

ALAN SHAWN FEINSTEIN GRADUATE SCHOOL



position yourself for success

2011–2012 CATALOG

MBA

M.S. in
Criminal Justice Management

M.Ed. in
Teaching and Learning

M.A.T. in
Teacher Education

Ed.D. in
Educational Leadership

PROVIDENCE, RHODE ISLAND

WHAT ALUMNI ARE SAYING ABOUT THE ALAN SHAWN FEINSTEIN GRADUATE SCHOOL:

“My experience as a graduate student in the Feinstein Graduate School has been a positive one. In addition to providing realistic courses, the administration, staff and faculty not only offer assistance, but mentoring. All of them work as a team to benefit the students.”

— **Al Marsocci '08 MBA**

Director
National Grid

“You gain much more than an advanced degree. Graduate studies at Johnson & Wales University enable you to garner lifelong skills that invoke innovative thinking and a broadened understanding of proven business techniques and applications — all in a collaborative learning environment.”

— **Barbara J. Nauman '07 MBA**

Vice President of Circulation
The Providence Journal

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

— **Christine Welch '07 M.A.T.**

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

— **Nancy Crimmin '08 Ed.D.**

Dean of Campus Life
Assumption College, Worcester, Mass.

WHERE ARE THEY NOW?

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

CPA, Senior Staff Accountant;
Charland, Marciano & Co., CPAs, LLP

Senior Vice President,
Rhode Island Hospitality Association

Superintendent of Schools, North Kingstown, R.I.

President of Fisher College, Boston, Mass.

2011–2012 CATALOG

MBA

M.S. in
Criminal Justice Management

M.Ed. in
Teaching and Learning

M.A.T. in
Teacher Education

Ed.D. in
Educational Leadership

TABLE OF CONTENTS

| | |
|--|-----|
| Academic Calendar | 3 |
| University Mission | 4 |
| Accreditation and Approvals | 5 |
| A Philosophy of Career Education | 6 |
| A Growing University in a Flourishing City | 8 |
| International Diversity | 9 |
| Graduate Programs | 10 |
| MBA | 10 |
| M.S. in Criminal Justice Management | 18 |
| M.Ed. and M.A.T. programs | 20 |
| Ed.D. in Educational Leadership | 26 |
| Professional Learning Initiative | 31 |
| Guide to Services and Visiting the University | 32 |
| Admissions Information | 33 |
| Technical Standards | 35 |
| Financial Information | 36 |
| Academic and General Information | 40 |
| Student Services | 44 |
| Student with Disabilities | 47 |
| Course Descriptions | 49 |
| University Directory | 61 |
| Affiliations | 68 |
| History of the University | 70 |
| Application Information | |
| Application Instructions | A-1 |
| Application | A-3 |
| Scholarship Form | A-5 |
| Declaration & Certification of Financial Support | A-7 |

A man in a light-colored suit and pink shirt is speaking to a group of students in a classroom. He is gesturing with his hands. In the foreground, a student with glasses is looking towards him. In the background, a woman wearing a hijab is also looking towards the speaker. A large world map is on the wall behind them.

position yourself for success

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

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

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

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

PROGRAMS OF STUDY

MBA

with optional concentrations in Accounting and Hospitality

M.S.

Criminal Justice Management

M.ED.

Teaching and Learning

M.A.T.

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*

* The M.A.T. program with a concentration in Food Service Education includes technical standards in the academic requirements essential to the program. Students with disabilities should contact the Center for Academic Support at 401-598-4660 for information about and descriptions of the applicable technical standards. Also, see Page 35 for descriptions of the technical standards.

ED.D.

Educational Leadership with specializations in

- Elementary-Secondary Education
- Higher Education

2011-12 ACADEMIC CALENDAR

| | |
|-------------|---|
| September 6 | Fall term begins |
| September 9 | Friday classes — makeup for Monday classes |
| October 10 | Columbus Day holiday |
| October 11 | Follow Monday schedule |
| October 14 | Friday classes — makeup for Tuesday classes |
| November 4 | Winter term payment deadline |
| November 17 | Fall term ends — Thanksgiving recess begins |
| November 29 | Winter term begins |
| December 2 | Friday classes — makeup for Monday classes |
| December 22 | Last day of classes — holiday recess begins |
| January 9 | Classes resume |
| January 16 | Martin Luther King Jr. Day holiday |
| January 17 | Follow Monday schedule |
| January 20 | Friday classes — makeup for Tuesday classes |
| February 3 | Spring term payment deadline |
| February 23 | Winter term ends — term break recess begins |
| March 1 | Priority financial aid deadline to submit FAFSA for 2011-12 |
| March 6 | Spring term begins |
| March 9 | Friday classes — makeup for Monday classes |
| April 13 | Friday classes (for classes held on Thursdays) |
| May 10 | Thursday classes end |
| May 16 | Spring term ends |
| May 17 | Commencement |

Ed.D. Program

Fall 2011 Classes

| | |
|---------------------------|------------------|
| August 5 | Payment deadline |
| August 26-27 | |
| September 9-10, 23-24, 30 | |
| October 1, 14-15, 28-29 | |
| November 4-5, 18-19 | |
| December 2-3, 9-10 | |

Spring 2012 Classes

| | |
|-------------------------|------------------|
| December 9 | Payment deadline |
| January 6-7, 20-21 | |
| February 3-4, 17-18 | |
| March 2-3, 16-17, 30-31 | |
| April 13-14, 27-28 | |
| May 4-5 | |
| May 17 | Commencement |

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



UNIVERSITY MISSION

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

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

PURPOSES OF THE UNIVERSITY

Johnson & Wales University supports the following purposes in accordance with the mission:

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

UNIVERSITY CORE VALUES

Johnson & Wales University is

Student Centered

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

Experientially Based

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

Industry Relevant

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

Employment Focused

Our business is developing employment-ready, motivated graduates for world-class employers 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 Director of Academic Accountability & Initiatives, University Provost's Office, Johnson & Wales University, One Cookson Place, Sixth Floor, Providence, RI 02903; or at 401-598-1345. Individuals may also contact: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Rd, Bedford, MA 01730-1433, 617-271-0022, cihe@neasc.org.

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

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

Johnson & Wales University will make available for review to any enrolled or prospective student, upon request, a copy of the documents describing the institution's accreditation, approval or licensing. Inquiries regarding JWU's accreditation, approval or licensing should be directed to Director of Academic Accountability & Initiatives, University Provost's Office, Johnson & Wales University, One Cookson Place, Sixth Floor, Providence RI 02903; or at 401-598-1345.

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

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

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

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

- elementary education and elementary special education and secondary special education

Please refer to Page 68 for affiliations.



strongly student centered



Associate Professor Ron DiBattista, Ph.D., summarizes the lesson after student groups presented their thought-provoking and creative perspective on case studies during his Effective Leadership course.

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 executive competencies as well as professional leadership, strategic and creative thinking skills. Our career-focused curriculum positions you to be competitive for opportunities in business, criminal justice, hospitality and education.

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

The graduate school's aim is to provide 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.

BUSINESS/CRIMINAL JUSTICE PROGRAMS

Most students follow a traditional schedule, enrolling in two courses each term. All programs are presented in the traditional format schedule. Classes run in the evenings and on a limited basis during afternoons and weekends.

Accelerated MBA Schedule

Have you earned a minimum GPA of 3.75 and completed foundation courses through previous course work? Take advantage of an accelerated schedule and graduate in less time. Contact Graduate Admissions at 401-598-1015 to see if you qualify.

Enhanced Accounting Track

Complete an MBA and CPA exam review course and sit for all four sections of the exam in one year. Johnson & Wales University and a national exam review program have teamed up to commit to your success in the accounting field. You must hold an undergraduate degree in Accounting with a minimum GPA of 3.2 to qualify for the program. See Pages 14 and 15 for more information.

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

The five-year B.S./MBA/M.S. program allows JWU hospitality and business seniors to earn a bachelor of science degree plus an MBA or M.S. usually within five years. Students in this program take graduate-level courses (at no extra cost) during their senior year at Johnson & Wales while completing their bachelor's degree. These courses include

For MBA

- RSCH5500 Business Information and Decision Making
- MRKT5500 Strategic Marketing
- MGMT5800 Effective Leadership

For M.S.

- RSCH5500 Business Information and Decision Making
- CJS5510 Legal and Ethical Aspects of Criminal Justice Management
- CJS5520 Policy and Budget Development for the Criminal Justice Manager

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

For more information, contact the Graduate Admissions Office at 4plus1@jwu.edu or 401-598-1015.

Pre-MBA Program

Have a three-year bachelor's degree from outside the U.S.? This program provides qualified three-year degree holders the opportunity, through a Pre-MBA schedule of undergraduate courses, to equate their education to a four-year U.S. bachelor's degree while fulfilling MBA program prerequisites. See Page 10 for more information.

EDUCATION PROGRAMS

Education programs are a vital part of the Alan Shawn Feinstein Graduate School. The education programs offered include a M.Ed. in Teaching and Learning that enhances the skills of practicing teachers, as well as a M.A.T. program in Teacher Education that prepares candidates with the necessary skills and knowledge to apply for initial licensure in either elementary education, business education or food service education. With the exception of food service education students, all students in the M.A.T. program also pursue a second licensure in either elementary special education or secondary special education.

The Alan Shawn Feinstein Graduate School also offers an Ed.D. and a C.A.G.S. in Educational Leadership that prepare educational leaders. These programs are presented on a unique Friday evening and Saturday schedule.

Title II Higher Education Act Information

More than 97 percent of the program completers from Johnson & Wales University passed the state test for licensure in 2009–10.

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.

SPECIAL FEATURES

Advantages Johnson & Wales graduate students enjoy include

- Convenient classes to accommodate most schedules
- Accelerated MBA schedules for qualified students
- Cohort model for M.A.T., M.Ed. and Ed.D. students
- Three terms and summer sessions instead of two semesters, allowing students to complete more courses in less time (*MBA, M.S. and M.A.T. only*)
- A diverse student MBA population representing more than 50 countries
- Student-focused faculty with esteemed academic and professional experience
- Flexible tuition payment arrangements



A GROWING UNIVERSITY IN A FLOURISHING CITY



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

Johnson & Wales University was founded in 1914 as 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 47 programs culminating in associate, baccalaureate, master's and doctorate degrees.

Total enrollment for the 2010–11 academic year exceeded 17,000 undergraduate and graduate students representing 50 states and 93 countries. Through its experienced, professional approach, the university has earned an international reputation in business and hospitality. In addition to the main campus in Providence, Rhode Island, Johnson & Wales presently offers undergraduate programs in North Miami, Florida; Denver, Colorado, and Charlotte, North Carolina.

In 1980, the Governor and General Assembly of the state of Rhode Island granted a Legislative Charter to the university, authorizing the awarding of advanced degrees.

For more information about Johnson & Wales University's history, see Page 70.

THE CITY OF PROVIDENCE

Johnson & Wales University's main campus is located in Providence, Rhode Island, on the East Coast of the United States. Graduate courses take place on the Harborside Campus in Providence, on the Cranston line, easily accessible to Interstate 95.

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

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

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 and Amtrak. This airport is also close to the Radisson Airport Hotel, JWU's practicum property.

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 obtain an overnight stay free of charge for up to two nights by submitting a travel form.

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 orientation, 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 34 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 | Denmark | Indonesia | Nepal | Sweden |
| Australia | Dominican Republic | India | Netherlands Antilles | Taiwan |
| Bahamas | Egypt | Israel | Nigeria | Thailand |
| Bangladesh | France | Italy | Pakistan | Turkey |
| Belgium | Gabon | Japan | Panama | Uganda |
| Brazil | Germany | Kenya | Philippines | United Kingdom |
| Canada | Guatemala | Korea | P.R. China | Uzbekistan |
| Colombia | Honduras | Malaysia | Russia | Venezuela |
| Costa Rica | Hong Kong | Morocco | Saudi Arabia | Vietnam |

PRE-MBA PROGRAM

The Pre-MBA 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.

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

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



tools for career advancement

ELIGIBILITY

The Pre-MBA program is offered only at the Providence Campus.

Applicants to the Pre-MBA program must hold a three-year degree from a recognized undergraduate-level institution with a minimum cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale.

Students with three-year degrees may qualify for the direct entry into graduate school if they can demonstrate the completion of three full years of degree-related work experience after earning the university degree.

Students may also qualify for direct entry if they graduated from a school with a rating of A or better from the National Accreditation Association Council.

Candidates must successfully complete the English as a Second Language program if they do not submit a passing score on the language proficiency test as stated under the English Proficiency Requirement section on Page 34.

APPLICATION PROCEDURE

Please refer to the International Admissions Requirements section on Page 34.

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

SCHOLARSHIPS

Students who successfully complete the Pre-MBA program with the required minimum 3.0 GPA needed to enter the MBA program will receive a nonrenewable \$2,000 MBA 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-MBA students will be done through Student Academic Services in the Student Services Center, located on the Downcity Campus.

Pre-MBA course descriptions are listed in the undergraduate catalog, which is available online at www.jwu.edu/catalogs.

Pre-MBA 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* OR higher, such as | 4.5 | ECON2002 | Microeconomics* OR higher, such as | 4.5 |
| ECON3070 | Comparative Economic Issues | | ECON3060 | Comparative Economic Systems | |
| English | | | English | | |
| ENG1020 | English Composition* | 4.5 | ENG1020 | English Composition* | 4.5 |
| ENG1021 | Advanced Composition* & Communication OR | 4.5 | ENG1021 | Advanced Composition* & Communication OR | 4.5 |
| ENG2010 | Technical Writing | | ENG2010 | Technical Writing | |
| Law | | | Law | | |
| LAW2001 | The Legal Environment of Business I OR higher, such as | 4.5 | LAW2001 | The Legal Environment of Business I* OR higher, such as | 4.5 |
| LAW3002 | The Legal Environment of Business II OR | | LAW3002 | The Legal Environment of Business II 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 |
| MRKT2050 | Qualitative Research | | MRKT2050 | Qualitative Research | |
| MRKT3005 | Brand Marketing | | MRKT3005 | Brand Marketing | |
| MRKT3045 | Social Media and Internet Marketing | | MRKT3045 | Social Media and Internet Marketing | |
| HOSP3050 | Hospitality Strategic Marketing | | HOSP3050 | Hospitality Strategic 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 Business Professionals II | 4.5 | FIT1020 | Information Technology for Business Professionals II | 4.5 |
| MGMT3030 | Managerial Technology | | MGMT3030 | Managerial Technology | |
| Humanities (one of the following): | | | Accounting | | |
| PHIL3020 | Crisis and Controversy: A Critical Thinking Approach | 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) | | | Business Administration — Management | | |
| ENG1001 | An Introduction to Literary Genres OR | | MGMT1001 | Principles of Management* | 4.5 |
| Literature course (LIT designation) | | | | | |
| Social Sciences (Psychology, Sociology or Political Science) | | | | | |
| SOC2001 | Sociology I | 4.5 | | | |
| Leadership | | | | | |
| LEAD2001 | Foundations of Leadership Studies | 4.5 | | | |

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

+ Requires College Math as prerequisite.

Our MBA program, developed and updated in collaboration with students and successful industry leaders, enables our diverse student body to advance in their professional careers by attaining a mastery of contemporary business and administrative theories, concepts and practices, including the capacities to interpret, critically analyze, communicate and apply the knowledge necessary for solving problems and achieving career success.

As a graduate, you'll learn executive business competencies, professional leadership, and strategic and creative thinking skills that will help you ethically solve problems that occur in the global business environment in culturally sensitive ways.

Our program incorporates critical career building tools throughout the curriculum, as opposed to other MBA 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.

CONCENTRATIONS

Optional concentrations within the MBA program allow you to focus your skills and experiences to demonstrate your unique abilities to current and future employers.

- Accounting: Earn the 150 hours of advanced study required to take the Uniform CPA Examination after completing the concentration.
- Hospitality: Gain experience in event operations, strategic marketing and information technology within various sectors of the hospitality and tourism industry.

ADMISSION REQUIREMENTS

To be considered for acceptance into the program, applicants must possess a bachelor's degree with a minimum GPA of 2.85. However, applicants with GPAs below 2.85 will be considered based on additional factors: coursework completed beyond the baccalaureate, reputation of undergraduate institution, undergraduate major, and current position's level of responsibility. To be considered for acceptance into the Enhanced Accounting Track, applicants must possess a minimum GPA of 3.20.

In addition, scores on standardized tests such as GMAT, GRE, ETS test of Business Knowledge and other nationally recognized instruments will be considered. Students who have an undergraduate GPA below 2.85 are strongly encouraged to submit a GMAT or GRE score.

Other factors considered for admission include 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. Both may be faxed to Graduate Admissions at gradschool@admissions.jwu.edu or faxed to 401-598-1286.

MBA DEGREE REQUIREMENTS

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

CAREER SUCCESS

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

General Program

PREREQUISITE COURSES

| | | |
|----------|---|-----|
| ENG1021 | Advanced Composition and Communication* | 4.5 |
| MATH1002 | A Survey of College Mathematics* | 4.5 |

FOUNDATION COURSES

| | | |
|----------|--|-----|
| COMM5075 | Strategic Communication | 4.5 |
| ECON5000 | Economics | 4.5 |
| FISV5000 | Corporate Financial Accounting | 4.5 |
| MATH5000 | Quantitative Business Methods | 4.5 |
| MGMT5000 | Foundations of Business Administration | 4.5 |

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

CORE COURSES

| | | |
|----------|---|-----|
| RSCH5500 | Business Information and Decision Making | 4.5 |
| FISV5600 | Financial Management | 4.5 |
| FISV5526 | Financial Reporting and Control | 4.5 |
| IBUS5511 | Global Economic Environments | 4.5 |
| MGMT5575 | Operations Management | 4.5 |
| MGMT5800 | Effective Leadership | 4.5 |
| MGMT5900 | Ethics, Corporate Social Responsibility and Law | 4.5 |
| MRKT5500 | Strategic Marketing | 4.5 |

ELECTIVE COURSES

| | |
|---|--|
| Choose three of the following courses: | 13.5 |
| FISV6020 | Tax Planning for the Financial Manager |
| FISV6050 | Strategic Financial Planning |
| FISV6056 | Fundamentals of Investing and Portfolio Management |
| FISV6060 | Managing Capital Markets |
| GRAD6800 | Graduate Internship |
| GRAD6041 | Graduate Special Topics |
| IBUS6020 | International Business Negotiations |
| IBUS6026 | Emerging Economies of BRIC |
| MGMT6000 | The Leader as Coach |
| MGMT6030 | Entrepreneurship |
| MGMT6050 | Labor Relations |
| MGMT6056 | Contemporary Leadership Issues & Strategies |
| MGMT6075 | International and Comparative Employment Law |
| MGMT6123 | Contemporary Human Resource Issues and Strategies |
| MRKT6010 | Advertising and Promotional Strategies |
| MRKT6030 | Marketing Research |
| MRKT6035 | Brand Management |
| MRKT6543 | Social Media and Internet Marketing |

CAREER CAPSTONE COURSE

| | | |
|----------|------------------------------|-----|
| MGMT6800 | Business Policy and Strategy | 4.5 |
|----------|------------------------------|-----|

Total Quarter Credit Hours **54.0–96.75**

* Course offered through the undergraduate College of Business



Ron DiBattista, Ph.D.

Associate Professor

DiBattista taught at various colleges before joining JWU in 2002. He soon became a student favorite and won acclaim in 2007 as JWU's Graduate School Teacher of the Year.

DiBattista's research interests include management, organizational behavior and educational leadership. He combines his love of teaching and his contributions to the organizational behavior field to support student professionalism and growth.

DiBattista has published articles in numerous journals, and has chaired over 100 accreditation visits for the Accrediting Council for Independent Colleges and Schools in Washington D.C.

His work experience offers several opportunities for sharing in the classroom. In-depth discussions include how to manage people, innovation, ideas, strategy and cost.

Students describe DiBattista as friendly, accessible and fair, challenging them to think and be creative in their problem-solving.

DiBattista's hobbies include travel, sports (particularly baseball and golf), music and spending time with family.

ACCOUNTING CONCENTRATION

The MBA 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 in this program.

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

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

ENHANCED ACCOUNTING TRACK

The MBA with a concentration in Accounting also offers the Enhanced Accounting Track which is designed to allow students to obtain an MBA and sit for the Uniform CPA Examination simultaneously. Beginning each fall term, students enter the program as part of a cohort and take classes two evenings per week while they also study for the Uniform CPA Examination.

This track has incorporated a required CPA review as part of the MBA accounting curriculum. The non-credit CPA review is taken concurrently with ACCT6001, ACCT6003 and ACCT6021. **Although the CPA review is non-credit bearing, tuition is still applicable. There may also be financial implications (i.e., financial aid and company reimbursement eligibility) and full-time status implications that could impact international students.** Students who wish to remain full time must take two 4.5 credit courses even while completing the CPA review.

The CPA review assists graduate students to properly prepare for the Financial Accounting & Reporting, Auditing, Business Environment, and the Regulation sections of the Uniform CPA Examination. Students will be exposed to the exam subjects and objectives, the exam schedule, the eligibility and application requirements, application deadlines and the grading system. The CPA review will also expose students to strategy and tactics for successful completion of the multiple choice, simulations and writing on the exam.

Accounting Concentration*

PREREQUISITE COURSES

Courses offered through the undergraduate College of Business and the School of Arts & Sciences

| | | |
|----------|--|-----|
| 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 |
| ENG1021 | Advanced Composition and Communication | 4.5 |
| LAW3010 | Business Law for Accountants | 4.5 |
| MATH1002 | A Survey of College Mathematics | 4.5 |

FOUNDATION COURSES

| | | |
|----------|--|-----|
| COMM5075 | Strategic Communication | 4.5 |
| ECON5000 | Economics | 4.5 |
| MATH5000 | Quantitative Business Methods | 4.5 |
| MGMT5000 | Foundations of Business Administration | 4.5 |

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

CORE COURSES

| | | |
|----------|---|-----|
| RSCH5500 | Business Information and Decision Making | 4.5 |
| IBUS5511 | Global Economic Environments | 4.5 |
| MGMT5575 | Operations Management | 4.5 |
| MGMT5800 | Effective Leadership | 4.5 |
| MGMT5900 | Ethics, Corporate Social Responsibility and Law | 4.5 |
| MRKT5500 | Strategic Marketing | 4.5 |

ACCOUNTING COURSES**

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

CAREER CAPSTONE COURSE

| | | |
|----------|------------------------------|-----|
| MGMT6800 | Business Policy and Strategy | 4.5 |
|----------|------------------------------|-----|

Total Quarter Credit Hours

54.0–112.5

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

** Not offered every term.

This track is designed to meet the 150 hours of advanced study requirement that candidates must satisfy to take the Uniform CPA Examination. Due to the challenging nature of the concentration, students interested in this track must have obtained an undergraduate degree in Accounting with a minimum cumulative grade point average (GPA) of 3.2 prior to applying to the concentration.

Prerequisites and foundation courses should be completed prior to registering for core and concentration classes and the enhanced track.

Enhanced Accounting Track*

CORE COURSES

| | | |
|----------|--|-----|
| RSCH5500 | Business Information and Decision Making | 4.5 |
| IBUS5511 | Global Economic Environments | 4.5 |
| MGMT5800 | Effective Leadership | 4.5 |
| MRKT5500 | Strategic Marketing | 4.5 |

ACCOUNTING COURSES**

| | | |
|----------|----------------------------|-----|
| ACCT6001 | Advanced 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 |

CPA REVIEW ENHANCED TRACK***

| | | |
|---------|--|-----|
| ACCT601 | CPA Review: Financial Accounting & Reporting | 0.0 |
| ACCT603 | CPA Review: Auditing & Business Environment & Concepts | 0.0 |
| ACCT621 | CPA Review: Regulation | 0.0 |

CAREER CAPSTONE COURSE

| | | |
|----------|------------------------------|-----|
| MGMT6800 | Business Policy and Strategy | 4.5 |
|----------|------------------------------|-----|

Total Quarter Credit Hours **45.0**

Students electing the Enhanced Accounting Track will be required to take non-credit program enhancement (ACCT601, ACCT603, ACCT621) that may result in them falling below full-time status. **This may have financial implications.** Students should seek the advice of an academic advisor prior to enrolling in the Enhanced Accounting Track.

* Students should always check with their academic counselor and/or academic planner **before** scheduling courses to ensure correct course sequencing and CPA requirements. Core courses should always be completed prior to taking concentration courses.

** Not offered every term.

*** The non-credit CPA Review ACCT601 and ACCT603 will each have an associated fee equivalent to the tuition of a single graduate-level course. The additional required CPA review course identified as ACCT621 will have no additional fee.



Paul C. Boyd, Ph.D.

Associate 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, business policy and strategy courses. His research interests involve the development of strategic organizational processes to serve as antidotes to 'groupthink'.

HOSPITALITY CONCENTRATION

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 MBA with a concentration 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.

Graduates in the MBA with a concentration in Hospitality may seek higher-level positions within global organizations that require MBA core curricular skills, as well as strategic planning and management expertise. In the highly competitive hospitality and tourism industry, professionals within the industry are needed to conduct high-level research, develop effective strategies, enhance revenues from strategic channels, and evaluate marketing outcomes. The MBA with a concentration in Hospitality provides the advanced training and knowledge needed to secure employment positions in these growing areas.

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

Hospitality Concentration

PREREQUISITE COURSES

Courses offered through the undergraduate School of Arts & Sciences

| | | |
|----------|--|-----|
| ENG1021 | Advanced Composition and Communication | 4.5 |
| MATH1002 | A Survey of College Mathematics | 4.5 |

FOUNDATION COURSES

| | | |
|----------|--|-----|
| COMM5075 | Strategic Communication | 4.5 |
| ECON5000 | Economics | 4.5 |
| FISV5000 | Corporate Financial Accounting | 4.5 |
| MATH5000 | Quantitative Business Methods | 4.5 |
| MGMT5000 | Foundations of Business Administration | 4.5 |

CORE COURSES

| | | |
|----------|---|-----|
| RSCH5500 | Business Information and Decision Making | 4.5 |
| FISV5526 | Financial Reporting and Control | 4.5 |
| FISV5600 | Financial Management | 4.5 |
| MGMT5575 | Operations Management | 4.5 |
| MGMT5800 | Effective Leadership | 4.5 |
| MGMT5900 | Ethics, Corporate Social Responsibility and Law | 4.5 |
| MRKT5500 | Strategic Marketing | 4.5 |

HOSPITALITY COURSES

| | | |
|---|---|------|
| HOSP6509 | Hospitality and Tourism Global Issues | 4.5 |
| Choose three of the following courses: | | 13.5 |
| EVNT6000 | Event Leadership | |
| EVNT6020 | Event Operations and Risk Management | |
| HOSP6030 | Franchising and Licensing | |
| HOSP6526 | Information Technology in Hospitality and Tourism | |

CAREER CAPSTONE COURSE

| | | |
|----------|------------------------------|-----|
| MGMT6800 | Business Policy and Strategy | 4.5 |
|----------|------------------------------|-----|

Total Quarter Credit Hours **54.0–96.75**





Do you aspire to assume management responsibilities in the criminal justice field? Differentiate yourself from other criminal justice graduates with a Master of Science degree in Criminal Justice Management.

This unique program combines criminal justice and management course work, providing you with the comprehensive analytical skills the field requires. These skills directly contribute to contemporary workplace practice and management, policy development and reflective analysis.

Graduates may pursue a career in criminal justice at the federal, state or municipal levels, or in other fields including corrections, probation and parole.*

Ultimately, a master's degree in Criminal Justice Management can help accelerate your career as you move from line level positions to supervision to management and showcase a broad understanding of the global nature of the criminal justice business.

ADMISSION REQUIREMENTS

To be considered for acceptance into the program, applicants must possess a bachelor's degree with a minimum GPA of 2.85. However, applicants with GPAs below 2.85 will be considered based on additional factors: coursework completed beyond the baccalaureate, reputation of undergraduate institution, undergraduate major, and current position's level of responsibility.

In addition, scores on standardized tests such as GMAT, GRE, ETS test of Business Knowledge and other nationally recognized instruments will be considered. Students who have an undergraduate GPA below 2.85 are strongly encouraged to submit a GMAT or GRE score.

Other factors considered for admission include 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. Both may be faxed to Graduate Admissions at gradschool@admissions.jwu.edu or faxed to 401-598-1286.



* Please note that there may be legal or employer requirements to qualify for employment for some positions in these fields which may include, but are not limited to, having no prior criminal record. It is the student's responsibility to be certain that he/she can meet the employment requirements of potential employers.

Criminal Justice Management (M.S.)

MAJOR COURSES

| | | |
|----------|--|-----|
| RSCH5500 | Business Information and Decision Making | 4.5 |
| CJS5510 | Legal and Ethical Aspects of Criminal Justice Management | 4.5 |
| CJS5520 | Policy and Budget Development for the Criminal Justice Manager | 4.5 |
| CJS5610 | Advanced Administration of Criminal Justice | 4.5 |
| CJS5620 | Contemporary Criminology and Crime Prevention | 4.5 |
| CJS5630 | Advanced Legal Issues in Criminal Justice | 4.5 |
| CJS5710 | Advanced Corrections Administration | 4.5 |
| CJS5720 | Police Administration and Management | 4.5 |
| CJS5730 | Court Administration | 4.5 |
| CJS5841 | Special Topics/Issues in Criminal Justice Management | 4.5 |
| CJS5999 | Criminal Justice Management Directed Study | 4.5 |
| CJS6800 | Criminal Justice Management Capstone Project/Thesis | 4.5 |

Total Quarter Credit Hours

54.0



Roger Achille, J.D.

Associate Professor

Roger Achille is a labor and employment specialist with almost 20 years of experience providing legal counsel to the health care industry and municipal and state government. In 2004 he joined JWU as an adjunct professor and attained associate professor status in 2007. He developed and teaches courses in labor relations as well as ethics and international comparative employment law. He has strong skills in negotiation and administration of collective bargaining agreements, and provides training in preventing discrimination and harassment in the workplace.

Achille asks thought-provoking questions of his students to facilitate discussion on worldwide human resources issues that make the MBA program truly global. He highlights JWU's international diversity by encouraging students to learn about each other's cultural differences and how these differences directly impact human resource practices and laws internationally. The exchange of ideas sets students on a worldwide expedition through international employment law that most would find confusing, but with Achille as navigator, students learn with ease.

Education master's level programs include 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, knowledge and dispositions needed to improve student learning in an increasingly diverse educational environment.

CONCEPTUAL FRAMEWORK

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

1. that students are diverse learners
2. how to respond to students' developmental and social contexts and ensure access to high quality teaching and learning
3. that teaching is intricate and collaborative work
4. the subject matter and how to teach it in light of the social purposes of education
5. how to use research, assessment and contextual data to inform practice

TEACHING AND LEARNING (M.ED.)

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

The program is designed as a cohort model, which means that students move together as a professional learning community through the required sequence of courses.

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
- Experiential learning — university-based learning applied immediately in each participant's own classroom setting, tying together new learning, research-based best practices, and ongoing reflection in an effort to improve the learning of his/her current students

M.ED. ADMISSION REQUIREMENTS

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

- a completed application to the program
- an official copy of the undergraduate transcript
- two letters of recommendation
- documentation of employment in a teaching situation in K–16

PROGRAM REQUIREMENTS

Although degree candidates in the program will be expected to complete the entire sequence of course modules, individuals will be able to take a single course for graduate credit prior to making the decision to enroll in the full program. 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 |
| EDUC5320 | Monitoring and Managing Student Learning | 9.0 |
| EDUC5330 | Standards, Curriculum and Instructional Design | 9.0 |
| EDUC6310 | Instructional Strategies and Resources | 9.0 |
| EDUC6320 | Assessment for Learning | 9.0 |
| EDUC6330 | Multiple Roles of Teachers | 9.0 |

| | |
|-----------------------------------|-------------|
| Total Quarter Credit Hours | 54.0 |
|-----------------------------------|-------------|



Arelitsa Barth '09

Student Teacher

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

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

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



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
- Elementary Education and Elementary Special Education
- Elementary Education and Elementary-Secondary Special Education
- Business Education and Secondary Special Education
- Food Service Education
(certified and noncertified option available)

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

As a state-approved program leading to certification, Johnson & Wales University's 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 concurrently spend time in K–12 classrooms each week to apply what they have learned in an effort to support and improve K–12 student learning. To accomplish this, teacher candidates observe and plan lessons for small group and whole class instruction, and reflect deeply on their practice. Candidates are required to visit diverse urban and suburban school settings that reflect the grade levels and content areas commensurate with their chosen program concentration.

To further support teacher candidate learning, the M.A.T. program also includes mandatory educational research seminars as part of the graduation requirements. These six seminars are scheduled throughout the first year of the program. Additionally, teacher candidates are required to keep a portfolio of evidence based on meeting the Rhode Island Professional Teacher Standards (RIPTS), the Cultural Competency (CC) standards, and, in the case of those with a special education concentration, the Council for Exceptional Children (CEC) standards. Defense of this portfolio is also a program graduation requirement.

M.A.T. ADMISSION REQUIREMENTS

Applicants will be reviewed for eligibility* by the School of Education. Eligible applicants will be considered for admission into the M.A.T. degree program after they have completed the following process:

1. Submit a completed application.
2. Submit two current letters of reference from individuals who are qualified to assess the applicant's potential as a teacher.
3. Submit Praxis I scores.

As per Rhode Island Department of Education requirements, certification applicants must score at least 175 in mathematics and reading and 173 in writing, or a composite score of 523 with no test score more than three points less than the cut. In place of Praxis I results, candidates for admission may submit SAT, ACT, or GRE scores taken within the past five years. Score requirements vary for non-certification food service candidates. Please contact Graduate Admissions at 401-598-1993 for specific score requirements beyond the Praxis I scores listed here.

4. Submit an official copy of undergraduate transcripts showing a minimum GPA of 2.75** and evidence of content knowledge in areas specific to desired certification.

All course work in these areas must show a grade of B or above in order for the admissions candidate to avoid having to take additional course work prior to being granted full admission into the program:

Elementary Education/Elementary and Secondary Special Education

- mathematics (college level)
- literature
- writing/composition
- science (biology, chemistry, physics)
- history (American survey course)
- educational or developmental (child/adolescent) psychology

Secondary Business Education

All of the above, and evidence of the following, either through transcript or significant work experience:

- accounting
- business law
- management
- marketing
- economics
- career development
- personal finance
- information technology
- international business
- keyboarding

Food Service Education

- transcript approval by culinary academic dean

5. Complete a successful interview with M.A.T. staff in which he/she will answer questions regarding his/her knowledge of and dispositions toward teaching, complete an on-demand writing sample, and sign a form acknowledging

- *the sequence, scope, and policies of the teacher education program*
- *the fact that the university will not award the degree until all program requirements are fully completed and submitted by the candidate, and that the Rhode Island Department of Education makes all decisions regarding the awarding of licensure*
- *the fact that field work in K-12 classrooms is an integral part of the program and must be completed weekly during school hours for all applicable university courses*
- *any additional policies/procedures that the program sees fit*

6. Have a criminal background check as required by Rhode Island general laws.

* Due to the technical standards and requirements essential to the M.A.T. program's Food Service Education concentration (see Page 35 for a specific listing), applicants with disabilities or physical limitations should inquire of the Center for Academic Support prior to enrolling at the university. Copies of the technical standards applicable to various programs are available from the Center for Academic Support.

** Students with a grade point average below 2.75 who provide additional transcripts, documents or test scores that reflect a stronger academic performance may be considered for admission. A combination of factors are considered for admission, including undergraduate cumulative grade point average and two letters of recommendation.



Julie Passafaro '09

Student Teacher

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

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

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

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

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



Teacher Education (M.A.T.)*

MAJOR COURSES

| | | |
|----------|---|------|
| EDUC5004 | Introduction to Learning and Teaching in American Society | 4.5 |
| SPED5001 | Inclusive Teaching of Exceptional Learners | 4.5 |
| EDUC5040 | Best Practices in Literary Instruction | 4.5 |
| SPED5024 | Collaboration: Home/School/Community | 2.25 |
| EDUC5575 | Digital Collaborative Tools | 2.25 |
| EDUC5401 | Strategies for Teaching Mathematics | 4.5 |
| EDUC5402 | Strategies for Teaching Science | 4.5 |
| SPED5220 | Communication: Language Development and Learning | 2.25 |
| SPED5002 | Curriculum and Methods for Exceptional Learners | 4.5 |
| SPED5020 | Assessment and Evaluation of Exceptional Learners | 4.5 |
| SPED5003 | Understanding and Managing Behavior | 4.5 |
| EDUC5012 | Teaching Literacy in the Content Areas | 4.5 |
| EDUC5055 | Enhancing Student Learning Through the Arts | 2.25 |

STUDENT TEACHING / CONTENT METHODS

For elementary education and secondary special education candidates

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

For elementary education and elementary special education candidates

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

For elementary education and elementary/secondary special education candidates

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

For business education and secondary special education candidates

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

Total Quarter Credit Hours

60.75–66.75

*Under rare circumstances, a noncertification M.A.T. may be pursued with permission from the dean of the Alan Shawn Feinstein Graduate School. Students will substitute nine credits of graduate-level electives for their teaching requirement.

Teacher Education (M.A.T.)

Food Service Education Concentration*

MAJOR COURSES

| | | |
|----------|---|------|
| EDUC5004 | Introduction to Learning and Teaching in American Society | 4.5 |
| SPED5001 | Inclusive Teaching of Exceptional Learners | 4.5 |
| EDUC5040 | Best Practices in Literacy Instruction | 4.5 |
| EDUC6027 | Methods of Teaching Culinary Arts | 4.5 |
| EDUC5575 | Digital Collaborative Tools | 2.25 |
| EDUC6020 | Curriculum Development for Culinary Programs | 4.5 |
| SPED5220 | Communication: Language Development and Learning | 2.25 |
| EDUC5580 | Educational Psychology | 2.25 |
| EDUC6150 | Advanced Methods of Teaching Culinary/Pastry Arts | 9.0 |
| SPED5003 | Understanding and Managing Behavior | 4.5 |
| EDUC5012 | Teaching Literacy in the Content Area | 4.5 |
| EDUC5111 | Strategies for Teaching Food Service Mathematics | 4.5 |

STUDENT TEACHING

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

Total Quarter Credit Hours

60.75

* This concentration has technical standards. Students with disabilities should contact the Center for Academic Support. Also, see Page 35 for descriptions of the technical standards.

** Required course for certification.



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

—**Suzanne DeCataldo '09 M.A.T.**
special education teacher
Providence public schools

CERTIFICATION REQUIREMENTS

Teacher candidates who are pursuing initial teacher certification in one or more areas by the Rhode Island Department of Education must satisfactorily pass several transition points throughout the program. This is the pathway to qualify to student teach and eventually be recommended for licensure. Key among these transitions is the following:

Assessment Prior to Student Teaching

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

- achieved a program GPA of 3.0
- passed the appropriate content exam for the concentration area(s)
- passed a portfolio review with acceptable evidence of significant progress toward meeting the Rhode Island Professional Teacher Standards (RIPTS) as well as standards from the Council for Exceptional Children (CEC) and Cultural Competencies (CC)

Assessment Prior to Recommendation for Program Completion

Having completed the needed transition point that indicates successful completion of all student teaching requirements, the teacher candidate will present his/her completed portfolio to a team of evaluators. This portfolio will contain evidence to prove that the candidate has achieved all program standards to the level appropriate to an emerging teacher.

In addition, the candidate for licensure must have passed all tests required by RIDE for licensure in the area(s) sought, and must have evidence of completing all other requirements for the awarding of the M.A.T. degree.

Upon meeting all of these requirements, the director of the teacher education program shall make the appropriate recommendation regarding the awarding of the M.A.T. degree and state licensure.

While JWU awards the M.A.T. degree, it is important to note that the Rhode Island Department of Education makes the final decision regarding the granting of licensure.

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



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

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

CLASS SCHEDULE

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

COHORT STRUCTURE

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

INSTRUCTION

Faculty use a variety of instructional methods with an emphasis on experiential, collaborative, project-based and interactive techniques. Instructional technology is used synchronously and asynchronously to model what tomorrow's educational leaders will use in their schools and agencies. Site visits and distinguished visiting professors add to the instructional mix. The weekend offerings also provide for informal faculty/student interaction.

ADMISSION REQUIREMENTS

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

1. Submit a completed application form with all supporting documentation and \$200 application fee.
2. Have official transcripts sent directly from institutions attended.
3. Submit three letters of recommendation, two of which should be from professional educators. These letters may be emailed to gradschool@admissions.jwu.edu or faxed to 401-598-1286.
4. Submit a written personal statement clearly indicating the reasons for pursuing the degree, the applicant's scholarship abilities, professional experience, career goals, learning style preferences, and potential contributions to the program. This personal statement may be emailed to gradschool@admissions.jwu.edu or faxed to 401-598-1286.
5. Complete the Graduate Record Exam (GRE) or a comparable exam and submit official test scores.
6. Once the School of Education receives all the above documentation, applicants will complete a personal interview with a faculty panel.
7. If admitted, a \$300 nonrefundable deposit is due within 21 days of receiving the acceptance letter. This money will be credited toward tuition providing the student begins the program in August of that year. If the student does not begin the program the year of acceptance, this deposit will not be refunded.

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

PRINCIPAL RESIDENCY NETWORK (PRN)

As a result of an agreement between JWU and the PRN, upon successful admission to the PRN and the JWU doctoral program, aspiring principals are able to earn credit toward the doctoral degree in Educational Leadership at JWU through successful completion of the PRN program.

PROGRAM REQUIREMENTS

To satisfy program requirements, each student must successfully:


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

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

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

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

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



perform as
educational leaders

COMPREHENSIVE ASSESSMENT

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

FIELD PROJECT

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

DISSERTATION

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

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

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

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

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

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



Brenda Dann-Messier '00 Ed.D.

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

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

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

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

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

DOCTORAL PROGRAM COURSES

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

Elementary-Secondary Education

MAJOR COURSES

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

Total Semester Credit Hours **60.0**

Higher Education

MAJOR COURSES

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

Total Semester Credit Hours **60.0**

All program requirements must be completed within six years. Students who do not complete the dissertation in the prescribed time will be automatically scheduled for EDUC9011, Dissertation Advisement Continuation. This continuation requires a Dissertation Advisement Fee (see Page 36) of \$1,292 per fall, spring and summer semesters.

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



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

PROFESSIONAL LEARNING INITIATIVE

The adoption of rigorous educational standards, the renewal of national professional certifications, and newly required labor skill sets guide what the educational, corporate and industrial communities need to compete in the global market. Keeping the workforce current in these new demands requires more than what professional development can provide, and instead requires professional learning experiences. While professional development allows participants to improve on skills that are vital to their professional growth, professional learning teaches participants new skills so they can adapt to the changes that are occurring in their careers.

The Professional Learning Initiative designs opportunities for participants to identify and solve problems, make complex decisions, and connect theory and practice to meet the desired outcomes. Each learning opportunity is guided by the following components:

- Relevant topics are addressed that meet the needs of all constituents.
- Trainers are educators/practitioners who are current with best practices and knowledgeable in their respected fields.
- Learning opportunities are based on research to ensure a high quality experience for all participants.
- Sessions are carefully crafted to attain achievable results.
- Participants evaluate sessions to continually make the necessary changes to guarantee effectiveness and relevance.

PROFESSIONAL DEVELOPMENT DELIVERY MODELS

Professional learning opportunities are developed with the client. The sessions may be designed as credit or non-credit bearing courses or workshop sessions. The client also is involved with the learning experience evaluation measure. This ensures that the learning experiences are measured to the desired outcomes of the client.

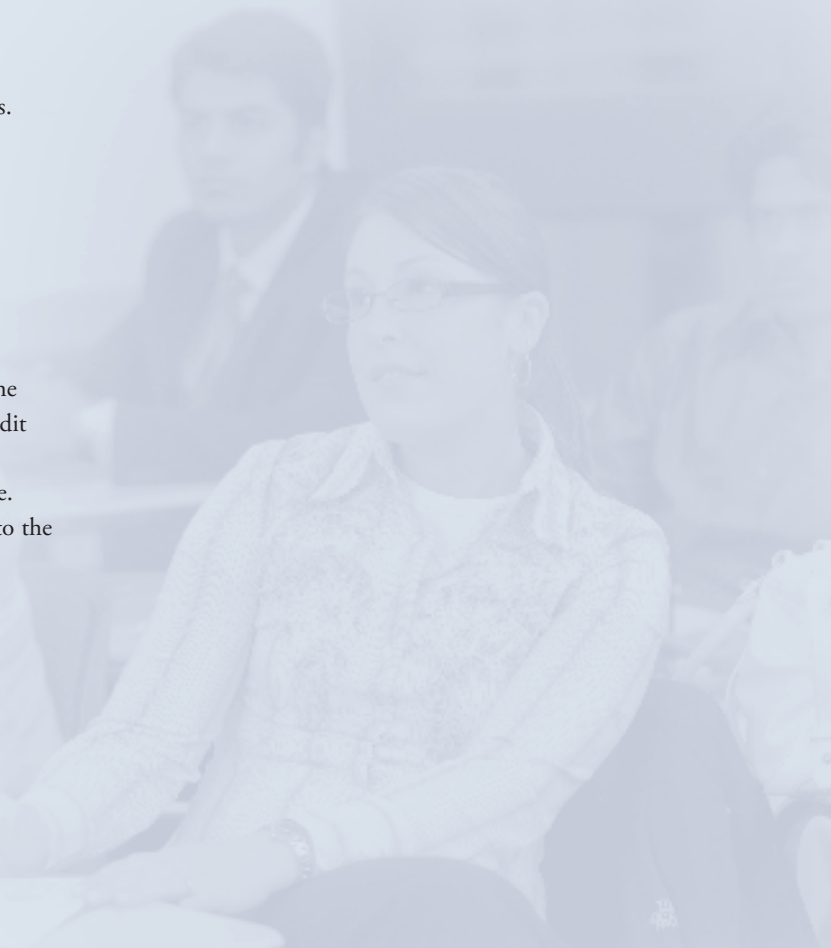
COURSE WORK

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

WORKSHOPS

Workshops are designed in collaboration with the client. All workshop delivery models will include experiential time for participant implementation, inquiry and reflection. The timeline and number of hours for contact delivery will be set to meet individual needs.

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



PROVIDENCE BANKS

Bank of America
www.bankofamerica.com
1-800-841-4000
111 Westminster Street
401-278-6000

Citizens Bank
www.citizensbank.com
1-800-922-9999
1 Citizens Plaza
401-456-7096

63 Westminster Street
401-456-7010

FAX AND COPYING CENTERS

Allegra Printing & Imaging
www.allegraprovidence.com
102 Waterman Street
Providence, R.I.
401-421-5160

Fed Ex Office
www.fedex.com
50 Kennedy Plaza
Providence, R.I.
401-331-1990

236 Meeting Street
Providence, R.I.
401-273-2830

Staples
www.staples.com
551 North Main Street
Providence, R.I.
401-272-2828

TRANSPORTATION

Bus Service

Rhode Island Public Transit Authority (RIPTA)
www.ripta.com
Schedules & Route Information
401-781-9400

Greyhound Bus Line
www.greyhound.com
1 Kennedy Plaza
Providence, R.I.
401-454-0790

Peter Pan Bus Line
www.peterpanbus.com
1 Bonanza Way (Exit 25 off I-95 North)
Tickets & Schedule Information
401-751-8800

Taxicabs

Checker Cab
www.checkercabprovidence.com
401-272-1222

Red and White Cab
401-521-4200

Yellow Cab Inc.
401-941-1122

Trains

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

Airplanes

T.F. Green Airport
www.pvdairport.com
1-888-268-7222
2000 Post Road
Warwick, R.I. (Exit 13 off I-95 South)
General Information
401-691-2471

RENTING A CAR

Avis Rent-A-Car
www.avis.com
1-800-331-1212

Enterprise Rent-A-Car
www.enterprise.com
1-800-261-7331

Hertz Rent-A-Car
www.hertz.com
1-800-654-3131

National Car Rental
www.nationalcar.com
1-800-222-9058

SHOPPING

Emerald Square Mall
www.simon.com/mall
999 South Washington Street
North Attleboro, Mass.
508-699-7979

Providence Place Mall
www.providenceplace.com
One Providence Place
Providence, R.I.
270-1000

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

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

CONTACT INFORMATION

Alan Shawn Feinstein Graduate School Admissions
www.jwu.edu/grad
1-800-DIAL-JWU (1-800-342-5598)
ext. 1015 or 401-598-1015
E-mail gradschooll@admissions.jwu.edu
Fax 401-598-1286

Graduate Administration
401-598-4738

Financial Aid
401-598-4648/4649 sfs.pvd@jwu.edu

Financial Planning
401-598-4770 sfs.pvd@jwu.edu

International Student Affairs
401-598-1074 isa@jwu.edu

Student Academic Services
401-598-1088 sas.pvd@jwu.edu

VISITING THE ALAN SHAWN FEINSTEIN GRADUATE SCHOOL

For GPS Purposes:
120 Harborside Boulevard
Cranston, R.I.

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

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

From Route 12 East: Follow Route 12 East for approximately one mile. At the light at the intersection of Route 12 and Warwick Avenue (Route 1A), take a left. Follow Warwick Avenue to the second traffic light. Proceed across intersection between Sovereign Bank and Brooks Pharmacy onto Norwood Avenue. Follow Norwood Avenue to the end. At the light, turn left onto Narragansett Boulevard and follow for 4/10 mile to the Harborside Campus entrance (just before Shell Gas Station on right). Take right. The Grace Welcome Center and its parking lot are at the bottom of the hill, on the right.

* partial listing

ADMISSIONS INFORMATION

PROCEDURES FOR ADMISSION

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

Applications for admission to JWU graduate programs are processed in the order received according to the start date specified on the application. Once all application requirements are met, the 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.

See for the program pages at the front of this catalog for program-specific admission requirements.

APPLICATION FORMS

Enclosed with your catalog are forms required for application.

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 Graduate 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. These letters may be e-mailed to gradschool@admissions.jwu.edu or faxed to 401-598-1286.
4. Standardized test scores, when applicable
(See Page A-1 for a listing.)
5. Statement of purpose (*MBA/M.S. students only*). This statement may be e-mailed to gradschool@admissions.jwu.edu or faxed to 401-598-1286.

NOTE: Transcripts, test scores and bank statements must be originals or certified true copies. Certified copies of transcripts from the school are acceptable. Unofficial photocopies cannot be accepted.

All of the above, with the exception of letters of recommendation and statement of purpose, 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. For instance, for international students, certified copies of transcripts from the school are acceptable. Please send a notarized translation for all documents that are not written in English.

DATE OF ENROLLMENT CHANGE

Students wishing to change their selected date of enrollment should forward a request to the Graduate Admissions Office stating the term they wish to enroll. 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.

MBA/M.S. 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. Certified copies of transcripts from the school are acceptable. 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 a JWU M.B.A/M.S.. degree program may petition to receive a maximum of nine quarter credit hours of transfer credit for graduate-level courses taken at approved colleges. To receive transfer credit, the courses must cover content equivalent to courses offered in the **core or concentration** that the student plans to enter, and must be approved by the dean or MBA/M.S. program director.

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 master’s degree program are not transferable without special permission from the dean or MBA/M.S. program director.

Once enrolled in a JWU master’s degree 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 master’s degree 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)

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; ELS Level 112 Certificate of Completion and Academic Report; City & Guilds Pitman ESOL Examinations – Higher Intermediate or Expert Level; The London Tests of English LTE, Level 4 (Advanced); MELAB (Michigan English Language Battery) – 77; S.T.E.P. Eiken – (Society for Testing English Proficiency) – Grade 1.

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

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

International Student Visa

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

Johnson & Wales University will send the Form I-20 after students have been accepted and have submitted evidence of financial support. International students must register for the term for which admission is offered and must maintain full-time status during the academic year.

International Transfer Students

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

M.A.T. PROGRAM

Technical Standards for M.A.T. with Food Service Education Concentration

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

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

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



FINANCIAL INFORMATION

2011–12 TUITION AND FEES

The following tuition and fees schedules are effective for the 2011–12 academic year unless noted otherwise. Tuition and fees are subject to change annually.

MBA Tuition:

\$354/quarter credit hour

Most graduate courses are 4.5 quarter credit hours at a cost of \$1,593 each. The Enhanced Accounting Track non-credit CPA review is charged at equivalent tuition rates.

Undergraduate Prerequisite Courses:

\$164/quarter credit hour

Most prerequisite courses are 4.5 quarter credit hours at a cost of \$738 each.

Pre-MBA Program:

Tuition (for one term) \$5,300

\$294/quarter credit hour

General Fee (for one term) \$384

Orientation Fee \$300

English as a Second Language (ESL):

Tuition (for one term) \$5,300

General Fee (for one term) \$384

Orientation Fee \$300

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

\$341/quarter credit hour

Most graduate courses are 4.5 quarter credit hours at a cost of \$1,535 each.

Ed.D. Tuition

\$688/quarter credit hour

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

ENGLISH AS A SECOND LANGUAGE (ESL) STUDENTS

Students who are studying in our English as a Second Language (ESL) program will be charged \$5,300 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.

Fees

Ed.D. Application Fee: \$200

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

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

Ed.D. Deposit: \$300

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

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

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

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 each term.

Term Payments

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

Semester Payments (Ed.D. program only)

Doctoral students may choose to make two payments a year, which are payable by the published due date each semester.

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.

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

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

- Make a full term payment
- Contract with TMS and pay the first monthly payment, as well as the enrollment fee

- Have an approved loan which covers the annual balance
- Have an approved payment plan with Student Financial Services using a combination of the above options

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

Ed.D. Program

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

FINANCIAL OBLIGATIONS

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

FINANCIAL AID

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

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

1. Demonstrate financial need.
2. Maintain satisfactory academic progress (financial aid will be suspended until satisfactory academic progress is again achieved).
3. Be enrolled in a degree or certificate program.
4. Be enrolled on at least a half-time basis. (A half-time basis is defined as carrying 4.5 quarter hour credits per term; students enrolled on a less-than-full-time basis may have their financial aid reduced.)
5. Be a U.S. citizen, permanent resident, or eligible non-citizen.
6. Not owe a refund on a Federal Pell Grant or be in default on a Federal Perkins Loan, Federal Subsidized Stafford Loan, Federal Unsubsidized Loan, Parent Loan for Undergraduate Students (PLUS) or Supplemental Loan for Students (SLS).
7. Sign a Statement of Educational Purpose, a Statement of Registration Status, and a Statement on Overpayments and Defaults.

Students are eligible to receive financial aid as long as they maintain academic standards as defined on Page 34 of this catalog and in the Providence Campus Student Handbook. Students who fail to maintain satisfactory academic progress will be notified by Student Academic & Financial Services.

Return of Title IV Funds

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

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

Financial Aid Programs

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

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

Federal Direct Subsidized Stafford Loan*

This loan program provides low-interest loans to students who demonstrate financial need. The federal government pays interest on the borrower's behalf while the borrower is enrolled in school. A Master Promissory Note for these loans is located online at www.studentloans.gov.

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

Federal Direct Unsubsidized Stafford Loan*

This loan program offers low-interest loans to students who demonstrate little or no financial need. The terms and loan limits are the same as for the Federal Subsidized Stafford Loan except that the federal government does not pay interest on

* 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.

the borrower's behalf while the borrower is enrolled in school. During that time, the student borrower can choose to make quarterly interest payments, or to "capitalize" interest. "Capitalizing" means the lender will add interest accrued to the principal balance. This will eliminate the need for interest payments while in school.

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

STUDENT FINANCIAL SERVICES (SFS)

Financial Planning

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

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

Student Assistant Employment Program

Students enrolled 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 an hourly wage and are awarded a scholarship.

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

The MBA/M.S. Scholarship

Each year, the Graduate Admissions Office awards a limited number of scholarships to MBA/M.S. applicants who are accepted as full-time students and reflect an ability to excel in their chosen program. The total amount of each scholarship

is \$1,000 and the scholarship will be credited to the student's account in equal installments over three consecutive terms. The student must maintain full-time status while in receipt of the scholarship. Applicants must complete each section of the scholarship form and submit it with a résumé and the 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-MBA Scholarship

Information on Pre-MBA scholarships is available on Page 10 of this catalog.

The M.A.T./M.Ed. Scholarship

The Graduate Admissions Office awards a limited number of scholarships to degree candidates once they are enrolled in the program. The total amount of each scholarship is \$1,000 which will be credited in equal installments over three consecutive terms. The student must maintain full-time status while in receipt of the scholarship. These scholarships are offered after the completion of the first term, and are awarded based on academic performance and financial need as a way to support deserving teacher candidates. To ensure access to this opportunity, all accepted degree candidates will be informed of the process during their initial term in the program.

STUDENT HEALTH AND ACCIDENT INSURANCE

All registered day and graduate students taking credit hours are covered by a health and accident insurance plan for the terms enrolled during the academic year. This does not include summer term. Insurance brochures are available at several locations throughout the university. Refer to the insurance brochure for a definition of the effective date of coverage, policy limits, policy termination and the opportunity to continue coverage over the summer. Students that are not eligible for the university Student Health and Accident program can apply for short term medical insurance through the Gallagher Koster website: www.gallagherkoster.com.

BOOKS AND SUPPLIES

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

REFUND POLICIES

General Policy

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

Term charges, institutional merit scholarships and institutional aid are subject to the university's Withdrawal Credit Policy upon withdrawal from the university. Term charges are defined as tuition, and if applicable, room only, room and board, the general fee and orientation fee. Tuition is applicable to all students, including those on approved off-campus programs including study abroad and internships. Merit scholarships and institutional aid are defined as any source of funding from Johnson & Wales University. The general fee is nonrefundable. The official notice of withdrawal from the university may be done in person or by written notification through Student

Academic & Financial Services. Refunds are calculated by the date of termination which is based on the date Student Academic & Financial Services receives notification of withdrawal from the student or faculty member. Any refund due will be issued within 45 days after the date that the university was first notified of the withdrawal.

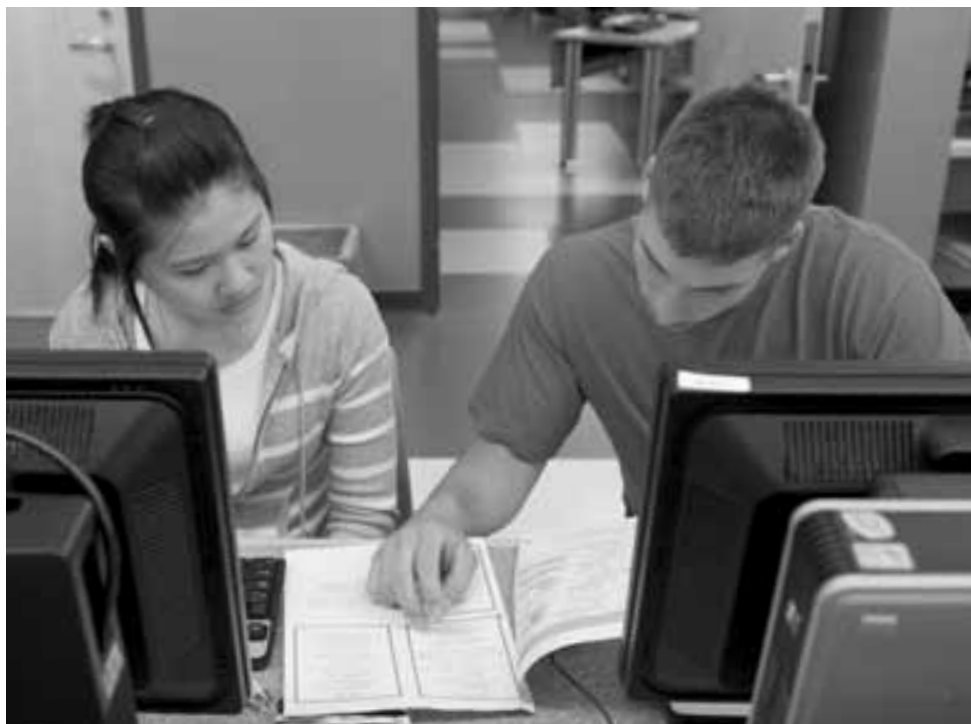
University enrollment disputes must be submitted online within 30 days after the end of the term during which the student was enrolled. To submit a dispute, students must complete the appropriate form online. No adjustments to tuition and fees or financial aid will be made until the dispute is researched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

Withdrawal Credit Policy

If a student terminates during

- the first and second week of the term, the university will credit 90 percent of the term charges.
- the third and fourth week of the term, the university will credit 50 percent of the term charges.
- the fifth and sixth week of the term, the university will credit 25 percent of the term charges.

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



ACADEMIC INFORMATION

The curriculum requirements described in this catalog are the guidelines for students entering the program during the 2011–12 academic year. If new guidelines are developed as the program grows, they may not be applicable to this group. Each candidate continuously enrolled will be subject to the curriculum guidelines of the program as outlined in this catalog for the year of entrance into the program unless notified otherwise.

CLASS SCHEDULES

When a holiday falls on scheduled class days, make-up classes will be held as published in the academic calendar on Page 3. Class cancellations will be posted on the university's Info-Line (JWU-INFO) and the university line for school closings (401-598-5555).

MBA/M.S.

MBA and M.S. programs 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 9:30 p.m.

M.A.T./M.Ed.

M.A.T./M.Ed. programs are offered in three 11-week terms. Classes are held Monday through Thursday. Evening classes meet once a week 6–9:30 p.m. or 6–10 p.m.

Ed.D.

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

SUMMER SESSION

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

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

COURSE REGISTRATION

After submitting a deposit, new students are required to Web register for courses via jwuLink. Doctoral students are registered for courses by Student Academic & Financial Services.

It is recommended that MBA students follow their Degree Audit and Planner when registering for courses. Students who require COMM5075 Strategic Communication must register for this course during their first term of enrollment. It is strongly recommended that the first core course taken be RSCH5500.

Students may not register for more than 9.0 quarter credit hours per term (except in the 4+1 B.S./MBA/M.S. Program). MBA students who have completed their first term of matriculation may accelerate their program by taking up to 13.5 credits each term if they maintained an overall GPA of 3.75.

ATTENDANCE

Students are expected to attend every meeting of every class in which they are enrolled. Students must be in attendance by the second class meeting or the student will be withdrawn from the course and/or university.

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

SATISFACTORY ACADEMIC PROGRESS

At the time of printing, the Satisfactory Academic Progress policies had not been finalized. The finalized policies will be available in the 2011–2012 Student Academic Handbook and on the Johnson & Wales University website.

Continued on Page 42

GRADING SYSTEM

| Grade Range | Letter Grade | Quality Points |
|-------------|--------------|----------------|
| 97–100 | A+ | 4.00 |
| 93–96 | A | 4.00 |
| 90–92 | A- | 3.70 |
| 87–89 | B+ | 3.30 |
| 83–86 | B | 3.00 |
| 80–82 | B- | 2.70 |
| 77–79 | C+ | 2.30 |
| 73–76 | C | 2.00 |
| 70–72 | C- | 1.70 |
| Below 70 | F | 0.00 |
| Withdrawal | W | 0.00 |

| | |
|-----|--|
| AU | Audit |
| GP | Grade Pending |
| I | Incomplete |
| NC | No Credit (non-punitive withdrawal) |
| NG | No Grade |
| S/U | Satisfactory/Unsatisfactory |

Grade reports are viewable on jwuLink.

PLEASE NOTE:

Any courses taken at the undergraduate level to satisfy prerequisite requirements follow the undergraduate grading system and will not be counted in the graduate-level GPA. MBA foundation courses with grades below a B will need to be repeated.

GRADE DESCRIPTIONS

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

Audit (AU)

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

Failure (F)

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

Grade Pending (GP)

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

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

Incomplete (I)

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

No Credit (NC)

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

No Grade (NG)

"NG" is issued temporarily when there is no grade provided by the faculty member. This grade is not factored into the student's GPA. Once a grade is submitted, the cumulative average and transcript will reflect only the new grade. If a grade is not submitted to replace the "NG" within one year, it will automatically become an "F" and the grade will be included in the grade point average.

Satisfactory/Unsatisfactory (S/U)

Used for designated courses throughout the university.

Withdrawal (W)

A punitive grade is issued if a student withdraws from any scheduled course after its add/drop period has ended, or is withdrawn by a faculty member or by a member of Administration. This is a failing grade and is entered into the cumulative average and recorded permanently on the student's record. Upon the successful completion of the course at a later date, the cumulative average will reflect both the grade of "W" and the new grade.

ACADEMIC TRANSCRIPTS

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

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

Unofficial transcripts may be obtained on [jwuLink](#).

ACADEMIC STANDARDS

At the time of printing, the Academic Standards policies had not been finalized. The finalized policies will be available in the 2011–2012 Student Academic Handbook and on the Johnson & Wales University website.

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.

Due to the overlap in core curriculum, students who complete an MBA at the university are not eligible to complete a second MBA at Johnson & Wales University. However, any student who received a master's degree from Johnson & Wales University may apply for admittance to a M.Ed. or M.A.T. program at the university through Graduate Admissions. Up to two courses from the first master's degree may be transferred into the second degree, if applicable. Students must meet the entrance requirements for the prospective program to gain admittance, and be in good academic and financial standing.

GRADUATION REQUIREMENTS

Each student is required to submit an online graduation application at least two terms prior to program completion. The application ensures that students are reviewed for graduation at the correct time, that correct information is presented on the diploma, and that it is mailed to the correct address.

Graduation requires successful completion of a prescribed sequence of study and a minimum grade point average of 3.00 (3.25 for doctoral program students). Students with a cumulative GPA below 3.00 will be in noncompliance with the criteria for good academic standing and may be subjected to academic dismissal. In addition, doctoral program students must not receive a grade of 'F' or 'W' in a course.

REINSTATEMENT POLICY

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

FULL-TIME STATUS

Master's and doctoral program students are considered full-time if enrolled in 9 quarter credit hours per term. To be eligible for federal aid, a domestic student must be enrolled in 4.5 quarter credit hours per term.

MBA 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.

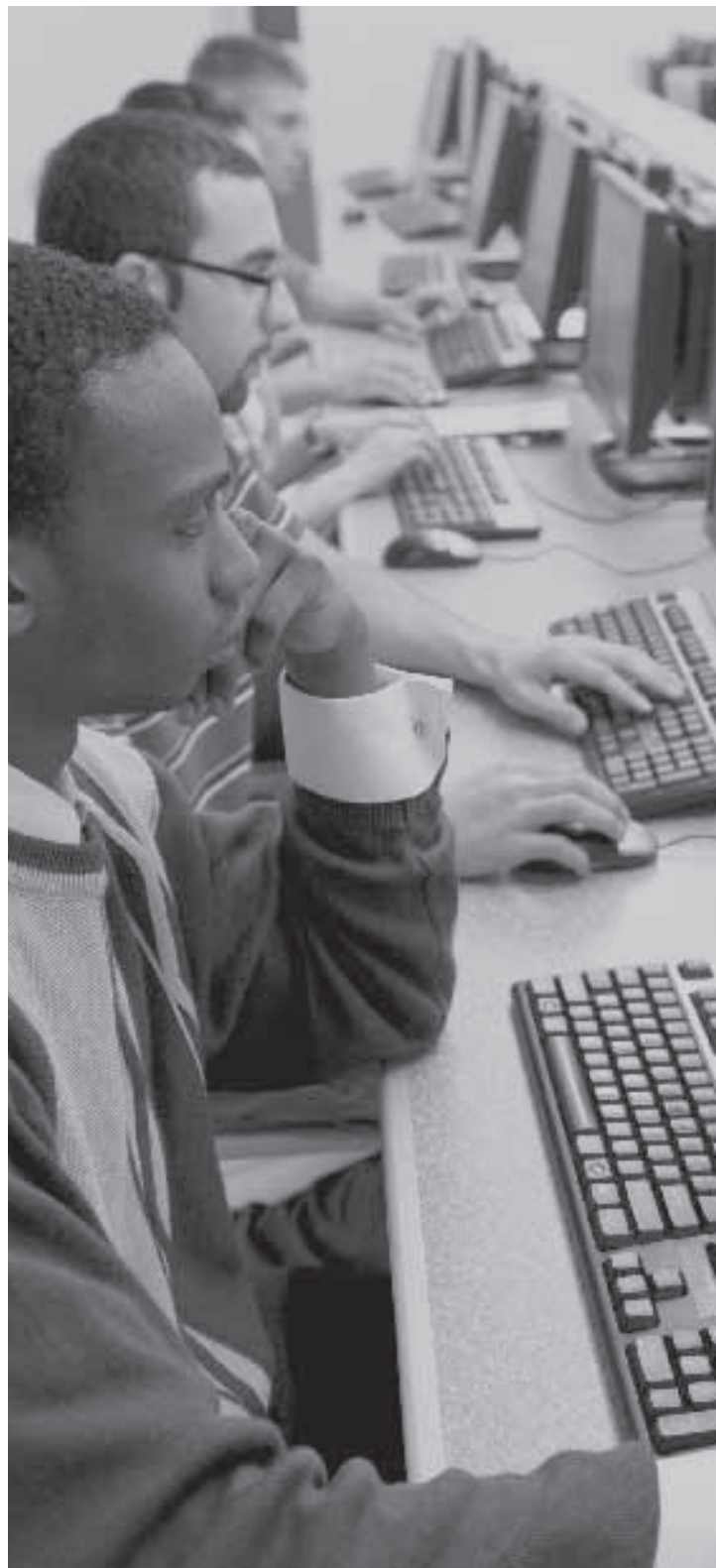
Foundation courses are graduate level courses that may be required of some students whose previous academic background does not reflect the course content described.

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. Additionally, foundation courses with grades below a B will need to be repeated. The academic standards for students in prerequisite and foundation courses is the same as stated for students in the MBA program.

Students wishing to review credits for prerequisite and foundations courses must meet with the director of graduate admissions prior to the completion of the first term in graduate school. 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 Prior Learning Assessment 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, elective or concentration courses.**

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



STUDENT SERVICES

BOOKSTORE

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

CAMPUS SAFETY & SECURITY

Campus Safety & Security 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 website at www.jwu.edu/providence/safety.

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

The Campus Safety & Security Operations Center is open 24 hours a day, 365 days a year. Students who need help or have questions should call ext. 1103 from a university phone or 401-598-1103 from a non-university phone. Hearing impaired students may call ext. 2140 from a university phone or 401-598-2140 from a non-university phone.

In compliance with the Higher Education Act, Johnson & Wales University publishes an Annual Security Report and an Annual Fire Safety Report. The Annual Security Report discloses information about campus security, and statistics concerning reported crimes that occurred on campus, on university-controlled property, and on public property immediately adjacent to campus. The Annual Fire Safety Report discloses information about the campus fire safety policies and procedures and fire statistics for each residence hall. A copy of the reports may be obtained from Admissions Office or Campus Safety & Security. You may also visit www.jwu.edu/providence/safety to view a copy of the most recent reports.

The university maintains a log of all fires that occur in on-campus housing.

COMPUTER AND TECHNOLOGY USE

All students are required to comply with the university's Computer and Technology Use Policy, which is accessible at <http://helpdesk.jwu.edu/policies.htm>.

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

In addition, students should be aware that unauthorized distribution of copyrighted material (e.g., songs, music and other materials), such as through peer-to-peer networks, may constitute copyright infringement. Penalties for copyright infringement include civil and criminal penalties.

In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at www.copyright.gov, especially their FAQs at www.copyright.gov/help/faq.

Please refer to the Computer and Technology Use Policy for a further description of prohibited activities regarding use of university technology resources.

COMPUTER LABORATORIES

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

General purpose labs are located in three buildings: the Harborside Academic Center, the Xavier Complex, and the Academic Center. Staff members are available in all labs to help students and answer questions. Visit the University Help Desk at <http://helpdesk.jwu.edu> or call 401-JWU-HELP (598-4357) for more information.

ENGLISH LANGUAGE INSTITUTE

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

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

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

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

EXPERIENTIAL EDUCATION & CAREER SERVICES

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

- career workshops that allow students to select specific skill-building topics
- networking opportunities with industry professionals through on-campus recruiting events
- career coaching resources providing personalized advising on a variety of career-related topics
- work experience/internship programs designed to provide practical work experience in a student's chosen field of study while the student earns academic credit
- online job postings by employers who are looking to hire students for part-time and full-time jobs (on and off campus) as well as internships. Go to <http://link.jwu.edu> > Careers > Find A Job.

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

HEALTH SERVICES

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

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

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

JWU's health services are available to commuting students as well as to residents.

Medical Records

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

INTERCULTURAL CENTER

The Intercultural Center (ICC) was founded in 1993 to encourage efforts to respect, support and educate people of diverse backgrounds. The center exists as an integral part of campus life. Consistent with the mission of the university, its primary focus is to prepare all members of the university's diverse student body to live and work in a world characterized by increasing diversity of every kind.

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

The ICC is located in the Xavier Complex, Downcity Campus at 60 Broad Street in the center of the block bordered by 61 Pine Street, Claverick Street, 60 Broad Street and Foster Street. For more information, call 401-598-4776.

INTERNATIONAL CENTER

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

International Student Services

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

Study Abroad Programs

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

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 career interests.

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

STUDENTS WITH DISABILITIES

Johnson & Wales University is dedicated to providing reasonable accommodations to allow students with learning, physical or other disabilities the opportunity to succeed in academic pursuits. While maintaining the highest academic integrity, the university strives to balance scholarship with support services which will assist students with disabilities in succeeding in the university's academic environment.

Because some programs of study at the university have technical standards and requirements, applicants and students with disabilities should contact the director of the Center for Academic Support at 401-598-4689 to discuss the availability of reasonable accommodations or to obtain documentation guidelines, when appropriate. For more information on technical standards, see Page 35.

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

- Decelerated Course Load
- Preferential Scheduling
- Individualized Exams
- Note-taking Assistance
- Tape Recorders in Class
- Digital Texts
- Classroom Relocation
- Medically Excused Absences
- Support Groups
- Scribes
- Assistive Technology

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

STUDENT ACTIVITIES

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

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

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

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



NOTICE OF NONDISCRIMINATION

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

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

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

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

Office for Civil Rights, U.S. Department of Education, Customer Service Team, 400 Maryland Avenue SW, Washington, DC 20202-1100, 800-421-3481. This office may refer the matter to a regional Office for Civil Rights. You may also visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>.

Rhode Island

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

Massachusetts

- Equal Employment Opportunity Commission
John F. Kennedy Federal Building
475 Government Center, Boston, MA 02203
617-565-3200
- Massachusetts Commission Against Discrimination
One Ashburton Place, 6th Floor, Room 601
Boston, MA 02108
617-994-6000

Colorado

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

Florida

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

North Carolina

- Equal Employment Opportunity Commission
129 West Trade Street, Suite 400, Charlotte, NC 28202
1-800-669-4000
- N.C. Human Relations Commission
Building Address:
116 W. Jones Street, Suite 2109, Raleigh, NC 27601
919-807-4420
Mailing Address:
1318 Mail Service Center
Raleigh, NC 27699-1318

COURSE DESCRIPTIONS

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

MBA PROGRAM

ACCT601 FINANCIAL ACCOUNTING & REPORTING (FAR)

This CPA Review assists graduate students to properly prepare for the Financial Accounting & Reporting section of the CPA Exam. ACCT601 will expose students to the exam subjects and objectives, the exam schedule, the eligibility and application requirements, application deadlines and the grading system. ACCT601 will also expose the students to strategy and tactics for successful completion of the multiple choice, simulations, and writing on the exam. Specific subject matter in ACCT601 will include Auditing and Business Environment and Concepts. ACCT601 provides a practical approach to understanding the complexity of accounting theory and Generally Accepted Accounting Principles (GAAP). Discussion centers upon elements of accounting theory, the structure and development of accounting policy, and the roles played by accounting standards-setting agencies such as the Financial Accounting Standards Board (FASB), the Securities and Exchange Commission (SEC), and the Public Company Accounting Oversight Board (PCAOB), in accounting theory development and in the regulation of professional practice. Emphasis is placed upon how the accounting profession employs accounting theory and practice to serve the general public and financial community. Prerequisite: Must be enrolled in Enhanced Accounting Track and registered concurrently for ACCT6001. Quarter Credits Hours 0.0

ACCT603 AUDITING & BUSINESS ENVIRONMENT & CONCEPTS

This CPA Review assists graduate students to properly prepare for the Auditing and Business Environment Sections of the CPA Exam. ACCT603 will expose students to the exam subjects and objectives, the exam schedule, the eligibility and application requirements, application deadlines and the grading system. ACCT603 will also expose the students to strategy and tactics for successful completion of the multiple choice, simulations, and writing on the exam. Specific subject matter in ACCT603 will include Auditing and Business Environment and Concepts. Students will be exposed to all phases of an audit from planning an engagement, conducting the audit and preparing communications to satisfy engagement objectives. Students will also be exposed to business environments and concepts including business structures, economic concepts essential to obtaining an understanding of an entity's business and industry, financial management, information technology implications in the business environment and planning, budgeting and measurement. Prerequisite: Must be enrolled in Enhanced Accounting Track and registered concurrently for ACCT6003. Quarter Credits Hours 0.0

ACCT621 REGULATION

This CPA Review assists graduate students to properly prepare for the Regulation section of the CPA Exam. ACCT621 will expose students to the exam subjects and objectives, the exam schedule, the eligibility and application requirements, application deadlines and the grading system. ACCT621 will also expose the students to strategy and tactics for successful completion of the multiple choice, simulations, and writing on the exam. Specific subject matter in ACCT621 will include Auditing and Business Environment and Concepts. Students will be exposed to all phases of individual, partnership and corporate taxation. Students will also study legal aspects of businesses including contracts, sales, commercial paper, agency, bankruptcy, regulation and liability. Prerequisite: Must be enrolled in Enhanced Accounting Track and registered concurrently for ACCT6021. Quarter Credits Hours 0.0

ACCT6001 ACCOUNTING THEORY

This course will involve an overview of the theory of accounting with emphasis on recent pronouncements issued by the Financial Accounting Standards Board. Prerequisites: ACCT3050, 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: ACCT3040, completion of required accounting prerequisite and foundation courses, and knowledge of spreadsheet software. Quarter Credit Hours 4.5

ACCT6020 INDIVIDUAL TAXATION

This course offer students a practical approach to understanding the complexity of the U.S. tax system. Discussion centers on the tax laws as a means of fiscal policy. The course is designed to teach students how to research and understand the initiation of tax law in the legislature, how this is brought through the Treasury Department, and how judicial interpretation affects the understanding of tax issues. Emphasis in the course is on examination of the law of individual taxation from the stand point of the Internal Revenue Code and pertinent regulations to ultimately foster an understanding of the U.S. tax system and the sources behind the law. Contemporary tax planning techniques are discussed throughout the course. Prerequisites: ACCT3011, completion of required accounting prerequisite and foundation courses. Quarter Credit Hours 4.5

ACCT6021 CORPORATE TAXATION

This course offers the student a practical approach to understanding the complexity of the U.S. tax system. Discussion centers on the tax laws as a means of fiscal policy. Students 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 affects the understanding of tax issues. Emphasis is placed on effective planning to assist shareholders to achieve desired goals in the formation, operation and liquidation stages of a corporation. Contemporary tax planning techniques are discussed throughout the course. Prerequisites: ACCT3011, completion of required accounting prerequisite and foundation courses. Quarter Credit Hours 4.5

COMM5075 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. Prerequisite: ENG1021. Quarter Credit Hours 4.5

ECON5000 ECONOMICS

This course consists of micro and macroeconomic issues and principles as they apply to the development of a viable and sustainable economy. Course content includes product and resource markets with an emphasis on demand, supply, price elasticity and consumer behavior. The course includes the features and goals of capitalism, the market system, national income, business cycles, and monetary and fiscal policies as they relate to economic viability and sustainability, with a view at causal effects in the global economy. Prerequisite: MATH5000. 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: FHSV5600 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. Prerequisite: Completion of required prerequisite and foundation courses. Quarter Credit Hours 4.5

FISV5000 CORPORATE FINANCIAL ACCOUNTING

This course is designed for graduate school students who do not have an undergraduate degree in business. It provides instruction in financial and managerial accounting principles; business entities; the accounting equation; preparation of financial statements using the adjusted trial balance; horizontal, vertical and common-sized financial statements analysis; financial ratios analysis; cash budgeting; the examination of cost behavior, and break even analysis. The primary objective of the course is to prepare the graduate student for advanced coverage of topics in financial management. Quarter Credit Hours 4.5

FISV5526 FINANCIAL REPORTING AND CONTROL

This course offers students a practical approach to understanding financial reporting. Students learn the requirements of generally accepted accounting principals in financial statement preparations by researching and analyzing publicly traded companies. Emphasis is 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 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

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. 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: FISV5526. 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

FISV6060 MANAGING CAPITAL MARKETS

This course offers students a practical approach to understanding the best way to finance a firm for the needs outlined by management. Students learn how to manage a banking relationship and research various methods to finance a company's strategic plan. Discussions center on companies that expand and those that downsize their businesses. Prerequisite: FISV5600. Quarter Credit Hours 4.5

GRAD6041 GRADUATE SPECIAL TOPICS

This course examines an area of study in the general MBA program. Focus is on a topic or a current problem or issue facing the business world. Prerequisite: Varies, depending on course content. Quarter Credit Hours 4.5

GRAD6800 GRADUATE INTERNSHIP

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: Completion of a minimum of 45 credits by the commencement of the internship and a minimum of a 3.5 GPA at time of application. 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. Prerequisite: MKRT5500. Quarter Credit Hours 4.5

HOSP6509 HOSPITALITY AND TOURISM GLOBAL ISSUES

This course presents an advanced study of the evolution, growth, mission and roles of the different types of senior property managers and corporate officers of various hospitality and tourism organizations. The course explores major emerging issues and problems that impact the domestic and global lodging industry, as well as current issues and trends confronting the fast development of tourism activity at both national and international levels. Students acquire the knowledge, skills and attitudes necessary to undertake leadership roles in the increasingly interdependent and complex hospitality industry. Group and individual research examine trends, as well as industry-wide problems and concerns of current interest. Prerequisite: RSCH5500. Quarter Credit Hours 4.5

HOSP6526 INFORMATION TECHNOLOGY IN HOSPITALITY AND TOURISM

The objective of this course is to study the use of information technology in the hospitality and tourism industry. Students learn the information technology needs of domestic and international tourism businesses, as well as the use of the Internet and other information technologies as tools that influence the hospitality industry. The course emphasizes Internet website hosting for

tourism managers, including a detailed examination of the current practices of online tourism marketing and tourism destination management systems. Students explore the issues pertaining to the operation and management in the industry by employing creative problem-solving solutions utilizing today's information technologies. Prerequisite: RSCH5500.
Quarter Credit Hours 4.5

IBUS5511 GLOBAL ECONOMIC ENVIRONMENTS

This course presents various theories and practices of globalization, international trade, importing, exporting, finance and international risk assessment. Topics examined include the theory of openness, absolute and comparative advantage, tariffs, non-tariff barriers to trade, importing into the United States, regional trade agreements, trade policies for developing nations, and the effect of public policy on international trade. In addition, students gain insight into the ethical, international and multicultural dimensions of organizational behavior. The effective use of the Internet and its various international trade sources is an integral part of this course. Prerequisite: ECON5000.
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: RSCH5500, MGMT5800.
Quarter Credit Hours 4.5

IBUS6026 EMERGING ECONOMIES OF BRIC (BRAZIL, RUSSIA, INDIA, CHINA)

Recently, emerging markets of four countries Brazil, Russia, India and China have become known as BRIC, a term used to embrace newly emerging economies with rapid economic and financial growth. They have attracted the attention of academia but most of all corporate quarters. This course is designed to investigate the performance of BRIC companies operating both internationally and domestically. Because emerging economies pose a different array of challenges compared to the ones commonly found in the developed markets, new strategies and tactics need to be developed in response to economic, social and cultural institutions of the BRIC countries. The course is beneficial to students who are interested in understanding the interaction between local firms in the emerging markets and their foreign counterparts. Prerequisites: IBUS5511, MGMT5800.
Quarter Credit Hours 4.5

LAW6000 LAW FOR ACCOUNTANTS

This course offers the student a practical approach to understanding the complexity in the area of law and the implications upon the accounting profession. Discussion centers on the study of business organizations, contracts, bankruptcy, wills and estates, antitrust, employment law and products liability. Emphasis is placed on the legal liability of the accountant and professional responsibility. Students gain an understanding that the accounting profession is a self-regulating industry whereby theory and reporting requirements are initiated, developed, implemented and enforced by the accounting profession. Prerequisites: LAW3010, completion of required accounting prerequisite and foundation courses.
Quarter Credit Hours 4.5

MATH5000 QUANTITATIVE BUSINESS METHODS

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. Prerequisite: MATH1002.
Quarter Credit Hours 4.5

MGMT5000 FOUNDATIONS OF BUSINESS ADMINISTRATION

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. Finance and investment concepts are explored as a way to start and nurture businesses. This survey course presents the ongoing role of technology in the ever-growing interrelated global environment. The student integrates these management functions with the basic foundations of marketing including, but not limited to, creating customer value, marketing communications and branding.
Quarter Credit Hours 4.5

MGMT5575 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

MGMT5800 EFFECTIVE LEADERSHIP

This course reviews how mid- to upper-level managers can become effective leaders by drawing on knowledge of the major concepts, theories and skills used in the field of organizational behavior. A major focus of this course is on developing leadership diagnostic and problem solving skills through participating in numerous analyses of the kinds of situations requiring management attention that mid- to upper-level executives are likely to encounter. Throughout this course particular emphasis is placed on the ethical, international and multicultural dimensions of organizational leadership. Students conduct research on selected topics in the fields of leadership and organizational behavior. Students also participate in a wide variety of self-assessment exercises that will help them better understand what they need to do next to become more effective leaders. Prerequisite: RSCH5500.
Quarter Credit Hours 4.5

MGMT5900 ETHICS, CORPORATE SOCIAL RESPONSIBILITY AND LAW

The focus of this course is to challenge students in making 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 course is to develop an analysis of the important role of all stakeholders in a corporation. The firm's interaction with its environment, navigation through national and international laws reconciling various legal obligations, and impact as it discharges its responsibility to the world and local community is extensively shared through case studies and community service projects. Prerequisite: MGMT5000.
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: MGMT5800, RSCH5500.
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: MGMT5800, RSCH5500.
Quarter Credit Hours 4.5

MGMT6050 LABOR RELATIONS

This course presents various labor and employment law issues that employers and employees confront in today's union and non-union corporate environments. The course surveys the effects of union organization and representation, collective bargaining negotiations, the grievance and arbitration processes and the laws, agencies and issues impacting labor-management relations in the public and private sector. Also discussed are various other legal issues including privacy, wages and salaries and employee misconduct. Prerequisites: MGMT5800, MGMT6123.
Quarter Credit Hours 4.5

MGMT6056 CONTEMPORARY LEADERSHIP ISSUES AND STRATEGIES

Building on concepts and skills acquired in our core leadership 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 and exploring the pros and cons of using different strategies to address these issues. The primary emphasis is on learning techniques that students can use to continue to develop their leadership skills as they progress in their respective careers. Employing a seminar/workshop format, students are required to research strategies for dealing with important contemporary leadership issues that they will pursue in depth and then present to the class. By the conclusion of this course, students are required to describe in writing the particular strategies, skills and sensibilities that they will need to continue to develop in order to fully realize their potential as leaders. Prerequisites: MGMT5800, RSCH5500.
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

MGMT6123 CONTEMPORARY HUMAN RESOURCE ISSUES AND STRATEGIES

This course reviews how mid- to upper-level managers working collaboratively with human resource specialists 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. A major focus of this course is on developing diagnostic and problem solving skills through participating in numerous analyses of the kinds of human resource issues that mid to upper level executives are likely to encounter. Students conduct and present in-depth research on selected topics in the field of human resources. Prerequisite: MGMT5800.
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: All core courses.
Quarter Credit Hours 4.5

MRKT5500 STRATEGIC MARKETING

This course is designed for students who can apply skills and knowledge gained through previous courses or experience. The course emphasizes issues of setting a viable marketing strategy through segmentation, targeting and positioning in today's competitive global marketplace. Through case studies, course readings, lecture and student presentation opportunities, students address a wide range of marketing problems, many of which involve strategy. Additionally, through the cases and readings, students are exposed to a broad spectrum of marketing environments such as products and services or consumer markets versus business markets. The role of Brand Management in today's competitive environment is presented. Prerequisites: MGMT5000, RSCH5500.
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: MRKT5500, RSCH5500.
Quarter Credit Hours 4.5

MRKT6030 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: MRKT5500, RSCH5500.
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: MRKT5500, RSCH5500.
Quarter Credit Hours 4.5

MRKT6543 SOCIAL MEDIA AND INTERNET MARKETING

This course provides students with a broad view of the evolution of social media and Internet marketing. Social media and Internet marketing integration into a communication strategy are presented for both for profit and not for profit organizations. Students are challenged to execute social media and Internet advertising and measure the results. Analyses of research include qualitative and quantitative examination. Students are expected to have a solid understanding of the traditional marketing mix and a working understanding of social media and Internet advertising. Prerequisite: MRKT5500.
Quarter Credit Hours 4.5

RSCH5500 BUSINESS INFORMATION AND DECISION MAKING

This course enables graduate students to develop problem-solving, critical thinking and quality decision-making skills that are important for business managers and leaders. Students examine processes for problem-solving and develop techniques in critical thinking to improve their understanding and evaluation of business information. The course examines the research process from preliminary data-gathering techniques to problem identification and hypothesis development. Students review pertinent literature as secondary sources and critique published materials and focus on the nature of primary, empirical research and the elements of research design. Particular attention is given to the student's perspective of the research process and its applicability to his/her career endeavors. It provides a forum for the student to improve research and presentation skills through discussion and practical applications. Prerequisite: MATH5000.
Quarter Credit Hours 4.5

M.S. IN CRIMINAL JUSTICE MANAGEMENT

CJS5510 LEGAL AND ETHICAL ASPECTS OF CRIMINAL JUSTICE MANAGEMENT

This course offers an examination of legal and ethical concepts particular to the field of criminal justice management, including individual and organizational corruption, misconduct and other related issues. The legal aspects of selection, compensation, promotion, assignment and the termination of the criminal justice employee are addressed as directly applicable to the professional duties of the criminal justice manager. Prerequisite: RSCH5500. Quarter Credits Hours 4.5

CJS5520 POLICY AND BUDGET DEVELOPMENT FOR THE CRIMINAL JUSTICE MANAGER

This course offers an examination of the development, analysis and implementation of criminal justice public policy at the federal, state and local levels. A thorough examination of public sector budgeting as related to criminal justice public policy is offered, as well as an analysis of the procedures involved in the planning, developing, tracking and implementation of a criminal justice agency/departamental budget. Prerequisite: RSCH5500. Quarter Credits Hours 4.5

CJS5610 ADVANCED ADMINISTRATION OF CRIMINAL JUSTICE

This course is an advanced seminar for graduate students that provides an opportunity to learn more about administrative practices, approaches and best practices in various criminal justice agencies. The primary focus is on the discussion of contemporary and advanced professional literature in the criminal justice field. Prerequisite: RSCH5500. Quarter Credits Hours 4.5

CJS5620 CONTEMPORARY CRIMINOLOGY AND CRIME PREVENTION

This course is an advanced seminar for graduate students that provides an opportunity to learn more about crime prevention and criminology and the connections between theory and action. Prerequisite: RSCH5500. Quarter Credits Hours 4.5

CJS5630 ADVANCED LEGAL ISSUES IN CRIMINAL JUSTICE

This course is an advanced seminar for graduate students that provides an opportunity to learn more about legal issues and implications in the context of criminal law. It provides students with a very challenging and rigorous experience in legal thinking and applications. Prerequisite: RSCH5500. Quarter Credits Hours 4.5

CJS5710 ADVANCED CORRECTIONS ADMINISTRATION

This course is an in-depth study of correctional administration. It covers both community and institutional correctional situations and cases. Students gain a subtle and nuanced appreciation of the nature and realities of managing correctional staff, populations and services. Prerequisite: RSCH5500. Quarter Credits Hours 4.5

CJS5720 POLICE ADMINISTRATION AND MANAGEMENT

This course is a study of the organization, management and administration of law enforcement agencies. Topics include police administration in the political arena, organizational theory, police organizational structure, leadership, organizational communication, police subsystem tasks, decision making, performance evaluation and organizational improvement. Prerequisite: RSCH5500. Quarter Credits Hours 4.5

CJS5730 COURT ADMINISTRATION

This course is a study of the organization, management and administration of criminal courts in the United States. Topics include the historical, theoretical and practical implications of current and emerging economic, cultural, managerial and organizational issues in the field. This course reviews the operational aspects of the judiciary within the criminal justice system and explores the strategic and logistical problems facing the court systems within the United States, and the existing mechanisms for addressing these problems. This course applies policy analysis and problem-solving skills in assessing the efficiency, effectiveness and consequences of recent innovations in the field of court administration. Prerequisite: RSCH5500. Quarter Credits Hours 4.5

CJS5841 SPECIAL TOPICS/ISSUES IN CRIMINAL JUSTICE MANAGEMENT

This course provides students with the opportunity to focus on special or contemporary topics in criminal justice and it includes the potential for focus on new or emerging issues. The course is taught by faculty or visiting experts and the content varies with the topic. Prerequisite: RSCH5500. Quarter Credits Hours 4.5

CJS5999 CRIMINAL JUSTICE MANAGEMENT DIRECTED STUDY

This course is an in-depth study of a particular topic that is independent of class time and completed by a close collaboration between a student or students and a faculty member over the course of one term. This course is intended to allow students to complete in-depth studies of topics of interest and relevance by working closely with a faculty member. Prerequisite: RSCH5500. Quarter Credits Hours 4.5

CJS6800 CRIMINAL JUSTICE MANAGEMENT CAPSTONE/PROJECT THESIS

This course is intended to provide students with detailed instruction and advice for completing the capstone project paper or thesis. Various issues are discussed in each class, and reading and consultation occur to ensure that writing is on track and that students are supported in this important culminating work. Prerequisites: All program courses; CJS5841 and CJS5999 may be taken concurrently. Quarter Credits Hours 4.5

M.ED. IN TEACHING AND LEARNING

EDUC5310 EXPLORATION OF TEACHING AND LEARNING

This course examines fundamental principles, beliefs and issues in teaching and learning. Participants explore these areas of inquiry to develop a vision of effective teaching for all students that will serve as a foundation for the Teaching and Learning master's degree program. Emphasis is on the importance of teacher quality and developing quality teaching. Various theories and philosophies will be explored to evaluate their role in accomplished teaching. Equal emphasis is also given to the critical role of research and data to guide instruction and instructional planning. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging concept of teaching excellence. Additionally, participants will begin their capstone project by identifying issues of interest within their teaching context that merit deep exploration. Prerequisite: Enrollment in the Teaching and Learning M.Ed. program. Quarter Credit Hours 9.0

EDUC5320 MONITORING AND MANAGING STUDENT LEARNING

This module examines student learners, their role in the teaching and learning equation, and how teachers can impact the learning process. The course focuses on the interactive nature of teaching for learning in which the teacher continuously and proactively supports student learning. The course emphasizes three major themes: 1) discovering how students learn and using this knowledge to support student learning by designing effective learning environments; 2) knowing students as individuals and how their backgrounds, strengths and challenges affect teaching and learning; 3) connecting the first two themes to discover the essential role of the teacher, actively monitoring and managing the learning environment and student learning. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging mastery and use of strategies to support student learning. Prerequisite: EDUC5330 or department permission. Quarter Credit Hours 9.0

EDUC5330 STANDARDS, CURRICULUM AND INSTRUCTIONAL DESIGN

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

instructional design. Prerequisite: EDUC5310 or department permission.
Quarter Credit Hours 9.0

EDUC6310 INSTRUCTIONAL STRATEGIES AND RESOURCES

This module examines the field of instructional strategies and resources and their impact on student learning. The course focuses on those strategies and resources that effective teachers use to support students and their learning: teaching as an iterative process, matching instructional strategies and resources with evidence of student learning. An additional theme is the intentional use of strategies and resources that are based on research, best practice, content and student needs. Equal emphasis is also given to the essential role of reflection and revision as effective teachers continuously monitor and learn from their practice. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging expertise with the selection and use of instructional strategies and resources. Prerequisite: EDUC5330 or department permission.
Quarter Credit Hours 9.0

EDUC6320 ASSESSMENT FOR LEARNING

This module examines the field of assessment, major issues and trends, and the impact of assessment on teaching and learning. As the title suggests, the course focuses on assessment as a teaching and learning strategy as opposed to simply being a matter of testing and evaluating. Emphasis is on assessment epistemology, the variety and purposes of assessment, and how assessment and resulting data are used to guide and inform instruction. A major theme of the course is formative assessment as a tool to effectively monitor, respond to and develop student learning. Emphasis is also given to the use of rubrics, collaboratively looking at student work, and the students' role in assessing their learning. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context to document their emerging concept of assessment for learning. Prerequisite: EDUC6310 or department permission.
Quarter Credit Hours 9.0

EDUC6330 MULTIPLE ROLES OF TEACHERS

This module explores the multiple and critical roles effective teachers engage in and fulfill to support student learning and advance the goals of the school community. The module emphasizes how and why effective teachers, beyond their instructional responsibilities, must act as leaders, learners, collaborators, professionals and connectors between the school, families and communities. While examining these various roles, participants demonstrate, share and reflect upon evidence of their emerging engagement in them. As the last course in the Teaching and Learning master's degree program, this module allows participants to connect and synthesize learnings and central themes that have evolved during their work in the program. Through critical analysis and course work, participants analyze and apply these understandings to their teaching context and develop a path for continuous future growth. Participants will apply learning to their capstone project and present their findings and recommendations. Prerequisite: EDUC6320 or department permission.
Quarter Credit Hours 9.0

M.A.T. IN TEACHER EDUCATION

EDUC5004 INTRODUCTION TO LEARNING AND TEACHING IN AMERICAN SOCIETY

This initial course in the M.A.T. program provides students with foundational knowledge in learning theory and educational practices to build a broad understanding of learning and teaching in American schools today. Through course readings and discussion, students examine a variety of issues at the forefront of school improvement efforts including standards-based curriculum, meeting the needs of diverse learners in the classroom, collaboration, formative and summative assessment, and data-driven decision-making. Students examine and utilize the Rhode Island GLEs in a data-driven school improvement project designed to give them a "big-picture" understanding of how teachers, administrators and community members use research, assessment and contextual data to inform, practice and support student learning. Students examine the Rhode Island Professional Teacher Standards to support their emerging understanding of the professional, educational, legal and ethical responsibilities to students and their families, and spend time observing and reflecting in area classrooms to see the application of course concepts.
Quarter Credit Hours 4.5

EDUC5012 TEACHING LITERACY IN THE CONTENT AREA

This course offers prospective teachers the opportunity to develop strategies to enhance content area literacy instruction. Special emphasis is placed on balancing the challenges of developing standards-based curriculum and meeting the needs of a diverse classroom population. Best practices for instruction and assessment are explored and tested through the field placement experience. Based on course content, participants design a content area unit that is implemented during student teaching. Prerequisite: EDUC5004, SPED5001, EDUC5040 or department permission.
Quarter Credit Hours 4.5

EDUC5040 BEST PRACTICES IN LITERACY INSTRUCTION

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

EDUC5055 ENHANCING STUDENT LEARNING THROUGH THE ARTS

This course emphasizes purposes, standards and methods of instruction for teachers in visual art and music. It surveys the historical, philosophical, procedural and curricular processes involved in classroom art and music in order to integrate the arts within the teaching of other disciplines. Through library and Internet research, students integrate instructional lessons with art and music. Emphasis is placed on standards, grade appropriate subject matter, art media, music and technology. Prerequisite: EDUC5040 or department permission.
Quarter Credit Hours 2.25

EDUC5111 STRATEGIES FOR TEACHING FOOD SERVICE MATHEMATICS

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

EDUC5401 STRATEGIES FOR TEACHING MATHEMATICS

This course is based on the Thinking Mathematics Principles implemented by the American Federation of Teachers. It examines current research in best practices for delivering mathematics instruction. Value is placed on thinking, reasoning, communicating mathematically, and making connections among mathematical ideas and real world situations. The foundation for delivering instruction is based on Thinking Mathematics Ten Principles, which have emerged from current scientifically-based research, including the Third International Mathematics and Science Study (TIMSS). Participants observe, reflect and implement lessons based on course content through related field work. Participants use protocols for looking at student work for a variety of reasons. This course provides participants with an opportunity to deepen their mathematical understandings and align their instructional practice with research-based strategies resulting in improved student performance. Prerequisite: EDUC5004, SPED5001, EDUC5040 or department permission.
Quarter Credit Hours 4.5

EDUC5402 STRATEGIES FOR TEACHING SCIENCE

This course is designed to increase the students' science content knowledge, critically analyze curriculum, and experience best practices in teaching and learning science in elementary and middle school grades with a technology component. Current theories regarding instructional strategies for science, the application of language arts skills in the content area, and uses of various technologies in the classroom are integrated into the course. Emphasis is placed on a student-centered approach to science inquiry that maintains the rigor necessary to prepare students with the habits of mind required to meet the demands of a highly scientifically literate society. Field experiences play a vital role in this course. Prerequisites: EDUC5040, EDUC5575, SPED5010.
Quarter Credit Hours 4.5

EDUC5575 DIGITAL COLLABORATIVE TOOLS

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

EDUC5580 EDUCATIONAL PSYCHOLOGY

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

EDUC6008 METHODS OF TEACHING BUSINESS

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

EDUC6009 METHODS OF TEACHING SOCIAL STUDIES

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

EDUC6020 CURRICULUM DEVELOPMENT FOR CULINARY PROGRAMS

This course helps students develop a standards-based culinary curriculum. Current theories and standards are analyzed regarding the curriculum design process. Students identify standards, formative and summative assessment measures, instructional strategies, and resources for student achievement. Prerequisite: EDUC5004. Quarter Credit Hours 4.5

EDUC6025 CAPSTONE PROJECT: CULINARY EDUCATION

This capstone course affords students the opportunity to apply theory learned throughout the program and conduct new research in order to design a curriculum for a secondary and/or postsecondary culinary arts program. The participant engages in an action research study that results in identifying best practices in culinary education and recommendations for curriculum improvement. Prerequisite: EDUC6020. Quarter Credit Hours 9.0

EDUC6027 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. The importance of staying abreast of professional practices, trends, and research will be stressed via an outside reading list. Prerequisite: EDUC5004.

Quarter Credit Hours 4.5

EDUC6050 STUDENT TEACHING IN CULINARY/PASTRY ARTS

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

EDUC6061 STUDENT TEACHING: ELEMENTARY, PART I

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

EDUC6062 STUDENT TEACHING: ELEMENTARY, PART II

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

EDUC6075 STUDENT TEACHING PRACTICUM: CULINARY EDUCATION

Twelve weeks are spent in a teaching situation at a public school or university site under the direct supervision of a cooperating teacher. Student teachers are responsible for planning lessons and shall demonstrate their ability to teach and work effectively. The production of a student teacher's portfolio, which includes a notebook/daily log of the student teaching experience, is required. Prerequisite: Completion of all required program courses. Quarter Credit Hours 9.0

EDUC6150 ADVANCED METHODS OF TEACHING CULINARY/PASTRY ARTS

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

SPED5001 INCLUSIVE TEACHING OF EXCEPTIONAL LEARNERS

This course examines the theoretical perspectives, general procedures, federal law and Rhode Island regulations of educating students with exceptionalities in today's schools. Special attention is given to the inclusion of students with exceptionalities in the regular education classroom to ensure access to high quality teaching and learning. Parental involvement and advocacy are examined. Participants gain experience and the understanding that inclusive practices are intricate and collaborative work through their own fieldwork and course content. Participants gain knowledge of the characteristics and needs of all students, including gifted and talented students and those from diverse backgrounds. Quarter Credit Hours 4.5

SPED5002 CURRICULUM AND METHODS FOR EXCEPTIONAL LEARNERS

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

SPED5003 UNDERSTANDING AND MANAGING BEHAVIOR

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

SPED5020 ASSESSMENT AND EVALUATION OF EXCEPTIONAL LEARNERS

In this course candidates learn the steps in the special education referral and evaluation process, as delineated by Rhode Island and federal regulations. Students learn to do the following: use methods and tools of structured observations, determine appropriate assessments, present and discuss test results as part of an evaluation team, and collaboratively develop an Individualized Education Plan (IEP). Additionally, candidates examine current evaluative tools used in the diagnostic process. Technical principles of assessment are discussed, including such topics as validity, reliability, standardization, issues of bias, and cultural awareness. Prerequisites: EDUC5004, SPED5001. Quarter Credit Hours 4.5

SPED5024 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, IEPs (Individualized Educational Plans) and transitions of individuals with exceptional learning needs. Students work on their own communication styles and learn effective communication styles and strategies. Throughout the course, participants explore their own cultural background, and make linkages to how their understanding of culture can be expanded in order to meet the needs of their students. Students do in-depth project work regarding the IEP process, exploring a variety of student disabilities, and demonstrate a thorough knowledge of disability areas and the IEP Process through this work. The impact of poverty on student learning and implications for practice is also explored in-depth. Prerequisite: SPED5001 or department permission. Quarter Credit Hours 2.25

SPED5220 COMMUNICATION: LANGUAGE DEVELOPMENT AND LEARNING

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

SPED6061 STUDENT TEACHING: SECONDARY SPECIAL EDUCATION, PART I

Students in this course spend four weeks in a teaching situation at a public school site under the direct supervision of an secondary special education cooperating teacher. During this initial stage of student teaching, students plan and implement lessons with the guidance of their cooperating teacher.

Students are required to demonstrate their understanding of the RIBTS and CEC Standards by collecting evidence for their student teacher's portfolio. Students participate in several seminars directly related to their student teaching experience. Prerequisites: Completion of all M.A.T. program courses, passing score on Content Area Exam, department permission. Quarter Credit Hours 3.0

SPED6062 STUDENT TEACHING: SECONDARY SPECIAL EDUCATION, PART II

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

SPED6073 STUDENT TEACHING INTEGRATED: SECONDARY

Students in this course spend 12 weeks in a teaching situation at a public secondary school site under the direct supervision of a special education cooperating teacher and a content area cooperating teacher. Student teachers are responsible for planning lessons and shall demonstrate their ability to teach and work effectively. During the course, students are required to demonstrate their understanding of and competence in the RIBTS and CEC Standards by producing a student teacher's portfolio. Students will participate in a series of seminars directly related to their student teaching experience. Prerequisites: Completion of all required program courses, passing score on the ETS exam (for business education majors) or NOCTI exam (for food service education majors), department permission. Quarter Credit Hours 9.0

SPED6074 STUDENT TEACHING INTEGRATED: ELEMENTARY

Students in this course spend 12 weeks in a teaching situation at a public elementary school site under the direct supervision of a special education cooperating teacher and a general education cooperating teacher. Student teachers are responsible for planning lessons and shall demonstrate their ability to teach and work effectively. During the course, students are required to demonstrate their understanding of and competence in the RIBTS and CEC Standards by producing a student teacher's portfolio. Students participate in a series of seminars directly related to their student teaching experience. Prerequisites: Completion of all required program courses, passing score on Praxis II Elementary Education Content Area Exam, department permission. Quarter Credit Hours 9.0

ED.D. PROGRAM

EDUC7006 RESEARCH I: EDUCATIONAL RESEARCH FOR HIGHER EDUCATION LEADERS

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

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

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

EDUC7011 STRATEGY AND CHANGE

This course prepares students to lead change, particularly strategic and systemic change. Students develop competencies in strategic thinking and acting, developing change strategies, and facilitating innovation. This course focuses

on the nature of change and the change process. Attention is given to the development of skills and strategies needed by educational leaders to challenge present practices and to create highly innovative alternatives. Attention is also given to building leadership capacity to support school reform and change. The course prepares students to incorporate information technology planning into the strategic planning process.
Semester Credit Hours 6.0

EDUC7021 NATURE OF HIGHER EDUCATION

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

Semester Credit Hours 6.0

EDUC7030 TEACHING AND LEARNING IN HIGHER EDUCATION

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

Semester Credit Hours 6.0

EDUC7031 ORGANIZATIONAL THEORY AND BEHAVIOR IN HIGHER EDUCATION

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

Semester Credit Hours 6.0

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

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

Semester Credit Hours 6.0

EDUC7035 CURRICULUM, INSTRUCTION AND ASSESSMENT

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

Semester Credit Hours 6.0

EDUC8007 RESEARCH II: METHODS FOR ELEMENTARY-SECONDARY EDUCATION LEADERS

This course prepares students to design and conduct qualitative, quantitative and mixed methods research (including program evaluations) that address significant educational issues and challenges in elementary-secondary

settings. Students work in these settings to create research designs, collect and analyze qualitative and quantitative data, and derive findings and conclusions. Prerequisite: EDUC7007.

Semester Credit Hours 6.0

EDUC8008 RESEARCH II: METHODS FOR HIGHER EDUCATION LEADERS

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

Semester Credit Hours 6.0

EDUC8016 RESOURCE PLANNING AND MANAGEMENT IN HIGHER EDUCATION

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

Semester Credit Hours 6.0

EDUC8017 RESOURCE PLANNING AND MANAGEMENT IN ELEMENTARY-SECONDARY EDUCATION

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

Semester Credit Hours 6.0

EDUC8026 STUDENT DEVELOPMENT IN HIGHER EDUCATION

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

Semester Credit Hours 6.0

EDUC8027 FAMILY AND COMMUNITY ENGAGEMENT

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

Semester Credit Hours 6.0

EDUC8090 LEADERSHIP IN HIGHER EDUCATION CAPSTONE

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

appropriate research paradigms, and on defining leadership roles to facilitate realistic and creative change. Prerequisite: 36 semester credit hours in the Educational Leadership Program
Semester Credit Hours 6.0

EDUC8095 LEADERSHIP IN ELEMENTARY-SECONDARY EDUCATION

This course examines leadership theories and models and their applications to educational reform in elementary-secondary education. Topics addressed include: leadership styles, organizational cultures, school change strategies, leadership behaviors, leadership standards, site-based management, school culture, data-driven decision making and shared decision making. Students employ action research and problem-based learning approaches to conduct research on current leadership-related problems and issues.
Semester Credit Hours 6.0

EDUC9005 THE FIELD RESEARCH PROJECT

Students or groups of students will conduct an action research field project in concert with a public or private educational institution or setting. The purposes of this project are to identify a significant educational problem in the context of a local/state educational setting, to review existing theory and research, to analyze the problem, and to develop potential solutions for the problem. Students are encouraged to identify a research project early in their program. The project must be approved by the major advisor and the local/state educational setting, system or institution. The seminar series provides students with dissertation support, and moves students towards degree completion.
Semester Credit Hours 6.0

EDUC9010 DOCTORAL DISSERTATION

The dissertation is the refinement and publication of a field research project. The seminar series provides students with dissertation support, and moves students towards degree completion.
Semester Credit Hours 6.0

EDUC9011 DOCTORAL DISSERTATION ADVISEMENT

The dissertation advisement is a period of time after the third year to provide ongoing dissertation advisement and continuous enrollment. The seminar series provides students with dissertation support, and moves students towards degree completion.
Semester Credit Hours 0.0

PROFESSIONAL LEARNING INITIATIVE

EDUC5026 LANGUAGE ESSENTIALS FOR TEACHERS OF READING AND SPELLING (LETRS) MODULES 4, 6

This course is a study of the theory behind current scientifically-based methods of teaching as identified by the National Reading Panel (NRP) and subsequent national and international research efforts. This course includes in-depth study in vocabulary and reading comprehension instruction. Course work emphasizes the importance of word meanings for reading comprehension and reviews many research-based approaches to vocabulary instruction. Additionally, this course addresses the research base for teaching comprehension, the reasons why students have difficulty with comprehension, and approaches to teaching comprehension.
Quarter Credit Hours 4.5

EDUC5036 WRITING FOR UNDERSTANDING

Based on the principles of backward design made popular by Wiggins and McTighe, this introductory course helps teachers of all grade levels and content areas to design instructional sequences that incorporate both clearly articulated content understanding and standards-based writing skills. It is designed for K-12 teachers who want to implement effective writing teachings and strategies into their classrooms in a thoughtful and manageable way. Participants receive research and brain-based strategies and lessons to teach the qualities of writing in the various genres addressed in the NECAP Assessment. The relationship between the new Common Core Standards and Tri-State Writing GLEs is also explored.
Quarter Credit Hours 4.5

EDUC5046 COGNITIVE LEARNING STRATEGIES

This course includes "promising practices" that teach skills needed for successful social interactions. These include strategies such as social stories (Gray, 2000), cognitive behavior therapy (Attwood, 2006), and social thinking (Garcia-

Winners, 2005) that focus on learning how to consider points of view, emotions, thoughts, beliefs, prior knowledge and intentions of others.
Quarter Credit Hours 4.5

EDUC5056 RELATIONSHIP-BASED APPROACH TO ASD

This course examines the conceptual foundations for a relationship-based approach to working with individuals who have Autism Spectrum Disorders. In this approach, the focus of treatment is on social relationships rather than on specific behaviors or skills. The approach emphasizes building social connections to establish the foundation for growth and learning. Several theoretical programs are explored that either are based on or incorporate a relationship-based approach, including DIR (Developmental, Individual-difference, Relationship-based approach)/Floortime, Son-Rise, RDI (Relationship Development Intervention), and SCERTS (Social Communication, Emotional Regulation and Transactional Supports).
Quarter Credit Hours 4.5

EDUC5066 SENSORY PROCESSING, AROUSAL REGULATION AND READINESS TO LEARN

This course reviews the neurological foundations involved in processing sensory information and the influence of sensory processing on arousal regulation and readiness to learn. In addition, this course offers a wide variety of strategies to better support individuals with ASD who struggle with sensory processing disorder.
Quarter Credit Hours 4.5

EDUC5076 BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORTS

This course teaches participants how to gather the necessary information to analyze behaviors and predict the functions that these behaviors serve for the individual. Based on this knowledge, participants develop the tools necessary to plan efficient and effective interventions that are appropriate to the environments in which they will be implemented.
Quarter Credit Hours 4.5

EDUC5086 STRUCTURED TEACHING AND VISUAL SUPPORTS

This course is a "promising practice" for individuals with an ASD that targets attention, comprehension, communication and social interactions through the use of "structured teaching" principles that include a highly structured and predictable environment of routines achieved through the management of schedules, physical space, individual learning targets, visual supports and parent-professional collaboration.
Quarter Credit Hours 4.5

EDUC5096 COMMUNICATION AND AUTISM

This course examines communication, starting with an overview of typical communication development, difference in autism speech and language development, assessments of communication, augmentative communication supports, visual supports and the interrelationship between communication and socialization. Students develop the awareness and the necessary skills to conduct informed observations of communication abilities and to identify supports that match the individuals learning style. Students learn strategies to collaborate with teachers, family members and related professionals to increase communication amongst stakeholders. Using a combination of observation, in-vivo practice sessions, lecture and project based learning, students apply their knowledge of communication supports across the autism spectrum.
Quarter Credit Hours 4.5

EDUC5236 THE AUTISTIC CHILD

This course analyzes the latest research on Autistic Spectrum Disorders. Autism, Pervasive Developmental Disorders, Asperger's Syndrome, and Childhood Disintegration Disorder are presented. Best practices on teaching methodologies, behavior management, medications and socialization issues are explored.
Quarter Credit Hours 4.5

EDUC5261 ACHIEVING PROFESSIONAL LEARNING COMMUNITIES: FACILITATIVE LEADERSHIP AND EQUITY INSTITUTE

School and teacher leaders participate in and practice facilitating protocols and professional development experiences of a model professional learning community. Facilitation and leadership skills are applied and practiced in the school or team settings between sessions. Participants also read, reflect, discuss and apply strategies to lead a learning community through a cycle of inquiry to close an achievement gap on their team or in their school. Prerequisite: Bachelor's degree.
Quarter Credit Hours 4.5

UC5262 DIVERSE LEARNERS AND TECHNOLOGY

This course focuses on the use of technology to support the educational needs of diverse learners in the classroom. Through research and hands-on learning, participants develop an understanding of the many technologies, including assistive technologies, that are available to support learning. Participants develop skills in evaluating the needs of their learners in an effort to make decisions about technologies that will promote access, equity and rigor for all learners. Participants also look at a variety of ways to assess the effectiveness of chosen technology.

Quarter Credit Hours 4.5

EDUC5263 INTRODUCTION TO EDUCATIONAL TECHNOLOGY

This course examines the shifting digital learning literacy demands of 21st century and how these demands are changing the ways that teachers/trainers educate their students/clients. It investigates digital tools with an eye toward their use in creating authentic, powerful learning opportunities for students/clients. Participants learn how to use selected tools to enhance the learning of their students/clients, and use their own classroom/training sites as a clinical laboratory for experiential learning and application of new skills. Participants are required to report back to the group weekly to share ways in which they have used these tools to improve teaching and learning.

Quarter Credit Hours 4.5

EDUC5264 ORTON-GILLINGHAM CERTIFIED I

This course explores the history and structure of the English language as it relates to the ability to teach the phonology and morphology, as well as semantics and syntax. Students apply the knowledge gained in the lecture component of the course in one-on-one O.G. sessions with primary or secondary students. Prerequisite: Orton Gillingham Associates certification, bachelor's degree or prior approval of instructor.

Quarter Credits Hours 4.5

EDUC5265 ORGANIZATION AND ADMINISTRATION OF SPECIAL EDUCATION

This course is designed to provide participants with an overview of national, state and local policy relative to the education of children with disabilities. Examination and discussion focus on federal statutes and regulations, state laws and rules and significant litigation that have shaped, and continue to guide the implementation of programs and services for children with disabilities. Education policy, program decisions and their influence on the education of children with disabilities are reviewed. Participants "problem-solve" by addressing these elements in terms of their implications for local school and school district decision-making. Topics include the context for educating children with disabilities, the student outcomes and results expected, service delivery options and the organization of resources needed to accomplish the task.

Quarter Credit Hours 4.5

EDUC5266 SUPERVISION OF PERSONNEL

This course is designed for students who are preparing for supervisory roles and focuses on the objectives, functions and evaluations of the supervisory and evaluation experience within multicultural educational institutions. This course emphasizes the importance of effective and enlightened instructional and personnel supervision at all levels of a district, inclusive of the use of required skills specific to special education. In addition, the study of school law is included to ensure access and equity in all educational endeavors. The theory and principles of supervisory practice are examined as they support, extend and deepen aspiring educational leaders' efforts to improve instruction and instructional programs, and create dynamic and democratic communities of learners. Students are engaged in 22 hours of field work in related supervision activities.

Quarter Credit Hours 4.5

EDUC5329 SPECIAL TOPICS IN EDUCATION

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

Quarter Credit Hours 4.5

Orton-Gillingham Associates I

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

Orton-Gillingham Associates II

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

Orton-Gillingham Associates III

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

Information Technology for the Education Profession

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

Language Essentials for Teachers of Reading and Spelling (LETRS)**Modules 5, 7, 10**

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

Curriculum Development and Evaluation K-12 Special Education

This course covers the essentials of curriculum development K-12 necessary to meet today's model of educating all students. This course is designed to cover ideas about curriculum including emerging theories and paradigm models, standards, evaluation and technology. This course has theoretical and practical application and serves as one of three required courses of study necessary for the Certificate of Administrator of Special Education recognized by the Rhode Island Department of Education.

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

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

Quarter Credit Hours 4.5

EDUC5525 BUILDING RESPECTFUL CLASSROOM COMMUNITIES

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

Quarter Credit Hours 4.5

LIT5015 FOOD IN FILM AND LITERATURE

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

Quarter Credit Hours 4.5

This course provides theoretical, conceptual, practical and applied knowledge and skills regarding multivariate research and statistical techniques to students who do not necessarily need the technical and/or specific mathematical expertise of these methods. Instead, students are required to relate the basic concepts (variables used in the formulas, but not the mathematical derivation of the formulas) and practical applications of these advanced methods in order to interpret the results of research studies that have utilized such methods, as well as apply these analytical methods to their own work and data analyses. Advanced study of analysis of variance techniques (e.g., MANOVA and multiple regression) are developed. This course is appropriate for students who want to advance their research and statistical knowledge and skills to the doctoral level and above. The course utilizes The Statistical Package for the Social Sciences (SPSS)™. Real cases from education, business, social sciences and various organizations provide data sets for application to other environments and disciplines. Prerequisites: MATH5000 and RSCH5500 (or equivalent) OR EDUC7006 and EDUC8006 (or equivalent).

Quarter Credit Hours 4.5

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 |

| Alpha Code | Discipline |
|---|---|
| ALAN SHAWN FEINSTEIN GRADUATE SCHOOL | |
| COMM | Communication |
| EDUC | Education |
| EVNT | Event Leadership |
| GRAD | Graduate Studies |
| SPED | Special Education |
| CAREER DEVELOPMENT | |
| CAR | Career Management |
| COLLEGE OF BUSINESS | |
| ACCT* | Accounting |
| ADVC | Advertising Communications |
| CJS* | Criminal Justice |
| ENTR | Entrepreneurship |
| EQN | Equine |
| FISV* | Financial Services Management |
| IBUS* | International Business |
| MGHI | Management in the Hospitality Industry |
| MGMT* | Management |
| MRKT* | Marketing |
| RTL | Retail |
| SMGT | Security Management |
| COLLEGE OF CULINARY ARTS | |
| BPA | Baking & Pastry Arts |
| CUL | Culinary Arts |
| FSM | Food Service Management |
| NUTR | Culinary Nutrition |

| Alpha Code | Discipline |
|--------------------------------------|--|
| <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 |
| CSLG | Counseling |
| ECON* | Economics |
| ENG | English |
| ESL | English Language Institute |
| FREN | French |
| GER | German |
| HIST | History |
| HUM | Humanities |
| LAW* | Law |
| LEAD | Leadership Studies |
| LIT* | Literature |
| MATH* | Mathematics |
| PHIL | Philosophy |
| PSCI | Political Science |
| PSYC | Psychology |
| REL | Religion |
| RSCH* | Research |

| Alpha Code | Discipline |
|-----------------------------|--|
| RUS | Russian |
| SCI | Science |
| SOC | Sociology |
| SPAN | Spanish |
| <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.

AN CENTER



UNIVERSITY DIRECTORY

Board of Trustees

John A. Yena, chairman of the board, Johnson & Wales University
John J. Bowen '77, chancellor, Johnson & Wales University
Richard L. Bready, chairman and chief executive officer, Nortek Inc., Providence, R.I.
David F. Brochu, president, Kleossum Inc., North Conway, N.H.
Michele Bailey DiMartino '91, global human resources officer, Global Lodging Services and Organizational Capacity, Marriott International Inc., Bethesda, Md.
Gerald A. Fernandez '86, president, Multicultural Foodservice & Hospitality Alliance, Providence, R.I.
Laura Freid, chief executive officer and executive director, Silk Road Project Inc., Boston, Mass.
James H. Hance Jr., former vice chairman and chief financial officer, Bank of America Corp., Charlotte, N.C.
Don W. Hubble, chairman emeritus, Angelica Corp., Blowing Rock, N.C.
Walter L. Isenberg, president and chief executive officer, Sage Hospitality Resources, Denver, Colo.
Emeril J. Lagasse '78, chef, restaurateur, television personality and author, Emeril's Homebase, New Orleans, La.; president and founder, Emeril's Brand, Martha Stewart Living Omnimedia, New York, N.Y.
John Martin '86, president, The Capital Grille, Orlando, Fla.
Merrill W. Sherman, president and chief executive officer, Bancorp Rhode Island Inc., Providence, R.I.
Thomas E. Skains, chairman, president and chief executive officer, Piedmont Natural Gas, Charlotte, N.C.
Guy B. Snowden, director, SnowMark Corp., Vero Beach, Fla.
Edward P. Triangolo Jr., managing partner, Triangolo Professional Group, Sunrise, Fla.
William E. Trueheart, chief executive officer, Achieving the Dream: Community Colleges Count, Chapel Hill, N.C.
John H. White Jr., president, Taco Inc., Cranston, R.I.

Members of the Corporation

Barbara L. Bennett, senior vice president of law & policy and corporate secretary, Johnson & Wales University
Stephen J. Caldeira, president and chief executive officer, International Franchise Association, Washington, D.C.
Warrick Carter, president, Columbia College Chicago, Chicago, Ill.
Loreen Chant '89, president, North Miami Campus, Johnson & Wales University
Louis E. D'Amico, legacy trustee, former vice president and treasurer, Duro Industries Inc., Barrington, R.I.
Edward Davis, executive director, DECA Inc., Reston, Va.
Christopher T. Del Sesto, legacy trustee, former senior vice president, treasurer and university counsel, Johnson & Wales University, Cranston, R.I.
Bradford S. Dimeo, president, Dimeo Construction Company, Providence, R.I.
Thomas L.G. Dwyer, vice chancellor and executive vice president, Johnson & Wales University
Michael Friedman, president and vice-chairman, Monarch Industries; president, PM Industries Inc., Warren, R.I.
Dana H. Gaebe, attorney at law, Gaebe & Kezirian, Providence, R.I.
Morris J.W. Gaebe, trustee emeritus and chancellor emeritus, Johnson & Wales University
Arthur J. Gallagher, president, Charlotte Campus, Johnson & Wales University
Veera S. Gaul '91 M.S., provost, Johnson & Wales University
Abraham Goldfarb, legacy trustee, president, National Banner Company; general manager, ABOA, Dallas, Texas

Alan Gould, management and creative consultant; former publisher, Nation's Restaurant News, Bedford Hills, N.Y.
Edward P. Grace III, president, Phelps-Grace International Inc., Orlando, Fla.
Fanny Hanono, treasurer, Perry Ellis International; vice president, GFX Corp., Miami, Fla.
William H. Heisler III, honorary trustee, Medford, N.J.
Doris Magsaysay Ho, president and chief executive officer, Magsaysay Maritime Corporation, Manila, Philippines
Scott K. Keefer, legacy trustee, senior partner, Macktaz, Keefer & Kirby, Woonsocket, R.I.
Richard J. Kosh, provost emeritus, Johnson & Wales University, West Warwick, R.I.
Katherine Littlefield, parent representative, Skillman, N.J.
Bette Matkowski, president, Denver Campus, Johnson & Wales University
William F. McArdle, treasurer and chief financial officer, Johnson & Wales University
Donald G. McGregor, president emeritus, North Miami Campus, Johnson & Wales University, Boulder City, Nev.
Manuel Pimentel Jr., former senior vice president emeritus of university relations, Johnson & Wales University, Coventry, R.I.
Arthur S. Robbins, principal, Robbins Properties Inc., Providence, R.I.
Sylvia E. Robinson, president, SER Associates, Oak Hill, Va.
Patricia R. Roche, partner, Roche-Rooney Financial Services, Annapolis, Md.
Mim L. Runey, Providence Campus president and chief operating officer, Johnson & Wales University
Irving Schneider, former president, Providence Campus, Johnson & Wales University, North Kingstown, R.I.
Paul Stonely, president, National Commission for Cooperative Education, Boston, Mass.
Howard G. Sutton, publisher, president and chief executive officer, Providence Journal Company, Providence, R.I.
William R. Tiefel, chairman, Carmax Inc.; chairman emeritus, The Ritz-Carlton Hotel Company LLC, Washington, D.C.
Robert J. Tingle '50, legacy trustee, former first vice president/financial consultant, RBC Dain Rauscher, East Greenwich, R.I.
Vilma G. Triangolo '36, honorary trustee, Vero Beach, Fla.
Terry Vince, legacy trustee, former president, Sovereign Hotels, Gloucester, Mass.
Zolon A. Wilkins Jr., president, Lexington Interests Inc., Dallas, Texas
David A. Wilson, president and chief executive officer, Graduate Management Admission Council, McLean, Va.

and the members of the Board of Trustees

Officers of the Corporation

John A. Yena, D.B.A. (hon.), D.Ed.A. (hon.), chairman of the board
John J. Bowen '77, M.M., D.B.A. (hon.), chancellor-president
Thomas L.G. Dwyer, MBA, executive vice president
William F. McArdle, B.S., C.P.A., treasurer and chief financial officer
Barbara L. Bennett, J.D., corporate secretary
Mim L. Runey, LP.D., chief operating officer
Veera S. Gaul, Ph.D., '91 M.S., provost
Wayne M. Kezirian, J.D., senior vice president
Joseph J. Greene Jr. '89, '98 M.S., C.P.A., assistant treasurer
Emily A. Gilcreast, B.S., assistant corporate secretary

Alan Shawn Feinstein Graduate School

Administration

Frank Sargent, Ed.D., J.D., director of MBA programs
Jeffrey Tagen, B.A., assessment specialist
Eileen DeMagistris, M.Ed., supervisor of curriculum
Thomas P. DiPaola, Ph.D., director of the education doctoral program
Robert Meikle, M.A.T., supervisor of secondary programs
John Ribeiro, Ed.D., director of professional development
Karen Swoboda, M.A., director of teacher education
Suzanne Whalen, M.Ed., S/L.P., supervisor of elementary programs
Robert Gable, Ed.D., director of the center for research & evaluation

Faculty

Business

Roger Achille, J.D., associate professor, management;
B.A., Clark University; J.D. Suffolk University
Paul Boyd, Ph.D., associate professor, research and analysis;
B.S., Union College; M.S., Arizona State University;
Ph.D., University of Pennsylvania
Paul J. Colbert, Ph.D., professor, research; B.S., Bentley College;
M.Ed., Framingham State College; Ph.D., Boston College
Ron DiBattista, Ph.D., associate professor, management; B.S., M.S.,
University of Rhode Island; Ph.D., Arizona State University
Kevin M. Fountain, J.D., C.P.A., professor, accounting, finance;
B.S., B.A., M.S.T., Bryant College; J.D., Suffolk University Law School
Gary G. Gray, Ph.D., professor, management, marketing;
B.A., Rhode Island College; MBA, C.A.G.S., Babson College;
Ph.D., Salve Regina University
Thomas Rossi, M.S., associate professor, management, marketing;
B.A., University of Rhode Island; M.S., Lesley College
Franklin Satterthwaite Jr., Ph.D., professor, organizational leadership;
A.B., Princeton University; M.U.S., M.Phil., Ph.D., Yale University
Lisa Sisco, Ph.D., professor, communications; B.A., M.A., Georgetown
University; Ph.D., University of New Hampshire
Michael Timura, Ph.D., assistant professor, career courses, marketing;
B.S., Merrimack College, MBA, Bryant College;
Ph.D., University of Connecticut

Education

Felice Billups, Ed.D., associate professor; B.A., Tufts University;
M.A., Rhode Island College; Ed.D., Vanderbilt University
Denise DeMagistris, Ed.D., professor; B.A., Dunbarton College;
M.Ed., Rhode Island College; Ed.D., Johnson & Wales University
Robert Gable, Ed.D., professor; B.A., M.A., Ed.D., SUNY—Albany
Ralph Jaspardo, Ph.D., associate professor;
B.A., M.A., Providence College; C.A.G.S., University of Connecticut;
Ph.D., Clayton University
Stacey L. Kite, D.B.A., professor;
B.S., M.S., Johnson & Wales University; D.B.A., University of Sarasota
Frank Pontarelli, Ph.D., professor; M.S., MBA, Bryant College;
Ph.D., University of Connecticut
Martin Sivula, Ph.D., associate professor; B.S., M.Ed., Fitchburg State
College; Ph.D., University of Connecticut
Cynthia V. L. Ward, Ed.D., professor; B.A., M.S., Southern Illinois
University; MBA, University of Rhode Island; Ed.D., Harvard
University

Hospitality

Caroline Cooper, Ed.D., professor, hospitality and finance;
B.S., Russell Sage College; MBA, Bryant College;
Ed.D., University of Massachusetts
Min Gyung Kim, Ph.D., assistant professor, hospitality;
B.A., Pusan National University; M.S., Michigan State University;
Ph.D., Pennsylvania State University

Adjunct Faculty

Marie Ahern, Ed.D.; B.A., M.Ed., Providence College;
Ed.D., Johnson & Wales University
Andre Audette, Ed.D.; B.A., Rhode Island College;
M.A., Providence College; Ed.D., Johnson & Wales University
Richard Baldwin, MBA; B.S., Bentley College;
MBA, Northeastern University
Jane Bernardino, M.Ed.; B.S., Bryant College;
M.Ed., Providence College
Donna L. Braun, Ed.D.; B.S., Southern Illinois University; M.S., Florida
Institute of Technology; Ed.D., Johnson & Wales University
Maryellen Butke, Ph.D.; B.S., Providence College;
M.S.W., Ph.D., Smith College
Colleen Callahan, Ed.D.; B.S., M.Ed., Rhode Island College;
Ed.D., Johnson & Wales University
Robert Camara, MBA; B.S., MBA, Providence College
Mary Canole, Ed.D.; B.S., Syracuse University; M.S., Rhode Island
College; Ed.D., Johnson & Wales University
Daniel DeCelles, M.A.T.; B.A., Rhode Island College;
M.A.T., University of Richmond
Eileen DeMagistris, M.Ed.; B.A., Russell Sage College;
M.Ed., Rhode Island College
Frank DiLorenzo, MBA;
B.S., MBA, C.P.A., C.F.E., C.A.G.S., M.S.T., Bryant University
Leslie DiManna, C.A.G.S.; B.S., Rhode Island College;
MBA, C.A.G.S., Bryant University
Michael Durkay, MBA; B.A., MBA, Providence College
James Dutra, C.P.A., M.S.T., MBA; B.A., MBA, Providence College;
M.S.T., Bryant College
Lawrence Filippelli, Ed.D.; B.S., M.Ed., Providence College;
Ed.D., Johnson & Wales University
Gordon Fox, J.D.; B.A., Rhode Island College;
J.D., Northeastern University School of Law
Leslie Goodyear, Ph.D.; B.A., Macalester College;
M.S., Ph.D., Cornell University
Eileen Landay, Ed.D.; B.A., Carnegie Mellon University;
M.A., Middlebury College; Ed.D., Harvard University
Anthony Mangiarelli, C.P.A., M.S.;
B.S., M.S., Bryant University
Anthony Marsella, Ed.D.;
B.S., M.A.T., Ed.D., Johnson & Wales University
Marlene Marshall, J.D.; B.A., M.S., Wheaton College;
M.S., Sawyer School of Management; J.D., Suffolk University
Marilyn Matzko, Ed.D.; B.A., McGill University; M.S.W., Rhode Island
College; Ed.D., Harvard University
Kimberly McCaughey, M.A.; B.S., M.A., University of Rhode Island
Audra McPhillips, B.S.; B.S., Rhode Island College
Paul McVety, Ed.D.; B.S., Ed.D., Johnson & Wales University;
M.Ed., Providence College
Joseph McWilliams, MBA; B.S., Rhode Island College;
MBA, Salve Regina University
Teresa Medeiros, M.A.; B.A., Rhode Island College;
M.A., Brown University

David Mellor, M.Ed.; B.S., M.A., Southern Connecticut State University;
M.A., Providence College; M.Ed., Springfield College
Anthony Nassaney, M.S.; B.S., B.A., Roger Williams College;
M.S., Johnson & Wales University
Barbara Nauman, MBA; B.A., North Adams State College;
B.S., MBA, Johnson & Wales University
James Lee Peters, Ed.D.; B.S., Michigan State University;
M.A., Ohio State University; Ed.D., University of Utah
Elizabeth Robson, J.D.; B.A., Boston College; J.D., Stetson University
Louise Rosa, M.Ed.; B.A., Mount Saint Joseph College;
M.Ed., Rhode Island College
Kimberly Rothwell-Carson, Ed.D.; B.A., Salve Regina University;
M.Ed., Rhode Island College; Ed.D., Johnson & Wales University
Stephen Sabetta, MBA; B.S., MBA, Bryant University
Diane Santurri, M.Ed.; B.S., Bryant University;
M.Ed., Johnson & Wales University
Bennett Singer, MBA; C.T.F.A., B.S., Michigan Technological University;
MBA, Johnson & Wales University
Karen Swoboda, M.A.; B.A., M.A., University of Rhode Island
Trent Theroux, MBA; B.S., Providence College; MBA, Bryant College
Kimberly White, M.Ed.; B.S., M.A., M.Ed., Lesley University

Graduate Admissions

Allan G. Freedman, Ed.D., director of graduate admissions
Lori Golda, MBA, assistant director of graduate admissions
Jaime DiPaola, B.A. admissions coordinator
Andrea Dionne, admissions records coordinator

Student Academic & Financial Services

Marie Bernardo-Sousa, M.S., senior vice president of student services
Gail Nevadonski, B.S., registrar
Tammy Harrigan, B.S., university registrar
Jane Hanna, M.A., director of academic counseling
Lynn M. Robinson, M.S., executive director of
student financial services
Kathi Tavares, B.S., director of student billing and collections
Dawn Blanchette, B.S., director of financial aid and planning
Denise Duval, MBA, coordinator of transfer and testing



BIOGRAPHIES

DOCTORAL PROGRAM FACULTY BIOGRAPHIES

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

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

* **Donna L. Braun, Ed.D.**, Johnson and Wales University, 2008; M.S., Florida Institute of Technology, 1997; B.S., Southern Illinois University, 1995. Braun is the executive director of the Center for Leadership and Educational Equity in Providence and directs an alternative principal certification program, the Principal Residency Network. Braun spent 12 years in urban public schools as a school leader, new school co-founder and science teacher. Her research interests include exploring characteristics of preparation programs, professional development, and school program designs linked to positive outcomes for staff, students and schools.

* **Mary C. Canole, Ed.D.**, Johnson & Wales University 1999; M.Ed., Rhode Island College, 1991; M.S., University of Rhode Island, 1978; B.S. Syracuse University, 1975. Canole spent a substantial portion of her career in public education and taught at both the middle school and high school levels in both urban and suburban schools in Rhode Island. She was the director/principal of the Newport Area Career and Technical Center, the director of instruction and grants for Newport, the superintendent of schools in Newport, and the director of progressive support and intervention at the Rhode Island Department of Education prior to coming to Johnson & Wales University. Canole is the 2008 recipient of the Johnson & Wales School of Education Alumni Award and a 1997 R.I. Milken Educator Award recipient. She continues to be actively involved in state leadership initiatives related to the newly adopted Rhode Island Leadership Standards and serves on the Commissioner of Education's Distinguished Educators Advisory Board. As part of a Johnson & Wales' partnership with the R.I. School Superintendents Association (RISSA), Canole leads a Rhode Island superintendents' network called the Advanced Leadership Development Seminar (ALDS). She also works with the Council of Chief State School Officers in Washington, D.C., and leads their State Consortium on Education Leadership (SCEL).

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

Denise DeMagistris, Ed.D., Johnson & Wales University, 2003; M.Ed., Rhode Island College, 1980; M.Ed., Rhode Island College, 1975; BA, Dunbarton College, 1969. DeMagistris has over 25 years experience in elementary/secondary education and has served in a number of elementary and middle school positions, including classroom teacher, special education teacher, instruction coach, district language arts coordinator and district test coordinator. In 2004 she became the director of teacher education programs at Johnson & Wales University and coordinated the development of the elementary and special education concentrations in the Masters of Arts in Teaching program. She later held the positions of assistant dean and, later, dean of the School of Education. DeMagistris teaches in the teacher education program, as well as the doctoral program, and is a fellow in the Johnson & Wales University Center for Research and Evaluation. Her current research interests include teacher preparation and induction, and issues of family and community engagement.

Thomas P. DiPaola, Ph.D., University of Connecticut, 1984; M.Ed., University of Maine, 1972; B.S., University of Rhode Island, 1971. DiPaola joined the faculty of the doctoral program in January 2009 and became director of the Education Leadership Program in July 2010. His career in public education has included work as a teacher and administrator. Prior to coming to JWU, DiPaola served as the state director for special populations at the R.I. Department of Education and most recently as superintendent of the Westerly, R.I., public schools. He has taught at the college and university level since 1980 and has presented at national and regional conferences, co-authored a training manual, and won numerous awards related to his contributions in the special education and assistive technology fields.

Robert K. Gable, Ed.D., M.A., B.A., State University of New York at Albany, 1970/1967/1966. Gable is the director of the Center of Research and Evaluation in the Graduate School and former director of the Educational Leadership Doctoral Program. He is an emeritus professor of educational psychology in the Neag School of Education at the University of Connecticut, where he taught courses in research methodology, statistics, survey development and program evaluation from 1970 to 2000. He is a former director of the Bureau of Educational Research and Service at the University of Connecticut, and served as director of research for the Leadership Research Institute consulting firm. Gable has published numerous texts, journal articles, tests and research reports. He has received the Outstanding Leadership and Service award from the Northeastern Educational Research Association, an Excellence in Teaching award from the University of Connecticut Alumni Association, and co-authored the "Article of the Year" in *The Journal of College and University Student Housing*.

* **Leslie Goodyear, Ph.D.,** M.S. Cornell University, 2001/1997; B.A., Macalester College, 1988. Goodyear has dual appointments as a senior research scientist at Education Development Center, in Newton, Mass., and as a program officer in the Division of Research on Learning at the National Science Foundation. Her areas of specialization and interest include evaluation methodology, ethnography, and developing evaluation capacity within nonprofits, specifically the capacity for ongoing data collection to enhance programmatic reflection and improvement. Goodyear has been an active member of the American Evaluation Association since 1995, serving one term as a member of the Board of Directors, chair of the Ethics Committee, and eight years as the chair of the Qualitative Methods Topical Interest Group. In addition, she is currently the ethical issues section editor for the *American Journal of Evaluation*.

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

Stacey L. Kite, D.B.A., University of Sarasota, 2003; M.S., B.S., Johnson & Wales University, 1994/1992. Kite has been with Johnson & Wales University since 1992. She has been a professor of research in the Educational Leadership Doctoral Program at Johnson & Wales University since 2003. Earlier in her career, she served as the assistant dean of the College of Business, where she focused on satisfaction and loyalty research. Since joining the doctoral program, her research has focused on student satisfaction, service learning, assessment, and cyberbullying and Internet predators. Since 2007, the focus of Kite's research has been in the area of middle school and high school students' knowledge of the risks of inappropriate behavior, including risks involving cyberbullying and Internet predators. She was the lead author of the first two versions of the Survey of Internet Risk and Behavior which has been used by many schools in Southern New England to assess student knowledge and risk. Numerous conference papers, several community presentation, and three "in press" journal articles have resulted.

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

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

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

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

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

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

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

GENERAL UNIVERSITY AFFILIATIONS

Academie Francaise
 Academy of International Business
 Academy of Management
 American Association for Higher Education
 American Association of Collegiate Registrars
 and Admissions Officers
 American Association of Presidents of
 Independent Colleges and Universities
 American Association of University Women
 American Bar Association
 American Booksellers Association
 American College of Healthcare Executives
 American College Personnel Association
 American Corporate Counsel Association
 American Council on Education
 American Counseling Association
 American Culinary Federation
 American Dietetic Association
 American Educational Finance Association
 American Educational Research Association
 American Hotel & Lodging Association
 American Hotel & Lodging Education Foundation
 American Institute of Architects
 American Institute of Certified Public Accountants
 American Institute of Wine and Food
 American Library Association
 American Management Association
 American Marketing Association
 American Payroll Association
 American Planning Association
 American Psychological Association
 American Society for Curriculum Development
 American Society for Training and Development
 American Statistical Association
 American Wine Society
 ASIS International
 Associated Press
 Association for the Advancement of
 Computing in Education
 Association for Career and
 Technical Education (ACTE)
 Association for Institutional Research
 Association for Multicultural Counseling
 and Development
 Association for Student Judicial Affairs
 Association for Supervision and Curriculum
 Development (ASCD)
 Association of College & Research Libraries
 Association of College & University Faculty Officers
 Association of College & University
 Telecommunications Administrators

Association of Governing Boards of
 Universities and Colleges
 Association of Independent Colleges & Universities
 of Rhode Island
 Association of International Education
 Administrators
 Association to Advance Collegiate Schools of
 Business (AACSB) International
 Better Business Bureau
 Board of Bar Overseers
 Bread Bakers Guild of America
 Business Professionals of America
 Business Volunteers for the Arts
 Campus Compact
 Career Counselors Consortium
 Center for Academic Integrity
 Club Managers Association of America
 Coalition of Library Advocates
 The College Board
 College & University Professional Association
 for Human Resources
 Confrerie de la Chaine des Rotisseurs
 Consortium of Rhode Island Academic
 & Research Libraries
 Cooperative Education Association
 Council for the Advancement and Support
 of Education (CASE)
 Downtown Security Network
 Eastern Association of Colleges and Employers Inc.
 The Education Partnership
 Educause
 Employment Management Association
 Escoffier Society
 European Council of Hotel Restaurant
 & Institutional Education
 European Council of Independent Schools
 Family, Career and Community Leaders of America
 Forum of Education Abroad
 Future Business Leaders of America
 Future Farmers of America
 Greater Providence Chamber of Commerce
 Higher Education Library Information Network
 Higher Education Marketing
 The Honorable Order of the Golden Toque
 Hospitality Resource Partnership of the
 Downtown Improvement District
 Institute for International Human Resources
 Institute of International Education
 Institute of Management Accountants
 International Association of Assembly Managers
 International Association of Business Communicators
 International Association of Campus Law
 Enforcement Administrators

International Association of Culinary Professionals
 International Association of Hotel School Directors
 International Career Counselors
 International Council on Hotel, Restaurant and
 Institutional Education
 International Food Service Editorial Council
 International Food Service Executives Association
 International Hotel & Restaurant Association
 International Special Events Society
 James Beard Foundation
 Junior Achievement
 Landmark Restaurants Advisory Board
 Leadership Rhode Island
 Malaysian American Commission on
 Education Exchange
 Modern Language Association
 Multicultural Foodservice & Hospitality Alliance
 National Alliance for Business
 National Association for Counseling and Development
 National Association for Developmental Education
 National Association of Catering
 National Association of College & University
 Attorneys
 National Association of
 College & University Business Officers
 National Association of
 College Admissions Counselors
 National Association of College Stores
 National Association of Colleges & Employers
 National Association of Educational Procurement
 National Association of Female Executives
 NAFSA — Association of International Educators
 National Association of
 Independent Colleges and Universities
 National Association of Social Workers
 National Association of
 Student Financial Aid Administrators
 National Association of
 Student Personnel Administrators
 National Business Educators Association
 National Commission for Cooperative Education
 National Conference for Community and Justice
 National Council of Teachers of English
 National DECA Inc.
 National Education Association
 National Restaurant Association
 National Restaurant Association Educational
 Foundation
 National Society for Experiential Education
 National Society of Fundraising Executives
 National Staff Development Council
 New England Association for College Admission
 Counseling

New England Association for Cooperative Education and Field Experience
 New England Association of College Admissions Counselors
 New England Association of Collegiate Registrars and Admissions Officers
 New England Association of Schools and Colleges Inc. (NEASC)
 New England Board of Higher Education
 New England Business Educators Association
 New England Faculty Development Consortium
 New England Innkeepers' Association
 New England Inns and Resorts Association
 New England Library Association
 New England Library Network
 New England Museum Association (NEMA)
 New England Regional Council of Hotel, Restaurant and Institutional Education
 New England Resource Center for Higher Education
 Northeast Association for Institutional Research
 Phi Delta Kappa
 Professional Organization & Development Network
 Public Relations Society of America
 Research Chefs Association
 Rhode Island Association of Admissions Officers (RIAAO)
 Rhode Island Association of Institutional Researchers
 Rhode Island Association of Student Financial Aid Administrators
 Rhode Island Association of Colleges for Teacher Education
 Rhode Island Bar Association
 Rhode Island Business Educators Association
 Rhode Island Campus Compact
 Rhode Island Catholic Diocese Advisory Board for the Protection of Children
 Rhode Island Counseling Association
 Rhode Island Criminal Justice Policy Board
 Rhode Island Department of Education
 Rhode Island Higher Education
 Rhode Island Higher Education Telecommunication Association
 Rhode Island Hospitality Association
 Rhode Island Hospitality Education Foundation
 Rhode Island Library Association
 Rhode Island Mandatory Continuing Legal Education Commission
 Rhode Island Payroll Association
 Rhode Island Registrars Association
 Rhode Island Society of Certified Public Accountants

Rhode Island Student Loan Authority
 Rhode Island Supreme Court
 Rhode Island Technology Council
 Rhode Island Telecommunications Association
 Skills-USA
 Small Business Development Center
 Society for College and University Planning
 Society for Human Resource Management (SHRM)
 Society Organized Against Racism in Higher Education
 Society of Wine Educators
 United States Department of Education
 University Continuing Education Association (UCEA)
 University Risk Management and Insurance Association
 Women Chefs & Restaurateurs
 Women's Foodservice Forum
 World Association for Hospitality & Tourism Training

The Alan Shawn Feinstein Graduate School Affiliations

American Association of Colleges for Teacher Education
 American Association of School Administration
 American Council on Technical Education
 American Economic Association
 American Evaluation Association
 American Human Resource Association
 American Society for Training & Development — Bay Colonies Chapter
 Association for Educational Communications and Technology
 Association for Supervision and Curriculum Development
 Association of School Business Officials
 Central and Eastern European Management Development Association (CEEMAN)
 Council for Exceptional Children
 Council for Opportunity for Education
 Council of Graduate Schools
 Eastern Academy of Management
 Eastern Economic Association
 Educational Finance Association
 Educational Institute of American Hotel & Lodging Association
 Graduate and Professional School Enrollment Management Corporation
 Hospitality Sales & Marketing Association International
 International Council on Education for Research
 International Reading Association
 International Society for Technology in Education

Massachusetts Restaurant Association
 National Association for Business and Teacher Education
 National Association of Elementary School Principals
 National Association of Graduate Admissions Professionals
 National Association of Secondary School Principals
 National Association of State Directors of Teacher Education and Certification
 National Council of Teachers
 National Society for the Study of Education
 New England Assessment Network
 New England Educational Research Organization
 Northeast Human Resources Association
 Rhode Island Association for Supervision and Curriculum Development
 Rhode Island Hospitality Association
 Russian Association of Business Education
 Society for Technical Communication
 Toastmasters International

A description of written arrangements that the university has with other organizations to provide a portion of any university program of study is available upon request. For more information, please contact Student Academic & Financial Services.

HISTORY OF THE UNIVERSITY

The special approaches to career education at Johnson & Wales University (JWU) have evolved for more than 90 years and continue to adapt as the university responds to the changing needs of business and industry. JWU was founded as a business school in 1914 in Providence, R.I. by Gertrude I. Johnson and Mary T. Wales. From its origins as a school devoted to business education, JWU has grown to a junior college, to a senior college, and ultimately to university status.

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

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

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

A new career emphasis was introduced at JWU in 1972 and 1973, when the university announced the addition of new associate degree programs in the fields of hospitality and culinary arts. This proved to be one of the most far-reaching changes in the educational expansion of the university, leading to additional two- and four-year degree programs in the hospitality and food service fields.

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

In 1985, graduate degree programs were introduced at the university. Today the Alan Shawn Feinstein Graduate School offers an MBA degree program with optional concentrations in accounting and hospitality, as well as an M.S. degree program in Criminal Justice. It also offers an M.A.T. in Teacher Education leading to certification in business education, culinary arts, food service education, elementary education, elementary special education or secondary special education, as well as an M.Ed. in Teaching and Learning and an Ed.D. in Educational Leadership.

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

Also in 1992, JWU opened a campus in North Miami, Fla., offering two- and four-year food service, business and hospitality programs.

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

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

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



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

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

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

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

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

In 2009–2010 JWU recruited, admitted and enrolled the entering class for the online bachelor’s degree programs in Culinary Arts and Food Service Management and Baking & Pastry Arts and Food Service Management. In September 2010 students started in the fully online programs.

JWU’s Denver Campus also launched its Adult & Continuing Education program in September 2010.

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





Alan Shawn Feinstein Graduate School Application Instructions

| | | |
|---|---|---|
| ALAN SHAWN FEINSTEIN GRADUATE SCHOOL ADMISSIONS | | |
| 8 Abbott Park Place, Providence, RI 02903 USA | Phone (inside U.S.) 1-800-342-5598, ext. 1015 | E-mail gradschool@admissions.jwu.edu |
| Fax 401-598-1286 | Phone (outside U.S.) 401-598-1015 | www.jwu.edu/grad |

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

- 1. Signed application
 - 2. Transcripts (marksheets) of graduate/undergraduate work
 - 2a. For domestic students, original official transcripts are required.
 - 2b. For international documents only, original or notarized (certified) copies are acceptable.
- All documents should be printed or typed** and sent from your school to the Graduate Admissions Office. These offices are available to assist you with any questions or concerns you may have. Please call the phone numbers above for assistance.

Additionally

■ **INTERNATIONAL APPLICANTS**

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

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

SEE OTHER SIDE FOR PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS.

Program Specific Admissions Requirements

■ FOR MBA/M.S. ADMISSION

- Test scores from GMAT or GRE (recommended)
- Two personal references (copies/faxes/e-mails are acceptable) from individuals familiar with your educational and professional background and your potential for graduate studies, returned directly to the address on the previous page.
- Statement of purpose (copies/faxes/e-mails are acceptable) describing why you want to enter the program and how your previous training and experience will help you succeed. The statement should not exceed 500 words.
- Graduate school scholarship form (optional)

■ FOR M.ED. ADMISSION

- Minimum 2.75 GPA
- Documentation of employment in a teaching situation in K-16

■ FOR M.A.T. ADMISSION

- Minimum Praxis I scores of 175 in Reading and Math and 173 in Writing, or a minimum combined SAT score of 1150 with no score less than 530
- Minimum 2.75 GPA
- Two personal references (copies/faxes/e-mails are acceptable) from individuals familiar with your educational and professional background and your potential for graduate studies, returned directly to the address listed on the previous page.
- Interview with M.A.T. staff and on-demand writing sample

■ FOR ED.D. ADMISSION

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

If you have previously attended Johnson & Wales University GRADUATE-LEVEL CLASSES, please contact Student Academic Services for enrollment information and to fill out a Readmittance Request Form:

Phone: 401-598-1088 (1-800-DIAL-JWU, ext. 1088)

Fax: 401-598-2832

E-mail: sas.pvd@jwu.edu

Website: www.jwu.edu/sas

Readmittance Request Form: www.jwu.edu/forms.aspx?id=55197

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



E-mail gradschool@admissions.jwu.edu
www.jwu.edu/grad

■ APPLICANT INFORMATION

| | | | | | | |
|---|--|------------------------------------|-----------------------------|---|-----|--------------|
| Gender <input type="checkbox"/> Male <input type="checkbox"/> Female | | Date of Birth | | Month | Day | Year |
| Last Name/Family Name /Surname | | First Name/Given Name | | Middle Name | | |
| Permanent Address | | | | | | |
| Mailing Address (if different) | | | | | | |
| Telephone | | Country Code | City Code | Number | Fax | Country Code |
| | | | | | | |
| E-mail Address (MANDATORY — PRINT OR TYPE) | | Rep E-mail Address (if applicable) | | Previous JWU Undergraduate Student ID Number (if applicable) | | |
| Country of Birth | | Country of Citizenship | | Maiden Name (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? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | | | |
| 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 | | | | | | |
| The following ethnicity and race questions are optional. Any information that you provide will not be used in a discriminatory manner. | | | | | | |
| Are you Hispanic or Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | | | |
| Choose one or more of the following: | | | | | | |
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander | | | | | |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White | | | | | |
| <input type="checkbox"/> Black or African American | | | | | | |

APPLICATION FEE WAIVED
(MBA/M.S./M.A.T./M.Ed. only)
To help offset the expense associated with college applications, Johnson & Wales University allows students to apply for admission at no cost.

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. M.A.T., M.Ed. and Ed.D. candidates may only enroll in September).

I am applying as a: ☐ First Time JWU Student ☐ Continuing JWU student (completed bachelor's degree at JWU)
☐ Transfer Student (from another American graduate school, MBA and M.S. programs only) Name of School _____

MBA/M.S. CANDIDATES ONLY (select any applicable):

☐ I am applying for **English as a Second Language** followed by the Pre-MBA or MBA degree program checked under Program Selection.

☐ I have met the English proficiency requirement and I am applying for the MBA degree program checked under 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-MBA** program and the MBA program checked under Program Selection.

☐ I am applying for the **4+1 B.S./MBA/M.S.** program (returning JWU students only) and the MBA or M.S. program checked under Program Selection.

☐ I am applying for the **Enhanced Accounting** program (accounting bachelor's degree holders only).

■ PROGRAM SELECTION

(evening classes with some day MBA classes available)

| | | | | |
|---|--|---|-------------------------------------|--------------------------------------|
| MBA | <input type="checkbox"/> General Program | OR General Program with concentration in | <input type="checkbox"/> Accounting | <input type="checkbox"/> Hospitality |
| M.S. | <input type="checkbox"/> Criminal Justice Management | | | |
| 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"/> Business Education and Secondary Special Education | | |
| | <input type="checkbox"/> Elementary Education and Elementary Special Education | <input type="checkbox"/> Food Service Education (certified) | | |
| | <input type="checkbox"/> Elementary Education and Elementary/Secondary Special Education | <input type="checkbox"/> Food Service Education (noncertified) | | |

(Friday evening and Saturday day classes)

| | | |
|---------------------------------|---|---|
| Ed.D. in Educational Leadership | <input type="checkbox"/> Higher Education | <input type="checkbox"/> Elementary-Secondary Education |
|---------------------------------|---|---|

■ EDUCATIONAL HISTORY AND TRANSFER CREDITS

Please list all graduate and undergraduate institutions in which you are presently enrolled or have completed a program of study. Submit official transcripts of graduate/undergraduate work. Requirements for consideration of transfer credit (*MBA and M.S. programs only*) 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

Country

Dates Attended (From Month/Year to Month/Year)

Certificate/Diploma/Degree Received

Name of Institution

Address

Country

Dates Attended (From Month/Year to Month/Year)

Certificate/Diploma/Degree Received

■ DID YOU LEARN ABOUT JWU FROM A JWU REPRESENTATIVE?

JWU Representative Name

■ APPLICANT SIGNATURE (Required)

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

Applicant's Signature

Date

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

MBA/M.S. PROGRAM SCHOLARSHIP FORM

ALAN SHAWN FEINSTEIN GRADUATE SCHOOL ADMISSIONS

8 Abbott Park Place Providence, RI 02903 USA

Phone (inside U.S.) 1-800-342-5598, ext. 1015

Phone (outside U.S.) 401-598-1015

Fax 401-598-1286

E-mail gradschool@admissions.jwu.edu

www.jwu.edu/grad



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

CONDITIONS AND RESPONSIBILITIES

MBA/M.S. scholarships are awarded to students who maintain full-time status (9 quarter credits total per term) 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 highlighting their accomplishments.

APPLICANT PROFILE

Last Name/Family Name /Surname

First Name/Given Name

Middle Name

Current Address

Country of Citizenship

Maiden Name (if applicable)

Term

Applicant's Signature

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

A RÉSUMÉ MUST BE INCLUDED WITH THE SCHOLARSHIP FORM.

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

Professional Accomplishments:

Organization Memberships:

Community Service:

INTERNATIONAL GRADUATE STUDENT DECLARATION AND CERTIFICATION OF FINANCIAL SUPPORT

ALAN SHAWN FEINSTEIN GRADUATE SCHOOL ADMISSIONS

8 Abbott Park Place Providence, RI 02903 USA

Phone (inside U.S.) 1-800-342-5598, ext. 1015

Phone (outside U.S.) 401-598-1015

Fax 401-598-1286

E-mail gradschool@admissions.jwu.edu

www.jwu.edu/grad



TO BE COMPLETED BY APPLICANT

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

Date of Birth Month Day Year

Sex Male ☐ Female ☐

Last Name (Family Name)

First Name (Given Name)

Permanent Address

Mailing Address

Telephone () ()
Country Code City Code Number

E-mail Address

Fax () ()
Country Code City Code Number

Major

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

Date of Birth Month Day Year

Sex Male ☐ Female ☐

Last Name (Family Name)

First Name (Given Name)

Mailing Address

Telephone (Country Code) (City Code) Number

E-mail Address

Relationship to Applicant

U.S. Dollars Available for Support

This document must be accompanied by an **Original Bank Statement** (dated within six months of submitting your application) showing the availability of a minimum of U.S. dollars sufficient to cover tuition and living expenses per academic year.

SOURCE OF FUNDS

AMOUNT IN U.S. DOLLARS

Personal Savings

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

Family Funds

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

Government Sponsor

Please submit official letter indicating amount and availability of funds.

Business/Organization Scholarship

Please submit official letter indicating amount and availability of funds.

Other (Specify)

Please submit official letter indicating amount and availability of funds.

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

Signature of Applicant

Date

Signature of Sponsor

Date

This catalog is an official publication of Johnson & Wales University. As such, it is subject to revision at any time. The university reserves the right to add, withdraw or revise any course, program of study, provision or requirement described within the catalog as may be deemed necessary.

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

Students should read and fully understand the rules, regulations and policies described in this catalog. Additionally, all enrolled

students are expected to be familiar with the contents of the Providence Campus Student Handbook. The Providence Campus Student Handbook contains important information concerning the academic performance and personal conduct of students as well as university grievance procedures. It also outlines the conditions under which students may be placed on probation or suspension from the university. The Providence Campus Student Handbook is available online at www.jwu.edu. Copies of the handbook are also available at Student Academic & Financial Services.

Graduate Admissions Office

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

Phone:

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

Outside U.S.:

401-598-1015

Fax:

401-598-1286

E-mail:

gradschool@admissions.jwu.edu

Web Address:

Graduate School Programs

www.jwu.edu/grad

www.jwu.edu/education

Apply Online

www.jwu.edu/apply

Visit Us

www.jwu.edu/providence/visit

Financial Aid

www.jwu.edu/financialaid