERNATIONAL TRADE SPECIAL TOPICS

This course focuses on an intensive study of one or more topics in the area of international trade that are not presently offered in the curriculum. The selection of topics will typically be inspired by a current development or emerging trend that affects trade either globally or in an important region. Special interests that students might have will also determine the selection of topics. Emphasis will be given to exploring techniques that practitioners can use to effectively deal with the problems and opportunities raised in the topics under consideration. Prerequisites: COMM5500, MGMT5800. Quarter Credit Hours 4.5

IBUS6045 INTERNATIONAL RELATIONS AND ORGANIZATIONS

This course introduces students to the basic principles and institutions of international relations that remain constant despite the challenges of current international conflict. The course focuses on international security, examining both power politics and alternatives to power. International conflict is examined and the work of international organizations analyzed. Enforcement of international law and the use of conflict resolution is proposed. Students examine the international economy and discuss problems arising from the North-South gap. Course requirements include research, class discussion and presentation. Prerequisites: COMM5500, MGMT5800. Quarter Credit Hours 4.5

LAW6000 LAW FOR ACCOUNTANTS

A study of security regulations, bankruptcy, wills and estates, antitrust, employment law and products liability. Special emphasis is placed on the legal liability of the accountant and professional responsibility. Prerequisites: LAW3010 and completion of required accounting prerequisite and foundation courses. Quarter Credit Hours 4.5

MATH5000 QUANTITATIVE ANALYSIS FOR PROBLEM SOLVING AND DECISION MAKING

This course uses a problem-based, case study, and personal computer approach to solving business and organizational problems. Special emphasis is given to making well-informed decisions with numerical data. The aim of the course is to show the student by example that numerical and statistical analysis clarifies and sheds light on complex situations. During analyses, students will draw meaningful and useful conclusions and learn much about a problem. Drawing existing models, theories and examples presented in class, students will use the power of the personal computer for calculations. Upon course completion, students will be trained to develop a system of general principles in performing data analysis that is widely applicable to the business sector. Quarter Credit Hours 4.5

MGMT5000 MANAGEMENT AND THE GLOBAL ECONOMY

This course emphasizes the main functions of management: planning, controlling, organizing, staffing and directing. In addition, international market entry strategies and the challenges of doing business in a multicultural environment are examined. Economic, political and social risk factors as they relate to management in a global economy are reviewed. Quarter Credit Hours 4.5

MGMT5019 CAREER ASSESSMENT AND PLANNING

This course provides students with key tools that will enable them to plan and advance their careers. Students perform self-assessments, conduct informational interviews and plan their own career portfolios. Quarter Credit Hours 2.25

MGMT5600 HUMAN RESOURCE ISSUES

This course will review how general managers in both domestic and international organizations can address traditional human resource concerns—employee recruitment, selection, training, motivation, compensation and performance appraisal—within the context of strategic planning. Prerequisite: COMM5500. Quarter Credit Hours 4.5

MGMT5700 PROFESSIONAL ETHICS

The focus of this course is enhancing the capacity in students to make difficult and necessary ethical choices on the basis of limited information and frequent conflicting values. In their future roles as professionals in a chosen field, students will face moral temptation and ethical dilemmas that resist easy answers or simple formulas for action. A major goal of this class is to prepare students to ask important questions, test the strengths and limits of various approaches to seeking answers, and act more thoughtfully, courageously, and creatively in uncertain situations. Students explore the ethical decision-making process, professional codes of ethics and accepted standards of practice, and major ethical issues confronting professionals in their fields today and in the near future. Prerequisite: Completion of required foundation courses. Quarter Credit Hours 2.25

MGMT5800 ORGANIZATIONAL BEHAVIOR FOR EFFECTIVE LEADERSHIP

This course will review how managers can become effective leaders by drawing on a knowledge of the contemporary concepts, theories and skills used in the field of organizational behavior. In addition to developing diagnostic and problem solving skills, a major focus of this course will be helping students develop a professional competency in the interpersonal skills that numerous studies have shown to be critical for being a successful leader in an organization. Particular emphasis will be placed on

the ethical, international and multicultural dimensions of organizational behavior. Students will engage in experiential exercises and conduct research on selected topics in the fields of leadership and organizational behavior. Prerequisite/Corequisite: COMM5500. Quarter Credit Hours 4.5

MGMT6000 THE LEADER AS COACH

This is an advanced management course that will enable students to gain competence in the specific techniques that effective leaders use to empower their workforce through coaching. Students will learn the fundamental theories of coaching through selected readings and class presentations, and use this knowledge to engage in experiential exercises. During these exercises, students will receive feedback on their technique. Once competence is gained in fundamental skills, students will be encouraged to develop their own personal method of coaching and to adapt their style of coaching to different situations. Particular emphasis will be given to dealing with cultural issues encountered when coaching a global workforce. Students will conduct research through self-assessments and group projects on selected topics in coaching. Prerequisites: COMM5500, MGMT5800. Quarter Credit Hours 4.5

MGMT6010 PROJECT MANAGEMENT

This is an advanced management course that will enable students to gain competence in the specific techniques used by effective managers to lead projects of limited duration. Project leadership is presented as a particularly effective technique for managing people in the service industries, technical specialists and professionals of all kinds. In addition to reviewing the traditional theories of project leadership, the professor will introduce team-based process analysis, several practical analysis tools, and research methods that can be used for everyday task and project leadership. Particular emphasis will be given to leading global, multicultural project teams that employ virtual as well as face-to-face meetings. Prerequisites: COMM5500, MGMT5800. Quarter Credit Hours 4.5

MGMT6015 OPERATIONS MANAGEMENT

Operations Management (OM) is an area of study that impacts the manufacturing and service industries. This course provides students with a broad introduction to the field of operations management in a realistic and practical manner. The course blends accounting, industrial engineering, management science and statistics to assist in solving real-world operations management problems. The course integrates case studies in many of the operations management areas of study, such as product design, quality, globalization and inventory control. Prerequisite: MGMT5800. Quarter Credit Hours 4.5

MGMT6020 LEADING ORGANIZATIONAL CHANGE

This is an advanced course that focuses on the human side of leading organizations through periods of change. Major change models developed by behavioral sciences will be explored in depth so that students can appropriately diagnose the change strategies needed in particular situations. Research methods used by practitioners for diagnosing organizational issues associated with change will be studied and applied. Particular emphasis will be given to dealing with cultural issues embedded in the global context of many change efforts. Presentations by distinguished practitioners, case analyses and experiential exercises will strengthen students' skills and improve their understanding of the key concepts. Prerequisites: COMM5500, MGMT5800. Quarter Credit Hours 4.5

MGMT6030 ENTREPRENEURSHIP

This advanced management course enables students to gain competence in the specific techniques used by successful entrepreneurs. This course examines entrepreneurial myths and realities, as well as the concept of corporate entrepreneurship. Prerequisites: COMM5500, MGMT5800. Quarter Credit Hours 4.5

MGMT6041 MANAGEMENT SPECIAL TOPICS

This course will examine in detail current problems facing management in a global economy. Prerequisites: COMM5500, MGMT5800.
Quarter Credit Hours 4.5

MGMT6050 LABOR RELATIONS

This course studies the development of labor unions and labor legislation in the U.S. The course surveys the effects of union organization and representation, collective bargaining and negotiation, the grievance and arbitration process, and the laws, agencies and issues impacting labor-management relations in the public and private sector. The course also reviews basic provisions of a collective bargaining agreement and contract administration. Prerequisites: COMM5500, MGMT5600, MGMT5800.
Quarter Credit Hours 4.5

MGMT6055 LEGAL ISSUES IN HUMAN RESOURCES

Students in this course study the various legal issues that employers and employees must confront in today's corporate environment. The course involves examination and discussion of issues such as discrimination, wrongful termination, appropriate hiring and personnel practices, considerations with a unionized workforce, workers compensation and various other legal issues. Prerequisites: MGMT5600, MGMT5800.
Quarter Credit Hours 4.5

MGMT6056 CONTEMPORARY LEADERSHIP STRATEGIES

Building on concepts and skills acquired in our core organizational behavior course (MGMT5800), this advanced leadership course explores in depth the multifaceted nature and challenges of contemporary leadership. Key themes in this course include: identifying contemporary leadership issues, understanding the personal side of leadership, considering the leader as relationship builder in diverse contexts, and learning how the leader can be a "social architect". Students participate in a wide variety of reflective exercises that will help them better understand where they are in their current development as leaders. Then, employing a seminar/workshop format, students are required to research and present in class strategies for dealing with important contemporary leadership issues. By the conclusion of this course, students will have pinpointed the skills and sensibilities that they need to continue to develop in order to realize their potential as emerging leaders. Prerequisites: MGMT5600, MGMT5800, RSCH5500.
Quarter Credit Hours 4.5

MGMT6060 FACILITATING ADULT LEARNING AND PROFESSIONAL DEVELOPMENT

This course assists the human resource manager in planning, developing and administering programs for staff. It includes a study of principles of adult learning, evaluation and assessment of adult learners, and methods follow-up. The course also addresses techniques for the evaluation and review of external programs. Prerequisite: MGMT5600, MGMT5800.
Quarter Credit Hours 4.5

MGMT6065 WAGE AND SALARY ADMINISTRATION

This course reviews the fundamentals of wage and salary programs, including the development of job descriptions, performing job evaluations, conducting salary surveys, adjusting pay structures, considering differentials, and relating pay to performance. Benefit programs and related employee incentive and service programs are also covered. Ways to link performance to both monetary and non-monetary rewards will be reviewed, including profit sharing, bonus plans, stock options, awards and special rewards for managerial personnel. Legislative restraints and tax treatments are discussed and behavioral theories are highlighted as they apply in this area. The incorporation of technology as it relates to Human Resource Management Systems that increases efficiency in pay, benefits administration, and aligning HR with organizational activities are also covered. The synthesis of pay, benefits administration and HR technology integrates the selection, development and administration of practical programs and systems. Prerequisite: MGMT5600.
Quarter Credit Hours 4.5

MGMT6075 INTERNATIONAL AND COMPARATIVE EMPLOYMENT LAW

This course examines the labor and employment law of various countries important to the global economy at the beginning of the 21st century. Regional trade agreements — such as NAFTA and the European Union — are also analyzed as well as international labor standards promulgated by the International Labor Organization. Key employment issues for comparative analysis include such areas as individual employment, unions and collective bargaining, discrimination and privacy. Prerequisite: MGMT5600 or permission of dean.
Quarter Credit Hours 4.5

MGMT6800 BUSINESS POLICY AND STRATEGY

This interdisciplinary capstone core course focuses on how to create, identify and manage competitive advantage within an organization. Students are encouraged to use skills and insights developed during prior coursework as they strategically analyze contemporary business issues and cases. Throughout the course, particular emphasis will be placed upon developing both a strategic perspective and a global viewpoint. Students formulate strategies and tactics that are appropriate for the different organizations under consideration. Readings, exercises and class discussions will focus on real world examples of strategic issues that students are likely to encounter as managers of organizational units. Tools and techniques for performing strategic analyses and stimulating innovative problem-solving in a highly competitive global environment will be covered in detail. Students will complete a major comprehensive project that will be graded collaboratively. Prerequisites: COMM5500, FISV5600, MGMT5800, MRKT5500.
Quarter Credit Hours 4.5

MRKT5010 MARKETING CONCEPTS

This introductory course is designed to prepare graduate school candidates with the level of knowledge necessary to succeed in requisite courses. It presents the major principles and practices of marketing. Emphasis is placed on marketing strategies, the target consumer, market analysis, positioning and differentiating products, and promotional strategies.
Quarter Credit Hours 4.5

MRKT5500 STRATEGIC SERVICES MARKETING

This course assists students in identifying the role of consumer behavior in marketing services and the various marketing strategies and opportunities commonly used in the services industry. Students perform assessments of various marketing plans common to the services industry and demonstrate strategic thinking in situated examples. Students discuss the unique elements of the service industry as they affect marketing strategies, use various analytical tools to measure marketing strengths and weaknesses of a firm, and indicate the specific marketing opportunities within a company that are most likely to produce profits. Prerequisite/Corequisite: COMM5500.
Quarter Credit Hours 4.5

MRKT6010 ADVERTISING AND PROMOTIONAL STRATEGIES

This course is focused on researching the marketplace, forecasting, planning, problem solving, and decision making as they apply to promotional activities. Students will investigate the various areas of promotion in addition to learning the skills necessary to work with an outside agency or an internal department. Analysis of the major components: personal selling, advertising, sales promotion and public relations. Topics discussed include advertising objectives, budget, media strategies, client-agency relationships, and measuring advertising effectiveness. Prerequisites: COMM5500, MRKT5500.
Quarter Credit Hours 4.5

MRKT6030 ADVANCED MARKETING RESEARCH

This course is designed as an advanced study covering the total process of generating, transforming and appraising data into relevant information for the marketing decision-maker. Emphasis is placed on the utilization and analysis of research data. Additional areas discussed are research methodology, design techniques, survey development, sampling theories and techniques of statistical data analysis. Prerequisites: COMM5500, MRKT5500, RSCH5520.
Quarter Credit Hours 4.5

MRKT6035 BRAND MANAGEMENT

This advanced marketing course focuses on the role of brand management in organizations, both large and small. A key component of this course is the historical development and current evolution of brands. The role of technology is explored. Current issues in brand management are an integral part of this course. Prerequisites: COMM5500, MRKT5500. Quarter Credit Hours 4.5

MRKT6040 e-COMMERCE STRATEGIES

This course will provide students with a broad overview of the technology available for businesses. Systems and application of various types of electronic commerce entities will be discussed with a practical approach to their usage. The paradigm shift of technology in business, including the intranet, extranet and Internet, will be discussed. Additional topics covered include legal issues, personnel and staffing, video-teleconferencing and databases. Students are expected to have a working knowledge of computers. Prerequisites: COMM5500, MRKT5500. Quarter Credit Hours 4.5

MRKT6041 MARKETING SPECIAL TOPICS

This course is an intensive study of one or more contemporary issues within the marketing industry. Emphasis is placed on literature review, case analysis and industry insight. Current events and industry demand will dictate the specific topics discussed. Situation analysis and strategies of the current marketplace will be discussed. Student special interests may also create demand for a course offering. Prerequisites: COMM5500, MRKT5500. Quarter Credit Hours 4.5

MRKT6045 GLOBAL MARKETING

This course exposes students to domestic and international marketing concepts and philosophy as they relate to organizations. Students learn to create and utilize marketing strategies. An analysis of corporate international strategy and industry structure is included. A review of historic and geopolitical international involvement, as it relates to business strategy, is examined. Prerequisites: COMM5500, MRKT5500. Quarter Credit Hours 4.5

RSCH5500 RESEARCH AND ANALYSIS

This course enables graduate students to design and implement research in business and related disciplines. Students develop conceptualizations of research problems based on a critical review of research literature. Current examples are used to illustrate applications of quantitative, qualitative and theoretical approaches to inquiry and research. The language, logic, major concepts, strengths, weaknesses and limitations of these approaches are noted. Practical implications of researching in business and industry are emphasized. Prerequisite: MATH5000. Quarter Credit Hours 4.5

RSCH5510 CONDUCT OF INQUIRY

This course introduces students to the basic methods of acquiring and reporting information used in business and academic reports. Subject matter includes the distinction between facts and opinions, bibliographic research, the value of "peer review," the critical assessment of information, and methods for the objective presentation of quantified information (charts and tables). Prerequisites: COMM5500, RSCH5500. Quarter Credit Hours 2.25

RSCH5520 RESEARCH AND ANALYSIS II

This course is designed as the basic research and analysis class for graduate students. Subject matter addresses basic research methodology and introductory inferential statistics. Prerequisite: RSCH5510. Quarter Credit Hours 4.5

School of Education Courses

EDUC5004 INTRODUCTION TO STANDARDS-BASED EDUCATION

Through course content and readings, instructional modeling and related fieldwork, participants are introduced to how students learn, the role of the family in student learning, constructivist philosophy and its relationship to standards-based curriculum, assessment and instruction. The course takes participants through the process of analyzing their field experiences with relation to standards and to principles of learning. Participants reflect upon a variety of tasks through a standards-based conceptual framework, understanding how assessment is intricately woven into the teaching and learning process, and developing strategies for reflecting, recording and reporting on student learning.

Quarter Credit Hours 4.5

EDUC5012 TEACHING LITERACY IN THE CONTENT AREA

This course offers prospective teachers the opportunity to study literacy as a language, thinking and social process. Special emphasis is placed upon the techniques of teaching content vocabulary, applicable study skills, and upon the adaptation of materials to meet the differing needs of a diverse classroom population. Readability levels, reading competency levels, various methods of student assessment, and models of directed reading activities are discussed. Based on course content, participants will design lessons and implement them through their fieldwork. Prerequisite: EDUC5004, SPED5001, EDUC5040 or department permission.

Quarter Credit Hours 4.5

EDUC5016 MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION IN THE K-5 CLASSROOM

Participants explore research on mathematical problem solving and communication, build an understanding of the R.I. Grade Level Expectations, and assess numerous examples of student work with a scoring guide to examine student understanding of mathematical concepts and communication to inform instruction. Participants also learn to recognize the qualities of a good problem solver, explore and practice strategies that promote good problem solving and communication in mathematics, and investigate resources to use in classroom instruction. *This course is taught off-campus.*

Quarter Credit Hours 4.5

EDUC5017 MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION-BUILDING RESOURCES TO INFORM INSTRUCTION

Participants explore research on problem solving, serve local assessment needs through use of an assessment rubric, and develop problem solving tasks for instruction and formal assessment. Participants also critically analyze the underlying mathematics in problem solving tasks, assess student work to inform instruction, improve validity and reliability, and develop resources to support the assessment rubric. *This course is taught off-campus.* Prerequisite: EDUC5016 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. English Language Arts as an interdisciplinary and developmental process, planning for instruction, competence in word attack skills and comprehension strategies are stressed. Participants analyze current research regarding best practices in reading, writing, speaking and listening. 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

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

EDUC5401 STRATEGIES FOR TEACHING MATHEMATICS THROUGH LITERACY AND TECHNOLOGY

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 THROUGH LITERACY AND TECHNOLOGY

This course is designed to critically analyze curriculum and the process of teaching and learning science with a technology component. Current theories regarding instructional strategies for science, the application of language arts skills in the content area, and uses of various technologies in the classroom are integrated into the course. Emphasis is placed on a student-centered approach to science including discovery, inquiry and experimentation. Consistent with the hands-on approach to developing aspiring teachers, field experiences play a vital role in this course. Prerequisite: EDUC5004, SPED5001, EDUC5040 or department permission.

Quarter Credit Hours 4.5

EDUC5510 THE RHODE ISLAND DIPLOMA ASSESSMENT SYSTEM: GRADUATION BY PROFICIENCY

This course is appropriate for all educators, district and school administrators, teacher leaders, and classroom teachers. Participants gain competency in the Proficiency Based Graduation (PBGR) requirements of the R.I. High School Diploma System using the necessary information and protocols to allow them to facilitate implementation of a diploma system in their own district/school. Participants learn how the PBGR components (Proficiency, Sufficiency and Standard Setting, Assessments, and Access and Opportunity) are defined and integrated in the high school regulations. Participants extend their knowledge of the above by using a variety of assessments to assess proficiency for graduation, learning how to develop fair and valid common assessments and rubrics aligned to standards, and validating existing tasks regarding fairness and bias. Common themes include the support systems that are needed to implement a valid high school diploma system (i.e., alignment, adopted policy and protocols, communication strategies, accountability and evidence of these structures in place). *This course is taught off-campus.*

Quarter Credit Hours 4.5

EDUC5515 LANGUAGE ESSENTIALS FOR TEACHERS OF READING AND SPELLING

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 is taught off-campus.*

Quarter Credit Hours 4.5

EDUC5520 EFFECTIVE TEAMING FOR MIDDLE SCHOOL TEACHERS

Participants learn and apply the basics of effective teaming across the full continuum of learning, including developing team norms and a team vision, team goals, common expectations for students, team governance structures, team organization and procedures, creating team identity, effective communication, and essentials of interdisciplinary instruction. The target is to improve the teachers' ability to improve student achievement through teaming practices. Flexible scheduling and student grouping practices are explored and developed within each team's school structure. Dealing with team and individual accountability within the context of change, conflict resolution, and interpersonal relationships are discussed and explained. A second target is the development and effective use of common planning time for team teachers as it applies to all of the above. *This course is taught off-campus.*

Quarter Credit Hours 4.5

EDUC5525 BUILDING RESPECTFUL CLASSROOM COMMUNITIES

This intensive teacher-training course better prepares 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 is taught off campus.*

Quarter Credit Hours 4.5

EDUC5550 COLLABORATIVE STRATEGIES

This course is designed to prepare teachers and administrators to be part of an inclusive school. Interdisciplinary teams, including special educators, work together to research and implement a variety of research-based inclusive practices. Teachers implement these practices in model lessons and reflect upon their effectiveness in increasing the achievement of all students. *This course is taught off-campus.*

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: SPED5001, EDUC5004.

Quarter Credit Hours 2.25

EDUC6004 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, SPED5001, EDUC5040 or department permission.

Quarter Credit Hours 4.5

EDUC6007 METHODS OF TEACHING FOOD SERVICE

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. The importance of staying abreast of professional practices, trends, and research will be stressed via an outside reading list. Prerequisite: EDUC5040, EDUC5401, EDUC5402 or department permission.

Quarter Credit Hours 2.25

EDUC6008 METHODS OF TEACHING GENERAL 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. Using the concepts, pedagogy and standards presented, these future teachers will teach their students to the basics of personal finance, the decision-making techniques needed to be wise consumers, and the economic principles needed in an international marketplace. Prerequisite: EDUC5040, EDUC5401, EDUC5402 or department permission.

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: EDUC5040, EDUC5401, EDUC5402 or department permission.

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

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, director's 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

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

COURSE NUMBERING SYSTEM

Alpha

Code	Discipline
<i>Alan Shawn Feinstein Graduate School</i>	
COMM	Communication
EVNT	Event Leadership
GRAD	Graduate Studies
<i>Career Development</i>	
CAR	Career Management
<i>College of Business</i>	
ACCT*	Accounting
ADVC	Advertising Communications
ECON*	Economics
ENTR	Entrepreneurship
EQN	Equine
FISV*	Financial Services Management
IBUS*	International Business
LAW*	Law
MGHI	Management in the Hospitality Industry
MGMT*	Management
MRKT*	Marketing
RTL	Retail
<i>College of Culinary Arts</i>	
BPA	Baking & Pastry Arts
CUL	Culinary Arts
FSM	Food Service Management
NUTR	Culinary Nutrition
<i>The Hospitality College</i>	
FSM	Food Service Management
HOSP*	Hospitality Management
IHTV	International Hotel & Tourism
MGHI	Management in the Hospitality Industry
SEE	Sports/Entertainment/Event Management
TRVL	Travel/Tourism
<i>School of Arts & Sciences</i>	
ARA	Arabic
ART	Art
CSL	Community Service Learning
ENG	English
ESL	English Language Institute
FREN	French
GER	German
HIST	History
HUM	Humanities
LEAD	Leadership Studies
LIT*	Literature
MATH*	Mathematics
PHIL	Philosophy
PSCI	Political Science
PSYC	Psychology
REL	Religion
RSCH*	Research
RUS	Russian
SCI	Science
SOC	Sociology
SPAN	Spanish

Alpha

Code	Discipline
<i>School of Education</i>	
EDUC	Education
SPED	Special Education
<i>School of Technology</i>	
CAD	Computerized Drafting
CGRA	Computer Graphics
CSIS	Computer Science
DME	Digital Media
ENGN	Engineering
FIT	Foundations in Technology
ITEC	Information Technology
PRMG	Project Management
TECX	Technology Experiential Education
<i>Other</i>	
ABRD	Academic International Programs
PHYS	Physical Education

Numeric Values

0001–0999	Non-credit and/or institutional credit courses
1000–1999	Introductory courses
2000–3999	Intermediate courses
4000–4999	Advanced courses
5000–6999	Graduate courses
7000–9999	Doctoral courses

First Digit

1	Freshman level
2	Sophomore level
3	Junior level
4	Senior level
5–6	Graduate level
7–9	Doctoral level

Miscellaneous

GS	Denotes a general studies course outside of the School of Arts & Sciences
HO	Denotes an honors-option course
HY	Denotes a hybrid format course
OL	Denotes an online course
PT	Denotes a course in which performance transcript skills are measured
SL	Denotes a possible service learning module
WI	Denotes a writing-intensive course

**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



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

EDUCXXXX 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 is 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

SPED5001 INCLUSIVE TEACHING OF DIVERSE LEARNERS

This course examines the theoretical perspectives, general procedures, and federal 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. Parental involvement and advocacy are examined. Participants gain experience through their fieldwork and course content in inclusive practices that provide access to the general curriculum for all students. 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 STUDENTS

This course provides participants with knowledge of the principles and techniques of teaching exceptional students with an emphasis on inclusive practices, unit and lesson planning, and IEP development. Through their fieldwork, participants employ methods, tools and skills for instruction including assistive technology and accommodations and modifications to the general curriculum. The course includes overviews of child development theorists as well as other theories. Special emphasis is given to the sensitivities and needs of students with exceptionalities and their parents. Prerequisite: SPED5001 or department permission. 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 will learn and practice techniques and strategies proven effective for classroom instruction and individual behavior management. Specifically, participants in this class will learn and practice instructional and behavioral approaches to productively create a supportive, accepting instructional environment. It examines understanding the proven practices for establishing and maintaining classroom management, maximizing use of learning time, questioning and feedback skills, homework, interactive guided instruction strategies,

and scaffolding techniques. In addition, this course will describe and model 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. 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 IEP's and transitions of individuals with exceptional learning needs. Throughout the course and related fieldwork, participants will explore, and develop transition plans for students with disabilities including vocational opportunities for secondary students. Participants will 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 STUDENTS WITH EXCEPTIONALITIES

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 a multidisciplinary team, and collaboratively develop an Individualized Educational 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. Prerequisite: SPED5001 or department permission. Quarter Credit Hours 2.25

SPED5220 COMMUNICATION: LANGUAGE DEVELOPMENT AND LEARNING

The field of special education has expanded over the last decade and now has become one of the most significant areas in education. Communication forms the basis for education and as such is often one of the key components in the understanding of the learning process. This course addresses issues surrounding communication as it relates to learning and development, including that of English language learners. 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, director's 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 will be 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), director's 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 will be 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 Praxis II Elementary Education Content Area Exam, director's permission.

Quarter Credit Hours 9.0



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 Organization
 Northeast Human Resources Association
 Russian Association of Business Education
 Society for Technical Communication
 Technology and Learning
 Toastmasters International

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

Application Conditions

In order to consider your application to a graduate program at Johnson & Wales University, the Graduate Admissions Office 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 Graduate Admissions Office. The Graduate Admissions Office is available to assist you with any questions or concerns you may have. Please call the phone numbers listed below for assistance.
3. Two personal references (copies/faxes/e-mails are acceptable)
4. Statement of purpose
5. Graduate school scholarship form (optional)

For M.B.A. admission

- Test scores from GMAT or GRE (recommended)

For M.A.T. admission

- Minimum Praxis I subtest score of 170 or minimum combined SAT score of 1100
- Minimum 2.75 GPA, interview with staff and writing sample

For C.A.G.S. admission

- Transcripts showing graduate degree attained (see above for transcript directions)

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

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

7. Declaration & Certification of Financial Support
8. Certified Bank Statement
9. A copy of the biographical section (name, date of birth, country of issuance) of your current passport
10. 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)

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

Address:

Johnson & Wales University
8 Abbott Park Place
Providence, RI 02903 USA

Web Address:

www.jwu.edu/grad

E-mail:

Business programs:

gradschool@admissions.jwu.edu

Education programs: soe@admissions.jwu.edu

Phone (Inside U.S.):

1-800-DIAL-JWU (1-800-342-5598)

Business programs: ext. 1015

Education programs: ext. 1993

Phone (Outside U.S.):

Business programs: 1-401-598-1015

Education programs: 1-401-598-1993

Fax:

Business programs: 1-401-598-1286

Education programs: 1-401-598-1162

Graduate Program Application

JOHNSON & WALES UNIVERSITY

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Business E-mail:
gradschool@admissions.jwu.edu
Education E-mail:
soe@admissions.jwu.edu

No application fee is required. PLEASE PRINT OR TYPE and return to the address listed above. Correspondence is via e-mail.

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

Personal Information

Sex <input type="checkbox"/> Male <input type="checkbox"/> Female	Date of Birth: Month _____ Day _____ Year _____
Last Name/Family Name/Surname	(Maiden Name — if applicable)
First Name/Given Name	Middle Name
Permanent Address	
Mailing Address (if different)	
E-mail address (MANDATORY — PRINT OR TYPE)	
Telephone (where you can be reached) (_____)	Fax (_____)
Country of Birth	Country of Citizenship
Rep e-mail address, if applicable	

Are you a full-time employee at Johnson & Wales University?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Do you hold a valid U.S. visa?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are you a citizen of the United States?	<input type="checkbox"/> Yes <input type="checkbox"/> 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?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Other	_____
Have you ever been convicted of a felony or had a felony-type charge sustained against you in a juvenile proceeding?		<input type="checkbox"/> Yes <input type="checkbox"/> No	

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 am applying for English as a Second Language followed by the degree program and concentration checked in Program Selection.

☐ 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 for the **Pre-M.B.A. program** and the program checked under **Program Selection**.

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 _____

Program Selection

Graduate Programs

(evening classes with some day/weekend classes available)

C.A.G.S. in	<input type="checkbox"/> Finance <input type="checkbox"/> Human Resource Management <input type="checkbox"/> Hospitality
M.B.A. in Global Business Leadership with Concentrations	<input type="checkbox"/> Accounting <input type="checkbox"/> Financial Management <input type="checkbox"/> International Trade <input type="checkbox"/> Marketing <input type="checkbox"/> Organizational Leadership
M.B.A. in Hospitality with Concentrations	<input type="checkbox"/> Event Leadership <input type="checkbox"/> Marketing

Graduate Programs Continued

M.Ed.	<input type="checkbox"/> Teaching and Learning
M.A.T. in Teacher Education with Concentrations	<input type="checkbox"/> Elementary Education and Secondary Special Education <input type="checkbox"/> Elementary Education and Elementary Special Education <input type="checkbox"/> Elementary Education and Elementary/Secondary Special Education <input type="checkbox"/> Business Education and Secondary Special Education <input type="checkbox"/> Food Service Education and Secondary Special Education <input type="checkbox"/> Food Service Education (<i>non-certified</i>)

PLEASE FILL OUT OTHER SIDE

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 Graduate Admissions Office prior to completion of the first term of enrollment.

Name of Institution

Address

City

State

Zip

Country

Dates Attended:

From

Month/Year

To

Month/Year

Certificate/Diploma/Degree Received

Name of Institution

Address

City

State

Zip

Country

Dates Attended:

From

Month/Year

To

Month/Year

Certificate/Diploma/Degree Received

Name of Institution

Address

City

State

Zip

Country

Dates Attended:

From

Month/Year

To

Month/Year

Certificate/Diploma/Degree Received

Present Employer (if applicable)

Organization

Position

City

State

How did you learn about JWU?

(Please check one.)

☐ Newspaper _____
please specify which one☐ Reputation ☐ Open House ☐ Peterson's Guide☐ Magazine _____
please specify which one☐ Direct Mail ☐ Referral ☐ Graduate School Guide☐ Fair/Presentation _____
please specify which one☐ JWU Student ☐ JWU Graduate ☐ Internet/Web site☐ JWU Representative _____
please specify which one☐ Other _____☐ Radio _____
please specify which one

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). 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 publish for public relations purposes my photograph or photographs in which I appear. I have read and understand the Graduate Admissions Catalog and its accompanying literature and agree to abide by the procedures and policies stated.

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, 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: Sandra Lawrence, Compliance Officer, Johnson & Wales University, One Cookson Place, Providence, RI 02903, 401-598-1423. Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, 33 Arch Street, Suite 900, Boston, MA 02110-1491. 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 policies and procedures, 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 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.

Personal Reference Form

JOHNSON & WALES UNIVERSITY

Johnson & Wales University
8 Abbott Park Place
Providence, RI 02903 USA
Business programs:
c/o Graduate Admissions
Education programs:
c/o School of Ed. Admissions

Phone
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Education: ext. 1993
(Outside U.S.):
Business: 1-401-598-1015
Education: 1-401-598-1993

Fax
Business: 1-401-598-1286
Education: 1-401-598-1162
Business E-mail:
gradschool@admissions.jwu.edu
Education E-mail:
soe@admissions.jwu.edu

Please ask two individuals familiar with your educational and professional background and your potential for graduate studies to complete this form or a letter of reference and return it directly to the address listed above.

PLEASE PRINT OR TYPE.

To be Completed by APPLICANT

Term _____

Last Name/Family Name/Surname _____ (Maiden Name — if applicable)

First Name/Given Name _____ Middle Name _____

Under the provisions of the Family Educational Rights and Privacy Act of 1974, you may decide whether letters of reference are to be held confidential or whether they may be made available to you.

Please check one of the following and sign in the space provided.

☐ **Confidential File**

I determine that this letter of recommendation be held confidential by Johnson & Wales University.

☐ **Open File**

I retain the choice of having letters of reference available to me.

Applicant's Signature _____ Date _____

To be Completed by REFERENCE

Please mail this recommendation directly to the Graduate Admissions Office at the above address.

	Excellent	Good	Average	Fair	Unable to Judge
Intellectual ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persistence and drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reference Name _____

Title _____ Institution/Business _____

Address _____

City _____ State/Country _____ Postal Code _____

Telephone _____

Reference Signature _____ Date _____

Please use the back of this form to supply additional comments on the applicant — character, past work experience, goals, etc.

[illegible]

Personal Reference Form

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Business E-mail:
gradschool@admissions.jwu.edu
Education E-mail:
soe@admissions.jwu.edu

Please ask two individuals familiar with your educational and professional background and your potential for graduate studies to complete this form or a letter of reference and return it directly to the address listed above.

PLEASE PRINT OR TYPE.

To be Completed by APPLICANT

Term _____

Last Name/Family Name/Surname _____ (Maiden Name — if applicable)

First Name/Given Name _____ Middle Name _____

Under the provisions of the Family Educational Rights and Privacy Act of 1974, you may decide whether letters of reference are to be held confidential or whether they may be made available to you.

Please check one of the following and sign in the space provided.

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Applicant's Signature _____ Date _____

To be Completed by REFERENCE

Please mail this recommendation directly to the Graduate Admissions Office at the above address.

	Excellent	Good	Average	Fair	Unable to Judge
Intellectual ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persistence and drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reference Name _____

Title _____ Institution/Business _____

Address _____

City _____ State/Country _____ Postal Code _____

Telephone _____

Reference Signature _____ Date _____

Please use the back of this form to supply additional comments on the applicant — character, past work experience, goals, etc.

[illegible]

Graduate Program Scholarship Form

JOHNSON & WALES UNIVERSITY

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Education: 1-401-598-1993

Fax
Business: 1-401-598-1286
Education: 1-401-598-1162
Business E-mail:
gradschool@admissions.jwu.edu
Education E-mail:
soe@admissions.jju.edu

Please fill out completely and return to the address listed above.

Conditions and Responsibilities

Graduate school scholarships are awarded to 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 Graduate Admissions Office and must include a résumé that highlights their accomplishments.

Please print or type.

Applicant Profile

Term _____

Last Name/Family Name/Surname _____ (Maiden Name — if applicable)

First Name/Given Name _____ Middle Name _____

Current Address _____

Country of Citizenship _____

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: _____

Declaration & Certification of Financial Support

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Education: 1-401-598-1162
Business E-mail:
gradschool@admissions.jwu.edu
Education E-mail:
soe@admissions.jwu.edu

**All international students must complete this form.
Please fill out completely and return to the address listed above.**

For students entering directly into graduate programs, this document must be accompanied by an **ORIGINAL BANK STATEMENT** showing the availability of a minimum U.S. \$19,865. Students entering ESL prior to starting in graduate programs will need to show funds of U.S. \$22,552, and students entering the Pre-M.B.A. program will need to show funds of U.S. \$27,224.

Please print or type.

To be completed by INTERNATIONAL APPLICANT

Sex ☐ Male ☐ Female

Date of Birth: Month Day Year

Last Name/Family Name/Surname

(Maiden Name — if applicable)

First Name/Given Name

Middle Name

To be completed by SPONSOR

Last Name

Date of Birth: Month Day Year

First Name

Middle Name

Permanent Address

Mailing Address (if different)

Telephone () ()
country code city code number

Fax () ()
country code city code number

Relationship to Applicant

U.S. Dollars available for support

SOURCE OF FUNDS	AMOUNT (IN U.S. DOLLARS)
Personal Savings Please submit a Bank Statement verifying amount is available. <i>Complete Sponsor Section</i>	
Family Funds Please submit a Bank Statement verifying amount is available. <i>Complete Sponsor Section</i>	
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.	

I agree to accept full responsibility for the expenses of the above-named applicant during his/her studies at Johnson & Wales University. I understand that U.S. \$19,865 for direct entrance into a graduate program per academic year, U.S. \$22,552 for ESL (prior to starting in a graduate program) per academic year, and U.S. \$27,224 for the Pre-M.B.A. program per academic year, should be sufficient to cover expenses of tuition, room and board, and books.

Sponsor's Signature

Date

Applicant's Signature

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.

Program content applies for the catalog of the year in which you enroll in graduate programs at Johnson & Wales University.

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 Student Handbook. The 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 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
UNIVERSITY

Graduate Admissions Office

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

Phone:

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www.jwu.edu/grad