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Graduate Catalog

8 Abbott Park Place
Providence, Rhode Island 02903
Phone: 1-800-342-5598 or 401-598-1015
Fax: 401-598-1286

This catalog is an official publication of Johnson & Wales University. As such, it and any other publications or policies provided on JWU's website are 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 publication date of the catalog. Requirements stated in the edition published closest to the September enrollment date will take precedence.

Students should read and fully understand the rules, requirements 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 regarding 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 Providence Campus Student Handbook and this catalog are also available at Student Academic & Financial Services.

Letter from Providence Campus President and Chief Operating Officer

It is my honor to welcome you to Johnson & Wales University's Providence Campus, the oldest and largest of our four campuses. Combined enrollment at our four campuses is more than 17,000 students from 49 states and 102 countries.

For nearly a century, we've been transforming the dreams of career-minded students into reality. From recruiting students who are best prepared for a JWU education, to providing them with a well-rounded, industry-focused curriculum, our strategic objectives embrace quality. Through our academically rigorous, industry-relevant and experientially based programs, we're developing tomorrow's industry and civic leaders. In addition, our academic programs, student services and activities, campus facilities and dedication to the community make the Providence Campus comfortable for all types of students from various backgrounds.

Providence is a truly vibrant and cultural city with a small town feel and all the charms of New England. These elements make for an attractive place to live, work and visit. With close proximity to Rhode Island's famous beaches and larger world-class cities including New York and Boston, Providence is home to six colleges and universities, while the state of Rhode Island is home to five more. I've been a part of the JWU community since 1988, and I am proud of our commitment to educational excellence that inspires professional success and lifelong personal and intellectual growth.

I invite you to visit and learn more about our dynamic campus (<http://www.jwu.edu/providence/visit>) and commitment to excellence.

Sincerely,

Mim L. Runey, LP.D.

Providence Campus President and Chief Operating Officer

Academic Calendar



JOHNSON & WALES
UNIVERSITY

2012-2013 Academic Calendar: Providence Campus

This calendar is offered for planning purposes only; dates are subject to change. Visit www.jwu.edu.

Updated February 13, 2012.

	=important date
	=no classes/holiday/break

- 4 **Fall term begins**
7 Make-up classes held for:
-Monday CE + Grad. classes
-Day culinary & baking labs

SEPTEMBER '12						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MARCH '13						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 **Priority financial aid deadline to submit FAFSA (school code 003404) for the 2013-2014 year**
2/25-3/4 Term break
3 Winter term weekend culinary & baking labs end
5 **Spring term begins**
8 Make-up classes held for:
-Monday CE + Graduate classes
-Day culinary & baking labs
29 No classes; Good Friday
31 No classes; Easter

- 8 No classes; Columbus Day
9 Monday class schedule
12 Make-up classes held for:
-Tuesday CE + Grad. classes
-Day culinary & baking labs
12 Academic course withdrawal deadline
12-14 Family Weekend

OCTOBER '12						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL '13						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 12 Make-up classes held for:
-Thursday Grad. classes
12 Academic course withdrawal deadline
May 3 **Summer payment deadline** (note: summer term is optional)
May 5 **Deadline to register courses for Fall 2013 Term**

- 2 **Winter payment deadline**
9 Make-up classes held for:
-Day culinary & baking labs
12-17 **Fall term final week**
12-13 Reading days (no classes) for M/W + T/Th day classes
14-15 Final exams for M/W + T/Th day classes
15 Day culinary/baking labs end
19-24 Thanksgiving & term break
25 Fall term weekend culinary & baking labs end
27 **Winter term begins**
30 Make-up classes held for:
-Monday CE + Grad. classes
-Day culinary & baking labs

NOVEMBER '12						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY '13						
S	M	T	W	Th	F	S
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25	26	27	28	29	30	31

- 9 Reading day (no classes) for T/Th day classes
9 Thursday Grad. classes end
10 Make-up classes held for:
-Day culinary & baking labs
11 Saturday classes end
13 Reading day (no classes) for M/W day classes
13-16 **Spring term final week**
14-15 Final exams for T/Th + M/W day classes
16 Classes end for day culinary/baking labs + Friday classes
17 Residence halls close at noon
26 No classes; Memorial Day Wknd

Career Fairs, Recruiting:
Visit jwuLink or *Experiential Education & Career Services* for information about events.

Commencement ceremonies:
May 16 = graduate + post-graduate
May 17 = Student Awards Day
May 18 = undergraduate

- 7 Make-up classes held for:
-Day culinary & baking labs
14 Make-up classes held for:
-Day culinary & baking labs
21 Holiday break begins (no classes); note: residence halls close Dec. 21 at noon and re-open Jan. 5 at noon

DECEMBER '12						
S	M	T	W	Th	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE '13						
S	M	T	W	Th	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 3 **Summer term begins**
Session I classes begin
9 Spring term weekend culinary & baking labs end
17 Advanced Standing program begins
18 Academic course withdrawal deadline for session I
27 Session I classes end

- 5 Holiday break ends
- CE culinary & baking labs resume on the 6th; all other classes resume on the 7th
18 Academic course withdrawal deadline
21 No classes; M.L. King Jr. Day
22 Monday class schedule
25 Make-up classes held for:
-Tuesday CE + Grad. classes

JANUARY '13						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JULY '13						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1 Session II classes begin
4 No classes; Independence Day
5 Make-up classes
12 Academic course withdrawal deadline for CE, Grad + online
16 Academic course withdrawal deadline for session II
19 **Fall '13 payment deadline (for new students)**
25 Session II classes end

- 1 **Spring payment deadline**
18-23 **Winter term final week**
18-19 Reading days (no classes) for M/W + T/Th day classes
20-21 Final exams for M/W + T/Th day classes
21 Day culinary/baking labs end

FEBRUARY '13						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

AUGUST '13						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 9 **Fall '13 payment deadline (for returning students)**
CE + Graduate classes end
10 Summer internships + online classes end
17 Summer term ends
23 Advanced Standing ends

About JWU

Johnson & Wales University is a non-profit, accredited institution founded in 1914. We help you identify a field of interest and create an educational roadmap for you to acquire the knowledge, skills and experience necessary to pursue a career in that field. Our pioneering education model combines academics with industry-focused hands-on learning, related work experiences, leadership opportunities and career services. Here's what makes JWU different.

A Career-Focused Education

- Our accredited degree programs in business, hospitality, culinary arts, counseling psychology and technology are career-focused — designed to provide you with the knowledge and skills employers have identified as necessary in your field of choice. And you don't have to wait to build your career skills, as you'll have the opportunity to take courses in your major in your first year.
- Faculty with industry experience bring real-life knowledge, hands-on learning and, oftentimes, networking opportunities into small classroom settings. You'll learn industry best practices and train on career-specific tools and software.
- Dedicated faculty advisors and career advisors help you set professional goals and develop an educational plan designed for you to best attain those goals. In addition, specialized workshops help you build your résumé, highlight your skills and develop a portfolio of work to help set you apart.
- You'll have the opportunity to network with employers who visit campus each year, including career fairs, on-campus interviews and career events geared to your major.

A Full University Experience

- At least one-third of credits in each JWU program are in the arts & sciences to help you develop the critical thinking, communication and analytical skills necessary for long-term career progression.
- JWU offers more than 30 study abroad (<http://www.jwu.edu/studyabroad>) programs and independent exchanges, all of which include study such as lecture, industry visits and cultural excursions. Study Abroad staff members will help you identify programs that best fit your academic and career goals.

Hands-on Learning

- JWU's programs provide opportunities for real-world experience, which can include internships, community service learning opportunities or classroom projects with actual companies.
- Students learn by doing. Faculty teach through the practical application of theory in the classroom.
- Our students intern at more than 1,600 sites each year, related to their field of study.

Leadership and Community Opportunities

- Participation in competitions as a member of DECA, BPA, FCCLA and other nationally recognized student organizations help build leadership, career skills and your résumé.
- Community service is integral to our educational philosophy. Our ongoing commitment to community service has repeatedly earned JWU a place on the President's Higher Education Community Service Honor Roll.

Four Campuses, One University Ahead of Its Time

- Four distinct campuses — in Providence, North Miami, Denver and Charlotte — offer a full university experience through a variety of student clubs, organizations, Greek life, athletics and more.
- Each campus is uniquely positioned for you to connect with internships and professional opportunities in the region related to your major.

To learn more, visit www.jwu.edu.

History of JWU

Johnson & Wales University (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.

JWU was accredited in 1954 by the Accrediting Council for Independent Colleges and Schools (ACICS).

In 1963 the State of Rhode Island granted a charter that authorized the university to operate as a nonprofit, degree-granting institution of higher learning and to award associate degrees in accounting, business administration, court reporting and secretarial sciences.

In 1970 the State of Rhode Island approved a revision in the university's charter allowing it to award baccalaureate degrees as well as associate degrees, and removing the restrictions on the type of undergraduate degree programs that could be offered.

In 1972 and 1973 the university announced the addition of new associate degree programs in the fields of hospitality and culinary arts. This led to additional two- and four-year degree programs in the hospitality and food service fields.

In 1980 the university was granted a legislative charter to replace its previous charter and became authorized to award advanced degrees.

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, offering 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, as well as master's degrees in criminal justice and education. An Ed.D. in Educational Leadership is also offered.

The university officially changed its name to Johnson & Wales University in 1988.

In 1992, JWU opened a campus in North Miami, Florida, 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 with the development of the School of Arts & Sciences.

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

JWU received regional accreditation from the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC) in 1993. In that same year, JWU opened a campus in Vail, Colo., which offered an accelerated associate degree program in culinary arts to college graduates. The year also marked the beginning of a four-year bachelor's degree offering in culinary arts.

From 1994–2004 JWU offered programs at the Institute of Higher Marketing (IHM) Business School in Göteborg, Sweden. This joint educational agreement allowed business and hospitality students to complete one year of study in Sweden and finish their degrees at one of the university's domestic campuses.

The university consolidated its institutional accreditation efforts under NEASC on June 30, 2000.

September 2000 marked the opening of the Denver, Colo., campus, which offers two- and four-year degrees in culinary arts, hospitality and business, as well as the "Garnish Your Degree" accelerated associate degree program originally offered in Vail. In 2000, the Vail Campus 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 response to changes in industry needs, beginning with the 2008–2009 academic year JWU's College of Business and The Hospitality College eliminated associate degrees and began offering only bachelor of science degrees that allowed students to customize their education through specializations or concentrations. This decision did not impact the College of Culinary Arts and the School of Technology.

In 2009–2010 JWU recruited, admitted and enrolled the entering class for the online bachelor's degree programs. In September 2010 students started classes in the online programs.

In fall 2012 the university began offering a degree in counseling psychology, the first bachelor's degree program offered through the John Hazen White School of Arts & Sciences.

Mission and Guiding Principles

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

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

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

Campus Facilities

Providence, Rhode Island

Since its opening in 1914, Johnson & Wales University's original campus in Providence, R.I., has grown from a small business school to a large, international university featuring business, culinary arts, hospitality, technology and arts & sciences programs.

For more information about JWU's Providence Campus (<http://www.jwu.edu/providence>), contact Admissions
8 Abbott Park Place, Providence, RI 02903
1-800-342-5598 or
www.jwu.edu/providence

Providence Campus President and Chief Operating Officer
Mim L. Runey, LP.D.

The City

Providence offers big-city sophistication on a welcoming scale, and is often voted one of the country's best places to live. A historic yet fast-paced city, Providence is located within the highest per capita concentration of colleges and universities in the U.S., so it's alive with things to do.

The major business, financial and retail districts of the city are all within walking distance of the Downcity Campus, which is convenient for students who want to look for part-time jobs. Also within walking distance are the Providence Performing Arts Center, Providence Public Library, Dunkin' Donuts Center, Rhode Island Convention Center, Trinity Repertory Company, Providence Place, outdoor skating at the Bank of America City Center, the Rhode Island State House, Rhode Island School of Design, Brown University and places of worship of many major religious denominations. Restaurants for every taste and budget, many owned or operated by JWU alumni, can be found throughout the city as well.

Providence's unique geographic location — only an hour's drive from both Boston and Cape Cod, and three hours' drive from New York City — makes it an inviting place to live. Interstate bus and train stations are within easy reach of the Downcity Campus, and the state airport in Warwick is only about 10 miles to the south. The Rhode Island Public Transit Authority (RIPTA) provides free transportation within Rhode Island to students with a valid ID.

The Campus

The Downcity Campus is anchored by Gaebe Commons, a popular hub of student activity, and surrounded by a variety of shops, restaurants, cafés, music venues and a picturesque riverfront. This campus is home to students

in the College of Business, The Hospitality College, the School of Technology and the John Hazen White School of Arts & Sciences.

The nearby Harborside Campus sits on 80 scenic acres along Narragansett Bay, and houses the College of Culinary Arts, the Alan Shawn Feinstein Graduate School, the Harborside Recreation Center (home of the NCAA Division III Wildcats), and the Culinary Arts Museum at JWU. Residential facilities are located throughout Providence and Cranston. JWU provides free shuttle bus service between the campuses and residence halls.

Academic Facilities and Administrative Offices — Downcity Campus

THE ACADEMIC CENTER at 138 Mathewson Street houses the School of Technology and features classrooms; the media/graphics department; computer, engineering and science laboratories; faculty offices; the dean's office, Alan Shawn Feinstein Technology & Design Center, and the School of Technology Presentation Room.

THE CITIZENS BANK CENTER FOR STUDENT INVOLVEMENT at 232 Weybosset Street houses Student Activities (including the Campus Herald and Johnsonian yearbook offices), Greek Councils, New Student Orientation & Support Programs, Parent Relations and Spiritual Life.

COOKSON PLACE, located at One Weybosset Hill, houses the central administration office of the university on the sixth floor. It is also the home of the University Bookstore, located on the first floor.

3 DAVOL SQUARE, located at the corner of Point and Eddy streets, contains the University Admissions, National Student Organizations and Information Technology.

THE DEL SESTO building, located at 274 Weybosset Street, houses Information Technology Operations.

THE JOHN HAZEN WHITE CENTER FOR ARTS & SCIENCES, located at 30 Chestnut Street (the corner of Pine and Chestnut streets), contains the departments of English, English as a Second Language (ESL), Humanities, Mathematics and Social Sciences, as well as the Language Laboratory and Arts & Sciences classrooms. It also houses the Market Place campus dining facility, Inactive Records, the Center for Academic Support for the Downcity Campus, Experiential Education & Career Services for the Downcity Campus, the dean's office and faculty offices.

JOHNSON HALL, located at 59 Chestnut Street, includes the Accounting department, faculty offices, several accounting classrooms, City Burger (a snack bar and grill for students, faculty and staff) and Starbucks®.

THE RICHMOND Building is located at 270 Weybosset Street. It currently houses Information Technology, the Employee Development Institute, and the Rhode Island Small Business Development Center and Student Communications, as well as the Providence Police Department District 1 Substation.

The administrative and operations headquarters for CAMPUS SAFETY & SECURITY are located at 264 Weybosset Street.

THE STUDENT SERVICES CENTER, located at 274 Pine Street, houses Student Academic & Financial Services, International Student Services, Student ID cards, Study Abroad and Institutional Research.

THE TACO CENTER FOR BUSINESS AND ARTS & SCIENCES, located at 10 Abbott Park Place, houses classrooms and faculty offices for the Economics department, the Science department and the Larry Friedman International Center for Entrepreneurship. The Alan Shawn Feinstein Community Service Center and the Honors Program office are on the fifth floor.

WALES HALL, located at 8 Abbott Park Place, houses the fitness center, shower and locker rooms and the commuter lounge on the lower level; the Pepsi Forum auditorium, Student Payroll, Health Education and the Gender Equity Center on the first floor. The second floor houses the Chancellor's Office, Counseling Services and Community Relations. The third floor houses Health Services for the Downcity Campus. The fourth and fifth floors are home to JWU's Human Resources and Payroll.

THE XAVIER COMPLEX, located at 259 Pine Street at Broad and Claverick streets, houses classrooms, faculty offices, a variety of computer and word processing labs, and Schneider Auditorium. This complex also houses The Hospitality College and most of the College of Business.

The Hospitality College deans, chairs and faculty reside on the lower three floors. The Statler Dining Room, a hospitality kitchen lab, Bistro 61 and a Hospitality beverage lab are on the first floor.

The College of Business deans, and chairs and faculty for the Equine Studies, Management, Marketing and Legal Studies departments reside on the upper three floors.

Xavier Hall in the Xavier Complex includes an interdenominational chapel and the Intercultural Center, Online Learning, as well as a residence hall with laundry facilities.

THE YENA CENTER, located at 111 Dorrance Street in Downtown Providence, houses the main library and library administrative offices, Admissions (except Culinary), Catering and Special Events, and the university's Accounts Payable, Accounting, Procurement, Compliance, Internal Audit & Risk Management and Office of General Counsel, We Proudly Serve and Campus Dining.

Academic Facilities and Administrative Offices — Harborside Campus

63 BAKER STREET houses Institutional Advancement, including Alumni Relations, Development, University Advancement, the Providence Campus offices of Development and Alumni Relations, and University Creative Services Group.

THE CUISINART CENTER FOR CULINARY EXCELLENCE, located at 333 Shipyard Street, is where the College of Culinary Arts is based. This also includes College of Culinary Arts faculty offices, the deans' and administrative offices, the Coors Brewing Laboratory and the International Baking & Pastry Institute.

The center includes hot and cold kitchens, bakeshops and pastry shops, dining rooms, meatcutting and meat processing rooms, receiving and storeroom, an oenology and beverage service laboratory, and culinary purchasing offices.

THE GRACE WELCOME CENTER at 120 Harborside Boulevard is the new location for Culinary and Graduate Admissions. The facility includes a 70-seat presentation room, Galleria of Culinary Artifacts, conference room and welcome area, as well as staff office space.

HARBOR VIEW, located at 1150 Narragansett Boulevard in Cranston, houses a large student dining hall, kitchen and bakeshop labs and a residence hall with laundry facilities.

THE HARBORSIDE ACADEMIC CENTER (HAC), at 265 Harborside Boulevard houses department faculty offices for the College of Culinary Arts, as well as the department chairs of culinary arts and food service.

Academic facilities include classrooms, the chocolate and sugar lab and the baking technology lab. CAFE, the Culinary Arts Foodservice Exposition, is in addition to the Harborside Academic Center and features state-of-the-art kitchens and laboratories, bakeshops, a food science and product development lab, and the Cintas Dining Room used by culinary arts students. HAC also contains a Starbucks®, Red Sauce Pizza & Pasta, the University Office of Culinary Education, microbiology lab, a multimedia center, the H.A.C. Amphitheater, Culinary Special Services and the Harborside Computer Center, containing 156 computers, five computer labs and an administrative staff area.

THE HARBORSIDE RECREATION CENTER, located at 305 Shipyard Street, houses Health Services for the Harborside Campus, Athletics, two gymnasiums, student life programming space, game room, fitness center, the university's Harborside Bookstore (operated by Follett Higher Education Group), Student Activities, the office of the Vice President of Student Affairs and Student Conduct.

THE FRIEDMAN CENTER, located at 321 Harborside Boulevard, houses several student services that have been located together for student convenience.

These offices and their hours of operation are:

- Residential Life: Monday–Friday, 8:30 a.m. to 4:30 p.m.
- Experiential Education & Career Services: Monday–Friday, 8:30 a.m. to 4:30 p.m.
- Student Academic & Financial Services: Monday–Thursday, 8:30 a.m. to 6 p.m. Friday 8:30 a.m. to 4:30 p.m. Saturday 9 a.m. to noon (first Saturday of each month)

Also located in this building are the Alan Shawn Feinstein Graduate School, the Center for Academic Support, the Culinary Arts Museum at JWU, the Harborside Campus Library, Printing & Mailing Services, the Harborside Substation of Campus Safety & Security, Liberty Market, the warehouse, the administrative offices of Facilities Management, Facilities Engineering and Maintenance, 10 classrooms, department faculty offices for the John Hazen White School of Arts & Sciences and Online Learning, and offices on the second floor.

The ALUMNI HOUSE, at 1146 Narragansett Boulevard in Cranston, is utilized for distinguished visiting professor lodging.

University-owned or -operated Practicum Educational Facilities

JWU is in a unique position to offer students hands-on learning in a variety of industry-related businesses. The following practicum educational facilities are owned or operated by JWU and provide students with internships in their field of study.

THE RADISSON HOTEL PROVIDENCE AIRPORT, located in Warwick, R.I. near T.F. Green State Airport, offers internships in culinary, restaurant, food service and lodging operations.

Staffed by JWU travel-tourism internship students, the T.F. Green State Airport INFORMATION BOOTH helps travelers to Rhode Island find their way to the state's best attractions and learn about lodging and transportation options.

THE R.I. SMALL BUSINESS DEVELOPMENT CENTER, located in the Richmond Building, houses a resource center for students, entrepreneurs and small businesses. The center provides small businesses space, technology and access to business professionals and students. Projects range from developing websites to creating marketing plans to full-scale business strategy planning.

THE JOHNSON & WALES INN, located in nearby Seekonk, Mass., and open to the public, provides culinary, hotel and restaurant interns with experience in all areas of hotel operations. Culinary and hotel interns are also exposed to food service operations in Audrey's Restaurant and in banquet and room service departments.

Equine students study horse care and management at the CENTER FOR EQUINE STUDIES, a JWU-owned stable, paddock and ring in Rehoboth, Mass., reserved for the university's exclusive use, with limited space for students to board their own horses.

IN SCHOOL OF TECHNOLOGY LABS including the Feinstein Center for Technology & Design, students perform graphics, Web, programming, networking, database and other technology-based services for a number of clients.

IN UNIVERSITY FINANCE AND ACCOUNTING, accounting students have the opportunity to gain experience in a variety of accounting and financial functions including student payroll, accounts payable, accounting clerk functions in inventory and sales reporting, general ledger, financial reporting and budgeting, and accounting cycle functions.

The food service industry spans a range of operational facilities and outlets. Johnson & Wales University provides a variety of food service outlets that serve as practicum educational facilities for students participating in internships. The spectrum of food service operations varies from high quantity, volume production to specialized coffee and retail outlets. Some of the practicum educational facilities available for internships include:

CITY BURGER, located at the corner of Chestnut and Pine streets, is the best place to grab a fresh-ground hamburger, hand-cut fries and a milkshake.

HARBOR VIEW at the Harborside Campus is a quantity-food facility. It serves a wide variety of fresh foods daily.

MARKET PLACE is located in the John Hazen White Center at the corner of Pine and Chestnut streets. It serves great food cooked to order, and features Nature's Bounty Grill, where all items are sustainable, all natural or organic.

RED SAUCE PIZZA & PASTA, located in the Academic Center at the Harborside Campus, is the new lunch, dinner and late-night dining option. The menu features made-to-order pastas, grilled pizzas, calzones, sandwiches and farm fresh salads.

SNOWDEN DINING CENTER is located on Weybosset Street, and specializes in a variety of grilled and made-to-order items and signature sandwiches.

STARBUCKS® store, operated by Johnson & Wales University pursuant to a license from Starbucks Corporation, is located next to City Burger at the corner of Chestnut and Pine streets. A second Starbucks store is located on the Harborside Campus. We Proudly Serve is located in The Yena Center. Menu items include coffee, tea and pastry selections.

THE WEYBOSSET STREET CAFÉ, located on the corner of Page and Weybosset streets, offers an eclectic menu of international food.

THE JOHNSON & WALES BAKERY COMMISSARY is located in Harbor View at the Harborside Campus. This high-volume professional baking facility produces desserts and pastries served universitywide.

LIBERTY MARKET, located in The Friedman Center, offers healthy foods and snacks, fresh coffee and pastries, art and school supplies and various dorm room necessities. It also offers a large selection of juices, energy drinks, frozen entrees, ice cream and favorite snack foods, including vegetarian and organic items, as well as magazines, specialty gift baskets and personal items.

University Library Network

The Johnson & Wales University Library Network is comprised of the libraries of the Providence, R.I.; North Miami, Fla.; Denver, Colo.; and Charlotte, N.C. campuses. An important aspect of the network is the access it provides to resources, services and facilities shared by the Higher Education Library Information Network (HELIN), a consortium of academic, law, and health sciences libraries in southern New England. Johnson & Wales University Library is also a key partner with the university's academic programs in the enhancement of student research skills through the delivery of classroom instruction, online information literacy tutorials, Web-based guides customized to the research outcomes of specific courses and curricula, plus personalized reference services delivered to students in person, over the phone, through email, online chat, or SMS. In addition, the library hosts the Scholar's Archive@JWU (<http://scholarsarchive.jwu.edu>), an open-access digital commons dedicated to preserving and promoting examples of scholarly or artistic works produced at or belonging to the university.

The main Johnson & Wales University Library facility in Providence occupies the first two floors of The Yena Center at 111 Dorrance Street. It houses the largest of the University Library Network's book, periodical and audiovisual resource collections, as well as the administrative offices of the university dean of libraries. Other resources include access to numerous online databases, computer workstations, group study rooms, private study carrels, soft seating, an electronic classroom and wireless Internet connectivity throughout the facility. Coffee, tea and light snacks can be purchased from the We Proudly Serve café, generally open according to library hours. During the academic year the library's hours are Monday through Thursday, 7:30 a.m. to midnight; Friday, 7:30 a.m. to 8 p.m.; Saturday, 10 a.m. to 7 p.m.; and Sunday, 11 a.m. to midnight. Professional reference services are available Monday through Thursday, 8 a.m. to 10 p.m.; Friday and Saturday, 8 a.m. to 6 p.m.; and Sunday, 2 to 10 p.m. Note that schedules are subject to change during exam weeks, term breaks, holidays and over the summer.

Library collections and services at the Harborside Campus are located in The Friedman Center at 321 Harborside Boulevard and primarily support the curricula for the College of Culinary Arts, with ancillary resources available for the Alan Shawn Feinstein Graduate School. Like its downcity affiliate, this facility provides access to online databases, computer workstations, group study rooms and wireless Internet connectivity, as well as numerous books, periodicals and audiovisual resources. In addition, this library holds an important collection numbering in the thousands of restaurant menus from around the world. Hours of operation during the academic year are Monday through Thursday, 7:30 a.m. to midnight; Friday, 7:30 a.m. to 10 p.m.; Saturday, 8 a.m. to 7 p.m.; and Sunday, 11 a.m. to midnight. Professional reference services are available Monday through Thursday, 8 a.m. to 10 p.m.; Friday, 9 a.m. to 5 p.m.; Saturday, 8 a.m. to 3 p.m. and Sunday, 2 to 10 p.m.

Culinary Arts Museum at Johnson & Wales University

Located in The Friedman Center at 315 Harborside Boulevard on the Harborside Campus, the Culinary Arts Museum at JWU is an educational resource for Johnson & Wales University, the community-at-large, food scholars and the food service industry. The Culinary Arts Museum at JWU seeks to both preserve and interpret the broad culinary and hospitality heritage addressed by the university. It is a showcase for the work of students, faculty, alumni and distinguished visiting chefs. Through exhibitions and special events, the museum strives to interpret the evolution of food preparation and presentation, the development of culinary equipment and technology, the diverse menus offered and the places where people dine.

Current and upcoming exhibits include "Diners: Still Cookin' in the 21st Century," "Serving the World with Worcester Dining Cars," "Country Fair to Culinary Olympics," "Kitchen Stoves and Ranges: From the Open Hearth to the Microwave," and "Dinner at the White House."

Operated by JWU, admission to the museum is free for JWU students, staff and faculty.

Computer Laboratories

Johnson & Wales University has computer labs (<http://www.jwu.edu/content.aspx?id=6584>) available for students to use email, Internet Explorer,

Microsoft Office, jwuLink and more. Additional labs are available to students enrolled in classes that teach specialty software or technology.

Students must have an active JWU email account to access lab computers. Documents can be saved to student-acquired USB drives or documents can be attached to and sent through e-mail. Students cannot save files onto computers in the labs.

Lab locations are:

Downcity Campus

Academic Computer Labs
Academic Center — 4th floor
138 Mathewson Street, Providence, R.I.
(598-1504)

Xavier Computer Labs

Xavier Academic Complex — 2nd floor
259 Pine Street, Providence, R.I.
(598-1537)

Harborside Campus

Harborside Computer Labs
Harborside Academic Center
265 Harborside Boulevard, Providence, R.I.
(598-1592)

Residence Halls

NOTE: All halls are coeducational and smoke free. All are cable and Internet ready. During the first two weeks of the fall term, each room is provided with a MicroFridge, which students may opt to rent for the rest of the year, with the exception of Renaissance Hall, The Cove and Harborside Village, which feature full-size refrigerators. Students are allowed only one MicroFridge per room.

Downcity Campus

The Cove

1 Park Row West, Providence, R.I.
(680-7780)

The Cove is open to sophomores, juniors and seniors and is located downcity near the train station and a short walk from campus. This hall has two-, three- and four-person apartments which feature gourmet kitchens, stainless steel appliances, granite countertops and hardwood floors. Bedrooms are carpeted and a washer/dryer is provided in each apartment unit (no card or coin required). Residents of The Cove are required to agree to abide by a community policy agreement as a condition to residing in The Cove. There is no meal plan included at this hall. Students can purchase Wildcat Meals from Student Academic & Financial Services.

Imperial Hall

15 Hospital Street, Providence, R.I.
(598-1166)

Imperial is a residence facility containing single, double, triple and some quad occupancy rooms. Single and double occupancy rooms on the second and third floors have private baths, at a slightly higher cost than the first floor. The first floor of Imperial offers community bathrooms as well as an on-site kitchen, plus community space on the lower level. It is reserved primarily for upperclassmen. There is no university parking.

McNulty Hall

101 Pine Street, Providence, R.I.
(598-4797)

McNulty Hall is located adjacent to The Yena Center (library) at the Pine Street perimeter of Gaebe Commons. McNulty houses first-year technology, business, hospitality, arts & sciences and culinary arts students, and features double- triple- and quad- occupancy rooms, all of which are air conditioned and have private baths. Also, McNulty features laundry rooms and a variety of common areas for study and recreational use. There is no university student parking at this hall, although private parking is available from vendors in nearby lots.

Renaissance Hall

101 Cedar Street, Providence, R.I.
(598-2800)

Renaissance Hall is located at the corner of Dean and Cedar streets, near the historic Federal Hill section of Providence. Renaissance houses first-year, international and upperclass students. On a regular university bus route, it is close enough to classes that many students choose to walk together to class. This facility provides suite-style living with primarily four residents in each unit. Equipped with kitchens and private baths, this facility also maintains a recreation room and study rooms, as well as a laundry room. Limited university student parking is available through a lottery process for upperclassmen. There is no meal plan included at this hall. Students can purchase Wildcat Meals from Student Academic & Financial Services.

Snowden Hall

32 Page Street, Providence, R.I.
(598-1025)

Snowden Hall, available at a slightly higher cost, contains double- triple- and quad- occupancy rooms with private baths and air conditioning. Residents of this hall are a mix of first-year and upperclassmen. It also houses a dining center featuring grilled-to-order items and signature sandwiches. There is no university parking at this hall.

Xavier Hall

60 Broad Street, Providence, R.I.
(598-1496)

Xavier Hall, adjacent to the Xavier Academic Complex, has a limited number of single occupancy rooms for upperclass students, and double-, triple- and quad-occupancy rooms available for first-year students. Student parking is not available at this hall.

Harborside Campus

EAST HALL (598-1189)
WEST HALL (598-1155)
SOUTH HALL (598-4720)

2 Washington Avenue, Providence, R.I.

East, West and South halls are neighboring residence halls located on the Harborside Campus near academic and student service facilities. Primarily for culinary and baking & pastry arts students, rooms in East Hall and South Hall house four residents. West Hall offers triple rooms. Each hall has community bathrooms, a laundry room, study room and recreation room. University student parking is available to all with a valid sticker.

Harbor View

1150 Narragansett Boulevard, Cranston, R.I.
(598-1154)

Harbor View is located on the Cranston-Providence line and overlooks Narragansett Bay. It is within walking distance of the Harborside Campus. Harbor View contains triples and some quads with private baths, as well as a dining center, recreation room with a large-screen TV, and study room. It is reserved for upperclassmen and some first-year students. There is limited parking available.

Harborside Village

100 Harborside Boulevard, Providence, R.I.
(808-6000)

Open to juniors and seniors, Harborside Village is comprised of 12 individual buildings with 12 four-person apartment units in each. Apartments are fully furnished and feature four single, private bedrooms; two private bathrooms; an eat-in kitchen; a common room; and a washer/dryer unit (no card or coin required). An on-site community building houses village resident mailboxes, a function room, a game room, and the community management office. Parking is available through a lottery process. Residents of Harborside Village are required to agree to abide by a community policy agreement as a condition to residing in Harborside Village. There is no meal plan included at this hall. Students can purchase Wildcat Meals from Student Academic & Financial Services.

Campus Dining

JWU is in a unique position to provide students with quality food service. Culinary arts and hotel students, as part of their laboratory training, provide much of the food service at the university, under the supervision of professional chef-instructors.

The following dining centers are available for students on a meal plan and their guests: Harbor View Dining Center, Market Place, Red Sauce Pizza & Pasta, Weybosset Street Café, Snowden Dining Center, City Burger, as well

as three Starbucks® which are located on the Downcity and Harborside campuses.

All resident students, except for those living in The Cove and Harborside Village, are required to subscribe to the university's Room and Board plan, which provides 15 meals per week. Commuter and all resident students may make use of the campus dining facilities as well by purchasing commuter meals. Meals can be purchased individually or at a discounted price in blocks of 10, 25 or 50 at Campus Dining, located in The Yena Center, 111 Dorrance Street. For more information, contact Campus Dining at 598-1433.

Accreditations 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 Road, Bedford, MA 01730-1433; phone: 617-271-0022, email: 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.

JWU is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding the institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; phone toll-free: 888-224-6684.

The Colorado Commission on Higher Education has authorized JWU under the Degree Authorization Act to offer instruction leading to the award of credits and/or degrees in Colorado.

The Board of Governors of the University of North Carolina has licensed JWU under G.S. 116-15(b) to conduct degree activity in North Carolina.

Johnson & Wales University offers online B.S. degree completion programs in Food Service Management and is required to publish information regarding certain state approvals of these programs.

Johnson & Wales University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 and 136A.71. Registration with the Minnesota Office of Higher Education is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Private Institution Registration must be renewed annually with the Minnesota Office of Higher Education but remains in effect unless voluntarily surrendered by a school or withdrawn by this office.

The South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201 (phone: 803-737-2260), licenses Johnson & Wales University to recruit South Carolina students into its programs. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality.

Johnson & Wales University will make available for review to any enrolled or prospective student, upon request, a copy of the documents describing the institution's accreditation, approval or licensing. This information, as well as contact information for accreditors and state officials and agencies for filing complaints, may be obtained by contacting 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.

The Providence Campus and Denver Campus Culinary Nutrition programs are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetics Association, 120 South Riverside Plaza,

Suite 2000, Chicago, IL 60606-6995; phone: 312-899-0040, ext. 5400. The Providence Campus and Denver Campus Didactic Programs in Dietetics (DPD) meet the standards of education set by CADE.

The Master of Arts in Teaching program 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 & Elementary Special Education
- Elementary Education & Secondary Special Education
- Business Education & Secondary Special Education
- Food Service Education & Secondary Special Education

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

- Elementary Education & Elementary Special Education & Secondary Special Education

Affiliations

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

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.

General University Affiliations

Academic 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 Facility 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
Confrérie de la Chaîne 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
Hispanic Association of Colleges and Universities (HACU)
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 for 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 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
 SkillsUSA
 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

Alan Shawn Feinstein Graduate School

Academy of Management (Pace University)
 American Association of Colleges for Teacher Education
 American Association of School Administration

American Council on Technical Education
 American Educational Research Association
 American Economic Association
 American Evaluation Association
 American Human Resource Association
 American Management Association
 American Society for Training & Development — Bay Colonies Chapter
 Association for Educational Communications and Technology
 Association for Institutional Research
 Association for the Advancement of Educational Research
 Association for Supervision and Curriculum Development
 Association of School Business Officials
 Central and Eastern European Management Development Association (CEEMAN)
 Council for Advancement and Support of Education
 Council for Exceptional Children
 Council for Opportunity for Education
 Council of Graduate Schools
 Council on Hotel, Restaurant & Institutional Education
 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 and 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 Business Education Association
 National Council of Teachers
 National Council of Teachers of Math
 National Society for the Study of Education
 New England Assessment Network
 New England Educational Research Organization
 North East Association for Institutional Research
 Northeastern Educational Research Associate
 Northeast Human Resources Association
 Professional Association in Education
 Rhode Island Association of Colleges for Teacher Education
 Rhode Island Association for Supervision and Curriculum Development
 Rhode Island Bar Association
 Rhode Island Hospitality Association
 Russian Association of Business Education
 Society for Human Resources Management
 Society for Technical Communication
 Toastmasters International

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, disability, status as a protected veteran or any other unlawful basis 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 Statement 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 this statement:

Nondiscrimination Coordinator, Johnson & Wales University, 8 Abbott Park Place,
Providence, RI 02903, 401-598-2716

The nondiscrimination coordinator has been designated to carry out the university's responsibilities under all federal and state discrimination laws, including, but not limited to, Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (504), the Age Discrimination Act of 1975, Title VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990.

The university's full Policy regarding Prohibited Discrimination and Harassment, including Sexual Harassment and Sexual Misconduct, is included in the student handbook for each campus (available on the university's website or upon request to the nondiscrimination coordinator).

Inquiries concerning the application of the nondiscrimination statement 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

Florida:

- Equal Employment Opportunity Commission, One Biscayne Tower, 2 S. Biscayne Boulevard, Suite 2700, Miami, FL 33131, 800-669-4000
- Florida Commission on Human Relations, 2009 Apalachee Parkway, Suite 100, Tallahassee, FL 32301, 850-488-7082

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

North Carolina:

- Equal Employment Opportunity Commission, 129 West Trade Street, Suite 400, Charlotte, NC 28202, 704-344-6682
- N.C. Human Relations Commission, 116 W. Jones Street, Suite 2109, Raleigh, NC 27601, 919-807-4420

Mailing Address: N.C. Human Relations Commission, 1318 Mail Service Center, Raleigh, NC 27699-1318

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- Paul McVety, Ed.D., dean of culinary academics
- Jeannette Scarcella, MBA, culinary relations & programs officer
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- Maureen Rooney, M.A., director of prospect research
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- Paul D. Lacroix, D.E.F.M., dean emeritus, international affairs
- Katie Gilbertson, M.A., director of international student services
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- Katherine Kavanagh, M.S., director of catering and special events
- Steven Sandblom, F.M.P., director of campus dining
- Kenneth Watt, B.S., C.E.C., executive chef, practicum properties

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- Jeanine B. Went, M.M., director of new student orientation
- Christopher Zacharda, Ed.D., director of student conduct

University Creative Services Group

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- Dora Kuan, M.S., director of university Web communications
- Catherine Sengel, editor of JWU Magazine

* This is only a partial listing.

Graduate Programs of Study

Below is a list of Programs of Study for Johnson & Wales University.

Please note that certain programs of study at the university, including equine programs and programs in the College of Culinary Arts and The Hospitality College, include technical standards in the academic requirements essential to the program. See the Technical Standards (<http://catalog.jwu.edu/admissions/technicalstandards>). Students with disabilities may contact the Center for Academic Support at the applicable campus for further information about these technical standards.

Ed.D.

- Ed.D. Educational Leadership (p. 18)

M.A.T.

- Teacher Education (p. 20)
- Teacher Education — Food Service Education Concentration (p. 22)

M.Ed.

- Teaching and Learning (p. 24)

M.S.

- Criminal Justice Management (p. 31)

MBA

- MBA (p. 25)
- MBA One Year Program (p. 30)
- MBA — Accounting Concentration (p. 26)
- MBA — Accounting Concentration (Enhanced Accounting Track) (p. 27)
- MBA — Hospitality Concentration (p. 28)
- MBA — Information Technology Concentration (p. 29)

Non-Major

- Pre-MBA Business/Commerce Major (p. 32)
- Pre-MBA Non Business Major (p. 33)

Courses

- Full Course Listing (<http://catalog.jwu.edu/programsofstudy/grad/courses>)

Ed.D. Educational Leadership

(Graduate School)

Ed.D.

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.

The program is designed with distinct specializations in higher education and elementary-secondary education.

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 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 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.

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.

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 (p. 57) 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 grade change process is submitted and complete with Student Academic & Financial Services.

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
EDUC7011	Strategy & Change	6
EDUC7032	Organizational Theory, Behavior, and Development in Elementary-Secondary Education	6
EDUC7035	Curriculum, Instruction and Assessment	6
EDUC8007	Research II: Research Methods for Elementary-Secondary Education Leaders	6
EDUC8017	Resource Planning and Management in Elementary-Secondary Education	6
EDUC8027	Family and Community Engagement	6
EDUC8095	Leadership in Elementary-Secondary Education	6
EDUC9005	The Field Research Project	6
EDUC9010	Doctoral Dissertation	6
Total Credits		60.0

Higher Education

Major Courses

EDUC7006	Research I: Educational Research for Higher Education Leaders	6
EDUC7021	Nature of Higher Education	6
EDUC7030	Teaching and Learning Higher Education	6
EDUC7031	Organizational Theory and Behavior in Higher Education	6
EDUC8008	Research II: Research Methods for Higher Education Leaders	6
EDUC8016	Resource Planning and Management in Higher Education	6
EDUC8026	Student Development in Higher Education	6
EDUC8090	Leadership in Higher Education Capstone	6
EDUC9005	The Field Research Project	6
EDUC9010	Doctoral Dissertation	6
Total Credits		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 (p. 57) per fall, spring and summer semesters.

Teacher Education

(Graduate School)

M.A.T.

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

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 seminars are scheduled prior to student teaching. 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.

Title II Higher Education Act Information

NOTE: Catalog Edit to Previously Printed Publication

One hundred percent (100%) of the program completers from Johnson & Wales University passed the state test for licensure in 2010-11.

M.A.T. Admission Requirements

Applicants will be reviewed for eligibility* by the Director of Teacher Education and her staff. 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 (p. 56) essential to the M.A.T program's Food Service Education concentration, applicants with disabilities of 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.

Teacher Education (M.A.T.)*

Major Courses

EDUC5004	Introduction to Learning and Teaching in American Society	4.5
EDUC5012	Teaching Literacy in the Content Area	4.5
EDUC5040	Best Practices in Literacy Instruction	4.5
EDUC5055	Enhancing Student Learning Through the Arts	2.25
EDUC5401	Strategies for Teaching Mathematics	4.5
EDUC5402	Strategies for Teaching Science	4.5
EDUC5575	Digital Collaborative Tools	2.25
SPED5001	Inclusive Teaching of Exceptional Learners	4.5
SPED5002	Curriculum and Methods for Exceptional Learners	4.5

SPED5003	Understanding and Managing Behavior	4.5
SPED5020	Assessment and Evaluation of Exceptional Learners	4.5
SPED5024	Collaboration: Home/School/Community	2.25
SPED5220	Communication: Language Development and Learning	2.25
Student Teaching / Content Methods		14.25-20.25
For elementary education and secondary special education candidates:		
EDUC6009	Methods of Teaching Social Studies	
EDUC6061	Student Teaching: Elementary Part I	
EDUC6062	Student Teaching: Elementary Part II	
SPED6061	Student Teaching: Secondary Special Education, Part I	
SPED6062	Student Teaching Secondary Special Education Part II	
For elementary education and elementary special education candidates:		
EDUC6009	Methods of Teaching Social Studies	
EDUC6061	Student Teaching: Elementary Part I	
EDUC6062	Student Teaching: Elementary Part II	
SPED6174	Student Teaching Special Education Elementary, Part I	
SPED6274	Student Teaching Special Education Elementary, Part II	
For elementary education and elementary/secondary special education candidates:		
EDUC6009	Methods of Teaching Social Studies	
EDUC6061	Student Teaching: Elementary Part I	
EDUC6062	Student Teaching: Elementary Part II	
SPED6061	Student Teaching: Secondary Special Education, Part I	
SPED6062	Student Teaching Secondary Special Education Part II	
SPED6174	Student Teaching Special Education Elementary, Part I	
SPED6274	Student Teaching Special Education Elementary, Part II	
For business education and secondary special education candidates:		
EDUC6008	Methods of Teaching Business	
EDUC6173	Student Teaching Business Education, Part I	
EDUC6273	Student Teaching Business Education, Part II	
SPED6061	Student Teaching: Secondary Special Education, Part I	
SPED6062	Student Teaching Secondary Special Education Part II	
Total Credits		63.75-69.75

* 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.

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.

Teacher Education — Food Service Education Concentration

(Graduate School)

M.A.T.

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 (p. 56) essential to the M.A.T program's Food Service Education concentration, applicants with disabilities of 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.

Teacher Education — Food Service Education Concentration*

Major Courses

EDUC5004	Introduction to Learning and Teaching in American Society	4.5
EDUC5012	Teaching Literacy in the Content Area	4.5
EDUC5040	Best Practices in Literacy Instruction	4.5
EDUC5111	Strategies for Teaching Food Service Mathematics	4.5
EDUC5575	Digital Collaborative Tools	2.25
EDUC5580	Educational Psychology	2.25
EDUC6020	Curriculum Development for Culinary Programs	4.5
EDUC6027	Methods of Teaching Culinary Arts	4.5
EDUC6150	Advanced Methods of Teaching Culinary/Pastry Arts	9
SPED5001	Inclusive Teaching of Exceptional Learners	4.5
SPED5003	Understanding and Managing Behavior	4.5
SPED5220	Communication: Language Development and Learning	2.25

Student Teaching

Choose one of the following:		9
EDUC6025	Capstone Project: Culinary Education	
EDUC6050	Student Teaching in Culinary/Pastry Arts **	
EDUC6075	Student Teaching Practicum: Culinary Education	

Total Credits

60.75

* This concentration has technical standards (p. 56). Students with disabilities should contact the Center for Academic Support.

** Required course for certification.

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.

Teaching and Learning

(Graduate School)

M.Ed.

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

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.

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
EDUC5320	Monitoring and Managing Student Learning	9
EDUC5330	Standards, Curriculum and Instructional Design	9
EDUC6310	Instructional Strategies and Resources	9
EDUC6320	Assessment for Learning	9
EDUC6330	Multiple Roles of Teachers	9
Total Credits		54.0

MBA

(Graduate School)

MBA

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 emailed 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.

MBA General Program

Prerequisite Courses

ENG4021	Effective Communication *	4.5
MATH1002	A Survey of College Mathematics *	4.5

Foundation Courses

COMM5075	Strategic Communication	4.5
ECON5000	Economics in the Global Economy	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
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 Investment and Portfolio Management	
FISV6060	Managing Capital Markets	
GRAD6800	Graduate Internship	
GRAD6041	Graduate Special Topics	
IBUS6020	International Business Negotiations	
IBUS6026	Emerging Economics of BRIC (Brazil, Russia, India, China)	
MGMT6000	The Leader as Coach	
MGMT6030	Entrepreneurship	
MGMT6050	Labor Relations	
MGMT6056	Contemporary Leadership Issues and 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 & Internet Marketing	
Career Capstone Course		
MGMT6800	Business Policy and Strategy	4.5
Total Credits		54.0-85.5

* Course offered through the undergraduate School of Arts & Sciences.

MBA — Accounting Concentration

(Graduate School)

MBA

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.

Accounting Concentration

MBA — Accounting Concentration

Prerequisite Courses^{*, **}

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
ENG4021	Effective 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 in the Global Economy	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
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	Corporate Taxation	4.5
LAW6000	Law for Accountants	4.5

Career Capstone Course

MGMT6800	Business Policy and Strategy	4.5
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Total Credits	54.0-112.5
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* Courses offered through the undergraduate College of Business and the School of Arts & Sciences

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

*** Not offered every term.

MBA — Accounting Concentration (Enhanced Accounting Track)

(Graduate School)

MBA

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 noncredit 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.

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.

MBA — 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	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 (FAR)	0
ACCT603	CPA Review: Auditing & Business Environment & Concepts	0
ACCT621	CPA Review: Regulation	0
Career Capstone Course		
MGMT6800	Business Policy and Strategy	4.5
Total Credits		45.0

* 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.

MBA — Hospitality Concentration

(Graduate School)

MBA

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.

MBA — Hospitality Concentration

Prerequisite Courses *		
ENG4021	Effective Communication	4.5
MATH1002	A Survey of College Mathematics	4.5
Foundation Courses		
COMM5075	Strategic Communication	4.5
ECON5000	Economics in the Global Economy	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:		13.5
EVNT6000	Event Leadership and Planning	
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 Credits		54.0-85.5

* Courses offered through the undergraduate School of Arts & Sciences

MBA — Information Technology Concentration

(Graduate School)

MBA

The MBA in Information Technology is designed to assist IT professionals in advancing their careers by providing a solid foundation of graduate-level business courses to complement their IT experience and coursework. A major challenge in today's business environment is how professionally competent practitioners make the transition to managing people and business operations without losing their professional knowledge and expertise.

This program allows IT professionals to develop both their professional skills (concentration courses) and management skills while learning to think strategically in a complex, cost competitive knowledge-based environment.

This MBA concentration will allow successful graduates to excel at both leading and doing. In this challenging employment environment, IT professionals must not only be competent in their fields, but be known as "can-do" leaders. This combination gives our graduates that clear edge to succeed.

MBA — Information Technology Concentration

Prerequisite Courses *		
ENG4021	Effective Communication	4.5
MATH1002	A Survey of College Mathematics	4.5
Foundation Courses		
COMM5075	Strategic Communication	4.5
ECON5000	Economics in the Global Economy	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
MGMT5800	Effective Leadership	4.5
FISV5600	Financial Management	4.5
MRKT5500	Strategic Marketing	4.5
MGMT5900	Ethics, Corporate Social Responsibility and Law	4.5
FISV5526	Financial Reporting and Control	4.5
IBUS5511	Global Economic Environments	4.5
Information Technology Courses		
ITEC6514	Decision Support Systems	4.5
ITEC6524	Enterprise Data Management	4.5
ITEC6534	Strategic Management of Information Technology	4.5
ITEC6544	Current Trends and Issues in Information Technology	4.5
Career Capstone Course		
MGMT6800	Business Policy and Strategy	4.5
Total Credits		54.0-85.5

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

MBA One Year Program

(Graduate School)

MBA

The one year delivery of the MBA program is designed to be an intensive program of study which will allow a student to complete all requirements in 12 months beginning in June.

All courses are offered during the day at the Harborside Campus. The cohort model is used and admission is in September only. Students with minimal work experience and a desire to complete the program quickly are prime candidates. Students are expected to have completed all foundation courses before the start of classes. Students will be given the opportunity to gain important work setting experience through the development of an action research project.

The one year program is identical to the traditional program except that courses are pre-determined and students pursue the program as a cohort.

MBA One Year Program

Summer

RSCH5500	Business Information and Decision Making	4.5
MGMT5575	Operations Management	4.5
MGMT5800	Effective Leadership	4.5

Fall

FISV5600	Financial Management	4.5
MRKT5500	Strategic Marketing	4.5
MGMT5900	Ethics, Corporate Social Responsibility and Law	4.5

Winter

FISV5526	Financial Reporting and Control	4.5
IBUS5511	Global Economic Environments	4.5
MGMT6056	Contemporary Leadership Issues and Strategies (embedded experience and/or action research project) *	4.5

Spring

MGMT6123	Contemporary Human Resource Issues and Strategies	4.5
FISV6050	Strategic Financial Planning	4.5
MGMT6800	Business Policy and Strategy	4.5

Total Credits		54.0
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- * This assignment takes approximately two weeks to complete. Its purpose is to allow the student to make a contact in the work environment. It is less than 25% of the course; thus, no change in course outline is needed.

Criminal Justice Management

(Graduate School)

M.S.

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 emailed to Graduate Admissions at gradschool@admissions.jwu.edu or faxed to 401-598-1286.

Criminal Justice Management (M.S.)

Major Courses

CJS5500	Criminal Justice Research Methods	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 Credits		54.0

Pre-MBA Business/Commerce Major

(Graduate School)

Non-Major

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.

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 (<http://catalog.jwu.edu/admissions/international/toeflrequirements>) section.

Application Procedure

Please refer to the International Admissions Requirements (<http://catalog.jwu.edu/admissions/international>) section.

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 (<http://catalog.jwu.edu>).

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

Economics		
ECON2002	Microeconomics *	4.5
Or higher, such as		
ECON3070	Contemporary Economic Issues	
English		

ENG1020	English Composition	4.5
ENG1021	Advanced Composition and Communication *	4.5
Law		
LAW2001	The Legal Environment of Business I	4.5
Or higher, such as		
LAW3002	The Legal Environment of Business II	
Marketing		
Choose one of the following:		4.5
MRKT1001	Principles of Marketing *	
MRKT2050	Qualitative Research	
MRKT3005	Brand Marketing	
MRKT3045	Social Media and Internet Marketing	
HOSP3050	Hospitality Strategic Marketing	
Math		
MATH2001	Statistics * +	4.5
Technology		
Choose one of the following business-related computer science courses:		4.5
FIT1040	Spreadsheet Design for Business Solutions	
MGMT3030	Managerial Technology	
Humanities		
Choose one of the following:		4.5
History	One HIST-designated course	
Or Literature course (LIT designation)		
Social Sciences: Psychology, Sociology or Political Science		
SOC2001	Sociology I	4.5
Leadership		
LEAD2001	Foundations of Leadership Studies	4.5
Total Credits		45.0

* 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.

Pre-MBA Non Business Major

(Graduate School)

Non-Major

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.

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 (<http://catalog.jwu.edu/admissions/international/toeflrequirements>) section.

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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.

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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 Non-Business Major

Economics

ECON2002	Microeconomics *	4.5
Or higher, such as		
ECON3070	Contemporary Economic Issues	

English

ENG1020	English Composition	4.5
ENG1021	Advanced Composition and Communication *	4.5
Law		
LAW2001	The Legal Environment of Business I *	4.5
Or higher, such as		
LAW3002	The Legal Environment of Business II	
Marketing		
Choose one of the following:		4.5
MRKT1001	Principles of Marketing *	
MRKT2050	Qualitative Research	
MRKT3005	Brand Marketing	
MRKT3045	Social Media and Internet Marketing	
HOSP3050	Hospitality Strategic Marketing	
Math		
MATH2001	Statistics * +	4.5
Technology		
Choose one of the following business-related computer science courses:		4.5
FIT1040	Spreadsheet Design for Business Solutions	
MGMT3030	Managerial Technology	
Accounting		
ACCT2001	Business Accounting I	4.5
ACCT2002	Business Accounting II *	4.5
Business Administration - Management		
MGMT1001	Principles of Management *	4.5
Total Credits		45.0

* 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.

Course Descriptions

ACCT6001 Accounting Theory

This course involves an overview of the theory of accounting with emphasis on recent pronouncements issued by the Financial Accounting Standards Board.

Prerequisite(s): ACCT3050, completion of required accounting prerequisite and foundation courses.

Offered at Grad

4.5 Quarter Credit Hours

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.

Prerequisite(s): ACCT3040, completion of required accounting prerequisite and foundation courses, and knowledge of spreadsheet software.

Offered at Grad

4.5 Quarter Credit Hours

ACCT601 CPA Review: 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(s): Must be enrolled in Enhanced Accounting Track and registered concurrently for ACCT6001.

Offered at Grad

0 Quarter Credit Hours

ACCT6020 Individual Taxation

This course offers 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 standpoint 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.

Prerequisite(s): ACCT3011, completion of required accounting prerequisite and foundation courses.

Offered at Grad

4.5 Quarter Credit Hours

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.

Prerequisite(s): ACCT3011, completion of required accounting prerequisite and foundation courses.

Offered at Grad

4.5 Quarter Credit Hours

ACCT603 CPA Review: 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(s): Must be enrolled in Enhanced Accounting Track and registered concurrently for ACCT6003.

Offered at Grad

0 Quarter Credit Hours

ACCT621 CPA Review: 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(s): Must be enrolled in Enhanced Accounting Track and registered concurrently for ACCT6021.

Offered at Grad

0 Quarter Credit Hours

CJS5500 Criminal Justice Research Methods

This course is an introduction to social science research methods as applied specifically to the field of criminal justice. This course provides a sound understanding of the scientific method, the language of criminal justice research, the methods by which criminal justice research is conducted, and the various methodological and statistical techniques used to answer criminal justice-focused research questions. Topics addressed in the course include measurement, causation, validity, sampling, survey research, field research, qualitative, quantitative, and mixed methods approaches to criminal justice research, Web-based research, data interpretation, and the process by which to access and employ criminal justice data sets at the federal, state and local levels.

Offered at Grad

4.5 Quarter Credit Hours

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, to include individual and organizational corruption, misconduct and other related issues. The legal aspects of selection, compensation, promotion, assignment and the termination of the criminal justice employees are also addressed as directly applicable to the professional duties of the criminal justice manager.

Prerequisite(s): CJS5500.

Offered at Grad

4.5 Quarter Credit Hours

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 also offered, as well as an analysis of the procedures involved in the planning, developing, tracking and implementation of a criminal justice agency/departmental budget.

Prerequisite(s): CJS5500.

Offered at Grad

4.5 Quarter Credit Hours

CJS5610 Advanced Administration of Criminal Justice

This course is a seminar that provides students with an opportunity to learn more about administrative practices, approaches and best practices in various criminal justice agencies. The course is intended to be an advanced seminar for graduate students. The primary focus is on the discussion of contemporary and advanced professional literature in the criminal justice field.

Prerequisite(s): CJS5500.

Offered at Grad

4.5 Quarter Credit Hours

CJS5620 Contemporary Criminology and Crime Prevention

This course is a seminar that provides students with an opportunity to learn more about crime prevention and criminology and the connections between theory and action. The course is intended to be an advanced seminar for graduate students.

Prerequisite(s): CJS5500.

Offered at Grad

4.5 Quarter Credit Hours

CJS5630 Advanced Legal Issues in Criminal Justice

This course is a seminar that provides students with an opportunity to learn a great deal more about legal issues and implications in the context of criminal law. The course is intended to be an advanced seminar for graduate students and to provide students with a very challenging and rigorous experience in legal thinking and applications.

Prerequisite(s): CJS5500.

Offered at Grad

4.5 Quarter Credit Hours

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(s): CJS5500.

Offered at Grad

4.5 Quarter Credit Hours

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(s): CJS5500.

Offered at Grad

4.5 Quarter Credit Hours

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(s): CJS5500.

Offered at Grad

4.5 Quarter Credit Hours

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.

Prerequisite(s): CJS5500.

Offered at Grad

4.5 Quarter Credit Hours

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(s): CJS5500.

Offered at Grad

4.5 Quarter Credit Hours

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 occurs to ensure that writing is on track and that students are supported in this important culminating work.

Prerequisite(s): All program courses; CJS5841 and CJS5999 may be taken concurrently.

Offered at Grad

4.5 Quarter Credit Hours

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(s): ENG4021.

Offered at Grad

4.5 Quarter Credit Hours

ECON5000 Economics in the Global Economy

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(s): MATH5000.

Offered at Grad

4.5 Quarter Credit Hours

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 in an effort 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 in area classrooms doing focused observations and reflections that help them to see the application of the concepts covered in the course.

Offered at Grad
4.5 Quarter Credit Hours

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(s): Successful completion of prior cohort classes.

Offered at Grad
4.5 Quarter Credit Hours

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. Coursework emphasizes the importance of word meanings for reading comprehension and reviews many research-based approaches to vocabulary instruction. Additionally, this course addresses the research based for teaching comprehension, the reasons why students have difficulty with comprehension, and approaches for teaching comprehension.

Offered at Grad
4.5 Quarter Credit Hours

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.

Offered at Grad
4.5 Quarter Credit Hours

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(s): Successful completion of prior cohort classes.

Offered at Grad
4.5 Quarter Credit Hours

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.

Offered at Grad
4.5 Quarter Credit Hours

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 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(s): Successful completion of prior cohort classes.

Offered at Grad
2.25 Quarter Credit Hours

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, & Transactional Supports).

Offered at Grad
4.5 Quarter Credit Hours

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.

Offered at Grad
4.5 Quarter Credit Hours

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.

Offered at Grad
4.5 Quarter Credit Hours

EDUC5086 Structured Teaching and Visual Supports

Structured Teaching and Visual Supports 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.

Offered at Grad
4.5 Quarter Credit Hours

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, invivo practice sessions, lecture and project-based learning, students apply their knowledge of communication supports across the autism spectrum.

Offered at Grad

4.5 Quarter Credit Hours

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 Beginning Teacher Standards (RIBTS), The NCTM Principles and Standards of School Mathematics (PSSM, 2000), and the Mathematics NECAP and local Grade Level Expectations.

Prerequisite(s): Successful completion of prior cohort classes.

Offered at Grad

4.5 Quarter Credit Hours

EDUC5236 The Autistic Child

This course analyzes the latest research on Autistic Spectrum Disorders. Autism, Pervasive Developmental Disorders, Aspergers Syndrome, and Childhood Disintegrative Disorder are presented. Best practices on teaching methodologies, behavior management, medications and socialization issues are explored.

Offered at Grad

4.5 Quarter Credit Hours

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(s): Bachelor's degree.

Offered at Grad

4.5 Quarter Credit Hours

EDUC5263 Introduction to Educational Technologies

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.

Offered at Grad

4.5 Quarter Credit Hours

EDUC5264 Orton-Gillingham Certified Level 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 will apply the knowledge gained in the lecture component of the course in one-on-one O.G. sessions with primary or secondary students.

Prerequisite(s): Orton Gillingham Associates certification, bachelor's degree or prior approval of instructor. (HY)

Offered at Grad

4.5 Quarter Credit Hours

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 organizing the resources needed to accomplish the task.

Offered at Grad

4.5 Quarter Credit Hours

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 is 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.

Offered at Grad

4.5 Quarter Credit Hours

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 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 are 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 coursework, participants analyze and apply these understandings to their teaching context to document their emerging concept of teaching excellence. Additionally, participants begin their capstone project by identifying issues of interest within their teaching context that merit deep exploration.

Prerequisite(s): Enrollment in the Teaching and Learning M.Ed. program.

Offered at Grad

9 Quarter Credit Hours

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(s): EDUC5330 or department permission.

Offered at Grad

9 Quarter Credit Hours

EDUC5329 Special Topics in Education

These courses, which may be taught off campus, include a variety of special topics relevant to current education practices.

Offered at Grad

4.5 Quarter Credit Hours

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(s): EDUC5310 or department permission.

Offered at Grad

9 Quarter Credit Hours

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(s): Successful completion of prior cohort classes.

Offered at Grad

4.5 Quarter Credit Hours

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.

Prerequisite(s): Successful completion of prior cohort classes.

Offered at Grad

4.5 Quarter Credit Hours

EDUC5515 Language Essentials for Teachers of Reading and Spelling

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

Offered at Grad

4.5 Quarter Credit Hours

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 is taught off campus.

Offered at Grad

4.5 Quarter Credit Hours

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 learn and use these innovative and collaborative tools by constructing ways to incorporate these unique tools of the Web into their classrooms to create purposeful curriculum design.

Prerequisite(s): Successful completion of prior cohort classes.

Offered at Grad

2.25 Quarter Credit Hours

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.

Prerequisite(s): Successful completion of prior cohort classes.

Offered at Grad

2.25 Quarter Credit Hours

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 are 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(s): Successful completion of prior cohort classes.

Offered at Grad

2.25 Quarter Credit Hours

EDUC6009 Methods of Teaching Social Studies

This methods course provides 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 facilitates the teaching of social studies content, skills and concepts through daily and long-range planning and uses research-based, best-practice methods. The course also emphasizes 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(s): Successful completion of prior cohort classes.

Offered at Grad

2.25 Quarter Credit Hours

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(s): Successful completion of prior cohort classes.

Offered at Grad

4.5 Quarter Credit Hours

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(s): Successful completion of prior cohort classes.

Offered at Grad

9 Quarter Credit Hours

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 is stressed via an outside reading list.

Prerequisite(s): Successful completion of prior cohort classes.

Offered at Grad

4.5 Quarter Credit Hours

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.

Prerequisite(s): Successful completion of prior cohort classes.

Offered at Grad

9 Quarter Credit Hours

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.

Prerequisite(s): Completion of all required program courses, passing score on Praxis II Elementary Education Content Area Exam, department permission.

Offered at Grad

3 Quarter Credit Hours

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(s): EDUC6061 or concurrent.

Offered at Grad

3 Quarter Credit Hours

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(s): Completion of all required program courses.

Offered at Grad

9 Quarter Credit Hours

EDUC6150 Advanced Methods of Teaching Culinary/Pastry Arts

This advanced methods course is designed to build upon the course outcomes of EDUC6027. Students apply their knowledge of the principles 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(s): Successful completion of prior cohort classes.

Offered at Grad

9 Quarter Credit Hours

EDUC6173 Student Teaching Business Education, Part I

Students in this course spend four weeks in a teaching situation at a public secondary school site under the direct supervision of a business 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 teaching portfolio. Students participate in several seminars directly related to their student teaching experience.

Prerequisite(s): Completion of all required program courses, passing score on the ETS Exam, department permission.

Offered at Grad

3 Quarter Credit Hours

EDUC6273 Student Teaching Business Education, Part II

Students in this course spend four weeks in a teaching situation at a public secondary school site under the direct supervision of a business 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 teaching portfolio. Students participate in several seminars directly related to their student teaching experience.

Prerequisite(s): Completion of all required program courses, passing score on the ETS Exam, department permission.

Offered at Grad

3 Quarter Credit Hours

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, the 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(s): EDUC5330 or department permission.

Offered at Grad

9 Quarter Credit Hours

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 focus of the course is 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(s): EDUC6310 or department permission.

Offered at Grad

9 Quarter Credit Hours

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 and 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 as they reflect upon their efforts to be a leader, learner, collaborator, professional and connector between their school and the families and community. 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 apply learning to their capstone project and present their findings and recommendations.

Prerequisite(s): EDUC6320 or department permission.

Offered at Grad

9 Quarter Credit Hours

EDUC7006 Research I: Educational Research for Higher Education Leaders

This course prepares students to identify, synthesize and analyze research and apply it to educational 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.

Offered at Grad

6 Quarter Credit Hours

EDUC7007 Research I: Educational Research for Elementary-Secondary Education Leaders

This course prepares students to identify, synthesize and analyze research, applying it to issues and challenges in elementary-secondary education settings. Focus in the course is on identification and analysis of researchable problems and formulating research questions, critiquing existing research studies, and using research to improve policies, programs and practices at the elementary, middle and high school levels.

Offered at Grad

6 Quarter Credit Hours

EDUC7011 Strategy & 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.

Offered at Grad

6 Quarter Credit Hours

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.

Offered at Grad

6 Quarter Credit Hours

EDUC7030 Teaching and Learning 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.

Offered at Grad

6 Quarter Credit Hours

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 management styles. Organizational development and change theory are explored with regard to traditional and evolving patterns for organizing colleges to effectively to meet current and future demands.

Offered at Grad

6 Quarter Credit Hours

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 by developing a systemic approach to understanding and facilitating the work of the organization. Emphasis is placed on understanding and facilitating the work of organizations. Emphasis is also placed on understanding the "frameworks" (political, symbolic, human resources and structural) that affect organizations. In understanding the impact of the "frameworks", the intent is to provide the skills for leaders to re-frame existing organizations and review organizations 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.

Offered at Grad

6 Quarter Credit Hours

EDUC7035 Curriculum, Instruction and Assessment

This course is designed to prepare students to lead reform initiatives in curriculum, instruction, and assessment in the K-12 educational setting. Emphasis is given to the major phases of curriculum improvement: planning, development, implementation, and evaluation. The course also provides students with opportunities to examine issues among such topics as 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 problems in teaching and learning confronting educational leaders.

Offered at Grad

6 Quarter Credit Hours

EDUC8007 Research II: Research Methods for Elementary-Secondary Education Leaders

This course prepares students to design and conduct qualitative, quantitative, and mixed methods research, including program evaluations, addressed to 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(s): EDUC7007.

Offered at Grad

6 Quarter Credit Hours

EDUC8008 Research II: Research Methods for Higher Education Leaders

This course prepares students to design and conduct qualitative, quantitative, and mixed methods research to address 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(s): EDUC7006.

Offered at Grad

6 Quarter Credit Hours

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(s): 24 semester credit hours of doctoral study.

Offered at Grad

6 Quarter Credit Hours

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.

Offered at Grad

6 Quarter Credit Hours

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(s): 36 semester credit hours of doctoral study.

Offered at Grad

6 Quarter Credit Hours

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.

Offered at Grad

6 Quarter Credit Hours

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(s): 36 semester credit hours in the Educational Leadership Program

Offered at Grad

6 Quarter Credit Hours

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, strategic planning, 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.

Offered at Grad

6 Quarter Credit Hours

EDUC9005 The Field Research Project

Students or groups of students 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.

Offered at Grad

6 Quarter Credit Hours

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.

Offered at Grad

6 Quarter Credit Hours

EDUC9011 Doct Dissertation Advisement

The course is provided to students 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.

Offered at Grad

0 Quarter Credit Hours

ENG4021 Effective Communication

This course introduces the communication skills and basic kinds of writing required for graduate study, including the business memo, the business letter, and the research article summary. Students learn the basics of oral presentations and deliver two presentations, one individually and one as part of a group. The course instructor assesses student writing skills and provides individual coaching in grammar and style-related issues. The course also introduces students to the basics of documentation and citation required in all graduate coursework.

Offered at Grad

4.5 Quarter Credit Hours

EVNT6000 Event Leadership and Planning

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.

Prerequisite(s): FISV5600 and completion of required prerequisite and foundation courses.

Offered at Grad

4.5 Quarter Credit Hours

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(s): Completion of required prerequisite and foundation courses.

Offered at Grad

4.5 Quarter Credit Hours

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 the financial management course.

Offered at Grad

4.5 Quarter Credit Hours

FISV5526 Financial Reporting and Control

This course offers students a practical approach to understanding financial reporting. Students learn the requirements of generally accepted accounting principles 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(s): FISV5600.

Offered at Grad

4.5 Quarter Credit Hours

FISV5600 Financial Management

This course provides 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 are discussed throughout the course.

Prerequisite(s): Completion of foundation courses.

Offered at Grad

4.5 Quarter Credit Hours

FISV6020 Tax Planning for the Financial Manager

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. The student explores 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 on effective planning in the overall financial scheme.

Prerequisite(s): FISV5600.

Offered at Grad

4.5 Quarter Credit Hours

FISV6050 Strategic Financial Planning

This course offers students a practical approach to understanding the budgeting process. Students are exposed to the complete cycle of budgeting, from understanding the strategic plan that initiates the budget process to auditing the results. Students see the interrelating components of the operational budget to the capital budget and how these build to the cash flow budget. Students are 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 apply research techniques in coordinating a comprehensive strategic plan with a particular industry.

Prerequisite(s): FISV5526.

Offered at Grad

4.5 Quarter Credit Hours

FISV6056 Fundamentals of Investment and Portfolio Management

This course introduces student to the fundamentals of investment and portfolio management. It focuses the student's attention on the impact that 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. Students 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(s): FISV5600.

Offered at Grad

4.5 Quarter Credit Hours

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(s): FISV5600.

Offered at Grad

4.5 Quarter Credit Hours

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(s): Varies, depending on course content.

Offered at Grad

4.5 Quarter Credit Hours

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.

Prerequisite(s): Completion of a minimum of 45 credits by the commencement of the internship and a minimum of a 3.

Offered at Grad

4.5 Quarter Credit Hours

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(s): MKT5500.

Offered at Grad

4.5 Quarter Credit Hours

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(s): RSCH5500.

Offered at Grad

4.5 Quarter Credit Hours

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(s): RSCH5500.

Offered at Grad

4.5 Quarter Credit Hours

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(s): ECON5000.

Offered at Grad

4.5 Quarter Credit Hours

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 exposes students as managers to a broad spectrum of business negotiation issues across the board and assists 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 deals with an aspect of negotiation in depth, explains various key notions, discusses home-assigned readings, and investigates important issues that have been brought up with regard to the way prospective managers handle negotiation.

Prerequisite(s): RSCH5500, MGMT5800.

Offered at Grad

4.5 Quarter Credit Hours

IBUS6026 Emerging Economics 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.

Prerequisite(s): IBUS5511, MGMT5800.

Offered at Grad

4.5 Quarter Credit Hours

ITEC6514 Decision Support Systems

This course focuses on design, development and implementation of effective systems for meeting information needs of management decision-makers. The course explains both model-based and data-based decision support systems and their use by business managers. Decision Support Systems (DSS) are addressed at three levels: general theory, implications for DSS design, and code/rule-based development. Data mining, developing business intelligence with analytics and modeling are reviewed. Data warehousing and DSS across cultures associated with transnational systems are also addressed.

Offered at Grad

4.5 Quarter Credit Hours

ITEC6524 Enterprise Data Management

This course focuses on the problems and issues surrounding distributed data management integration and the concepts of grid computing. Also examined are management and administration of very large and /or distributed database architectures within national or international companies or organizations. Topics also include the fundamentals of business functions as they relate to enterprise data management.

Offered at Grad

4.5 Quarter Credit Hours

ITEC6534 Strategic Management of Information Technology

Strategic IT management is a multi-dimensional construct that characterizes the extent to which organizations plan, implement, and use information systems in a competitive manner. This course examines four dimensions: IT environment scanning; IT planning and control; IT acquisition and implementation; and strategic use of IT (use of IT to increase your firm's profitability). Special attention is given to the IT/IS alignment within the organization. Professional abilities and attributes of successful IT managers: knowledge, systems, strategies, and technology are also emphasized.

Offered at Grad

4.5 Quarter Credit Hours

ITEC6544 Current Trends and Issues in Information Technology

This course provides current theory, trends, and issues in the field of information technology. Global topics of infrastructure, hardware, software, security, quality control are examined. Social and cultural impacts of technology, virtual digital communication, data mining and government regulations are also considered. E-business, planning, budgeting and electronic commerce within the context of information management are also assessed. Students develop an area of interest and formulate a research proposal for further study in IT management.

Offered at Grad

4.5 Quarter Credit Hours

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.

Prerequisite(s): LAW3010, completion of required accounting prerequisite and foundation courses.

Offered at Grad

4.5 Quarter Credit Hours

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 draw meaningful and useful conclusions and learn much about a problem. Drawing existing models, theories and examples presented in class, students use the power of the personal computer for calculations.

Prerequisite(s): MATH1002.

Offered at Grad

4.5 Quarter Credit Hours

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 multi-cultural 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.

Offered at Grad

4.5 Quarter Credit Hours

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(s): MGMT5800.

Offered at Grad

4.5 Quarter Credit Hours

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(s): RSCH5500.

Offered at Grad

4.5 Quarter Credit Hours

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 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(s): MGMT5000.

Offered at Grad

4.5 Quarter Credit Hours

MGMT6000 The Leader as Coach

This is an advanced management course that enables students to gain competence in the specific techniques that effective leaders use to empower their workforce through coaching. Students 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 receive feedback on their technique. Once competence is gained in fundamental skills, students are encouraged to develop their own personal method of coaching and to adapt their style of coaching to different situations. Particular emphasis is given to dealing with cultural issues encountered when coaching a global workforce. Students conduct research through self-assessments and group projects on selected topics in coaching.

Prerequisite(s): MGMT5800, RSCH5500.

Offered at Grad

4.5 Quarter Credit Hours

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.

Prerequisite(s): MGMT5800, RSCH5500.

Offered at Grad

4.5 Quarter Credit Hours

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.

Prerequisite(s): MGMT5800, MGMT6123.

Offered at Grad

4.5 Quarter Credit Hours

MGMT6056 Contemporary Leadership Issues and Strategies

Building on concepts and skills acquired in our core leadership course (MGMT5800), this is an advanced leadership course that explores in depth the topic of how to deal with 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.

Prerequisite(s): MGMT5800, RSCH5500.

Offered at Grad

4.5 Quarter Credit Hours

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(s): MGMT6123 or permission of dean.

Offered at Grad

4.5 Quarter Credit Hours

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(s): MGMT5800.

Offered at Grad

4.5 Quarter Credit Hours

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 is 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 focus on real-world examples of strategic issues that students are likely to encounter as managers of organizational units. Tools and techniques for performing strategies analyses and stimulating innovative problem solving in a highly competitive global environment are covered in detail. Students complete a major comprehensive project that is graded collaboratively.

Prerequisite(s): All core courses.

Offered at Grad

4.5 Quarter Credit Hours

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.

Prerequisite(s): MGMT5000, RSCH5500.

Offered at Grad

4.5 Quarter Credit Hours

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 investigate the various areas of promotion, learn the skills necessary to work with an outside agency or an internal department, and analyze the major components of personal selling, advertising, sales promotion and public relations. Topics discussed include advertising objectives, budget, media strategies, client-agency relationships, and measuring advertising effectiveness.

Prerequisite(s): MRKT5500, RSCH5500.

Offered at Grad

4.5 Quarter Credit Hours

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.

Prerequisite(s): MRKT5500, RSCH5500.

Offered at Grad

4.5 Quarter Credit Hours

MRKT6035 Brand Management

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

Prerequisite(s): MRKT5500, RSCH5500.

Offered at Grad

4.5 Quarter Credit Hours

MRKT6543 Social Media & 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(s): MRKT5500.

Offered at Grad

4.5 Quarter Credit Hours

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, 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. The course provides a forum for the student to improve research and presentation skills through discussion and practical applications.

Prerequisite(s): MATH5000. (HY)

Offered at Grad

4.5 Quarter Credit Hours

RSCH6041 Special Topics in Research Methods

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.

Offered at Grad

4.5 Quarter Credit Hours

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.

Offered at Grad

4.5 Quarter Credit Hours

SPED5002 Curriculum and Methods for Exceptional Learners

This course is designed to teach participants how to develop instruction that targets the learning differences of students with exceptionalities. Participants interpret data within a problem-solving framework with the goal of enabling exceptional learners to succeed. They use curriculum-based evaluation procedures to identify important learning goals in content areas and use instructional strategies, accommodations and modifications to facilitate student learning and progress monitoring. Additionally, participants develop and interpret Individualized Education Plans (IEPs) to design explicit instruction and individualize to meet student needs.

Prerequisite(s): Successful completion of prior cohort classes.

Offered at Grad

4.5 Quarter Credit Hours

SPED5003 Understanding and Managing Behavior

This course examines the fundamentals of classroom management and student behavior that are critical to successful learning environments and social interactions. The course presents research and effective strategies for developing and maintaining appropriate standards of behavior, classroom organization, management and optimal use of learning time. Additionally, it addresses the social, emotional and behavioral aspects of working with exceptional learners. Through class work and fieldwork, a range of social, emotional, behavioral and psycho-educational theories and interventions are examined and discussed.

Prerequisite(s): Successful completion of prior cohort classes.

Offered at Grad

4.5 Quarter Credit Hours

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 Educational Plan (IEP). Additionally candidates examine current evaluative tools used in the diagnostic process. Technical principles of assessment are discussed, including such topics as validity, reliability, standardization, issues of bias and cultural awareness.

Prerequisite(s): Successful completion of prior cohort classes.

Offered at Grad

4.5 Quarter Credit Hours

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 particularly as it relates to the IEP process. Participants are taught to focus on the role of the family as addressed by IDEA, and to work through the special education processes of referrals, evaluations, IEPs, and transitions of individuals with exceptional learning needs. Participants explore and develop transition plans for students with exceptionalities. Participants learn the role of the special educator as advocate and facilitator of collaboration throughout these processes.

Prerequisite(s): Successful completion of prior cohort classes.

Offered at Grad

2.25 Quarter Credit Hours

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(s): Successful completion of prior cohort classes.

Offered at Grad

2.25 Quarter Credit Hours

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 a secondary education 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.

Prerequisite(s): Completion of all M.A.T. program courses, passing score on Content Area Exam, department permission.

Offered at Grad

3 Quarter Credit Hours

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 a secondary education 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(s): SPED6061 or concurrent.

Offered at Grad

3 Quarter Credit Hours

SPED6174 Student Teaching Special Education Elementary, Part I

Students in this course spend four 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 RIPTS and CEC Standards by producing a student teacher's portfolio. Students participate in a series of seminars directly related to their student teaching experience.

Prerequisite(s): Completion of all required program courses, passing score on Praxis II Elementary Education Content Area Exam, department permission.

Prerequisite(s): Completion of all required program courses, passing score on Praxis II Elementary Education Content Area Exam, department permission.

Offered at Grad

3 Quarter Credit Hours

SPED6274 Student Teaching Special Education Elementary, Part II

Students in this course spend four 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 RIPTS and CEC Standards by producing a student teacher's portfolio. Students participate in a series of seminars directly related to their student teaching experience.

Prerequisite(s): Completion of all required program courses, passing score on Praxis II Elementary Education Content Area Exam, department permission.

Prerequisite(s): Completion of all required program courses, passing score on Praxis II Elementary Education Content Area Exam, department permission.

Offered at Grad

3 Quarter Credit Hours

Academic Information

This section of the catalog contains important information about the academic requirements and policies of Johnson & Wales University, as well as additional educational components including experiential education and study abroad opportunities, and available honors programs and academic societies.

Class Schedules

Occasionally, make-up classes are scheduled, due to holidays or other missed days, to meet minimum classroom hour requirements. The dates of these rescheduled classes are available in jwuLink. It is possible that at times a course may not be rescheduled and the student will be responsible for all work as outlined in the syllabus. Class cancellations will be posted on the university's Info-Line (JWU-INFO) and the university line for school closings (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 Sessions

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. Additionally, doctoral program students who do not complete the dissertation in the prescribed time will be automatically registered for EDUC9011 (p. 48) Dissertation Advisement Continuation which will result in a fee being assessed each semester, including summer, until the successful completion of program requirements or an approved leave of absence is granted.

Academic Policies

This section of the catalog contains important information about the academic policies of Johnson & Wales University, the grading system and other academic requirements.

Academic Standing

A student's academic standing is based on grade point average (GPA) in conjunction with total attempted credits (including transfer credits) and is evaluated after the completion of each term of enrollment. Academic standing standards differ by program of study. Please refer to the following academic standing standards charts. If students are not in good academic standing or have questions about the requirements for graduation, they should make an appointment with an academic counselor for assistance in assessing their situation.

Students who meet the following criteria are considered to be in good academic standing:

- Undergraduate students need a minimum GPA of 2.0.
- Graduate students need a minimum GPA of 3.0.
- Doctoral students need a minimum GPA of 3.25.
- 4+1 B.S./MBA/M.S. program students need a minimum GPA of 3.0 in graduate-level coursework.

According to the following academic standing standards, students who do not satisfy good academic standing requirements will be placed on probation, suspended (undergraduate students only) or dismissed.

Academic Standing Standards: Undergraduate Day and Online Programs

First-Term Students:

Status at Start of Term	Total Credit Hours Attempted	Cumulative GPA	Status after Term Completion
Good Standing	0-higher	2.0-4.0	Good Standing
Good Standing	0-21	1.0-1.99	Probation 1st Term
Good Standing	0-21	0-.99	Suspended
Good Standing	21.1-42	1.26-1.99	Probation 1st Term
Good Standing	21.1-42	0-1.25	Suspended
Good Standing	42.1-higher	1.5-1.99	Probation 1st Term
Good Standing	42.1-higher	0-1.49	Suspended

Returning Students:

Status at Start of Term	Total Credit Hours Attempted	Cumulative GPA	Status after Term Completion
Good Standing	0-higher	2.0-4.0	Good Standing
Good Standing	0-21	1.0-1.99	Probation 1st Term
Good Standing	0-21	0-.99	Suspended
Good Standing	21.1-42	1.26-1.99	Probation 1st Term
Good Standing	21.1-42	0-1.25	Suspended
Good Standing	42.1-higher	1.5-1.99	Probation 1st Term
Good Standing	42.1-higher	0-1.49	Suspended
Probation 1st Term	0-higher	2.0-4.0	Good Standing
Probation 1st Term	0-21	1.0-1.99	Probation 2nd Term
Probation 1st Term	0-21	0-.99	Suspended
Probation 1st Term	21.1-42	1.26-1.99	Probation 2nd Term
Probation 1st Term	21.1-42	1.0-1.25	Suspended
Probation 1st Term	21.1-42	0-.99	Academic Dismissal
Probation 1st Term	42.1-higher	1.5-1.99	Probation 2nd Term
Probation 1st Term	42.1-higher	1.26-1.49	Suspended
Probation 1st Term	42.1-higher	0-1.25	Academic Dismissal
Probation 2nd Term	0-higher	2.0-4.0	Good Standing
Probation 2nd Term	0-21	1.0-1.99	Probation 3rd Term
Probation 2nd Term	0-21	0-.99	Suspended
Probation 2nd Term	21.1-42	1.26-1.99	Probation 3rd Term
Probation 2nd Term	21.1-42	1.0-1.25	Suspended
Probation 2nd Term	21.1-42	0-.99	Academic Dismissal
Probation 2nd Term	42.1-higher	1.5-1.99	Probation 3rd Term
Probation 2nd Term	42.1-higher	1.26-1.49	Suspended

Probation 2nd Term	42.1-higher	0-1.25	Academic Dismissal
Probation 3rd Term	0-higher	2.0-4.0	Good Standing
Probation 3rd Term	0-higher	1.51-1.99	Suspended
Probation 3rd Term	0-higher	0-1.50	Academic Dismissal
Academic Warning	0-higher	2.0-4.0	Good Standing
Academic Warning	0-42	1.25-1.99	Probation 1st Term
Academic Warning	0-42	0-1.24	Academic Dismissal
Academic Warning	42.1-63	1.5-1.99	Probation 1st Term
Academic Warning	42.1-63	0-1.49	Academic Dismissal
Academic Warning	63.1-84	1.75-1.99	Probation 1st Term
Academic Warning	63.1-84	0-1.74	Academic Dismissal
Academic Warning	84.1-higher	0-1.99	Academic Dismissal

Academic Standing Standards: Adult & Continuing Education

Status at Start of Term	Total Credit Hours Attempted	Cumulative GPA	Status after Term Completion
Good Standing	0-higher	2.0-4.0	Good Standing
Good Standing	0-higher	0-1.99	Probation 1st Term
Probation 1st Term	0-higher	2.0-4.0	Good Standing
Probation 1st Term	0-higher	1.25-1.99	Probation 2nd Term
Probation 1st Term	0-higher	1.0-1.24	Suspended
Probation 1st Term	0-higher	0-.99	Academic Dismissal
Probation 2nd Term	0-higher	2.0-4.0	Good Standing
Probation 2nd Term	0-higher	1.50-1.99	Probation 3rd Term
Probation 2nd Term	0-higher	1.25-1.49	Suspended
Probation 2nd Term	0-higher	0-1.24	Academic Dismissal
Probation 3rd Term	0-higher	2.0-4.0	Good Standing
Probation 3rd Term	0-higher	1.5-1.99	Suspended
Probation 3rd Term	0-higher	0-1.49	Academic Dismissal
Academic Warning	0-higher	2.0-4.0	Good Standing
Academic Warning	0-27	1.25-1.99	Probation 1st Term
Academic Warning	0-27	0-1.24	Academic Dismissal
Academic Warning	27.1-40.99	1.5-1.99	Probation 1st Term
Academic Warning	27.1-40.99	0-1.49	Academic Dismissal
Academic Warning	41-54.99	1.75-1.99	Probation 1st Term

Academic Warning	41-54.99	0-1.74	Academic Dismissal
Academic Warning	55-higher	0-1.99	Academic Dismissal

Academic Standing Standards: Graduate Programs (4+1 B.S./MBA/M.S. program students must meet these standards for the graduate-level coursework for which they are enrolled.)

Status at Start of Term	Total Credit Hours Attempted	Cumulative GPA	Status after Term Completion
Good Standing	0-higher	3.0-4.0	Good Standing
Good Standing	0-higher	2.0-2.99	Probation 1st Term
Good Standing	0-higher	0-1.99	Academic Dismissal
Probation 1st Term	0-higher	3.0-4.0	Good Standing
Probation 1st Term	0-higher	0-2.99	Academic Dismissal
Academic Warning	0-higher	3.0-4.0	Good Standing
Academic Warning	0-higher	0-2.99	Academic Dismissal

Academic Standing Standards: Doctoral Programs

Status at Start of Term	Total Credit Hours Attempted	Cumulative GPA	Status after Term Completion
Good Standing	0-higher	3.25-4.0	Good Standing
Good Standing	0-higher	0-3.24	Academic Dismissal

Note: Doctoral students will be dismissed if their GPA is less than 3.25, or when they earn a grade of F, WF or W in any course. (No classes may be repeated.)

Academic Probation

Probation may affect a student's ability to register and/or graduate. Graduate program students and 4+1 B.S./MBA/M.S. program students are allowed one term only on probation.

Academic Suspension

Suspended students may not matriculate at the university for at least one term and are expected to work on academic deficiencies. To return to the university, these students must petition the Academic Appeals Committee, providing a letter of intent and documentation of academic improvement. The committee will consider appeals that document mitigating circumstances.

Academic Dismissal

Dismissed students may no longer matriculate at the university and are expected to work on academic deficiencies. To return to the university, students may petition the Academic Appeals Committee, providing a letter of intent and documentation of academic improvement. The committee will consider appeals that document mitigating circumstances.

Academic Warning

Students who are reinstated into the university will be placed on Academic Warning. These students risk permanent dismissal from the university if they are unable to meet academic standing guidelines. The warning designation is sometimes used to override academic standing decisions at the end of the term due to mitigating circumstances.

These undergraduate students will be allowed to register for a maximum of 13.5 credits in academic classes or 15 credits in laboratory classes. In addition, these students will be required to attend a mandatory student skills strategies seminar and tutoring in identified content areas. (Failure to complete these requirements will result in immediate dismissal.)

Attendance

All students are expected to attend each meeting of every class in which they are enrolled on time. The maximum number of absences for valid reasons is based on the quarter credit hours for the course, with the exception of experiential education assignments and laboratories, which have their own

specific attendance criteria. Absences beyond the stated maximum for each course may jeopardize academic standing or financial aid.

Student Academic & Financial Services should be notified immediately of any necessary prolonged absences. The Student Handbook contains rules and policies for frequent or prolonged absences from class.

Students are expected to familiarize themselves with attendance requirements outlined in the Student Handbook. The Student Handbook can be found online at www.jwu.edu.

Course Registration

After submitting a deposit, new students are required to register for courses in jwuLink (<https://link.jwu.edu/cp/home/displaylogin>). Students can review program requirements and suggested course sequencing by utilizing Grad Planning System | GPS in jwuLink. A course registration tutorial is also available to assist students with the course registration process.

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

Credits and Grades

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.

Graduate Grading System

September 1996 to present (note: not all grades are used by all colleges or schools)

The grading system is as follows:

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
Withdrawal/Fail*	WF	0.00
Withdrawal/Pass*	WP	
Incomplete	I	
No Credit	NC (non-punitive withdrawal)	
Grade Pending	GP	
Audit	AU	
Satisfactory/Unsatisfactory	S/U	
No Grade	NG	

* after September 2011

Grade reports are viewable in jwuLink (<http://link.jwu.edu>).

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.

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 students to recover academically from poor terms and graduate within a reasonable amount of time.

Withdrawal (W), Withdrawal/Pass (WP), Withdrawal/Fail (WF)

In order to record attempted credits (including for purposes of determining satisfactory academic progress), a grade of W, WP, or WF is recorded when a student withdraws, or is withdrawn from a course with an experiential education component due to excessive absences, from a registered course after its add/drop period has ended.

A W is a punitive and failing grade issued at the instructor's discretion, and is entered permanently into the term and cumulative grade point averages. In order to qualify for a WP, the student must have an estimated grade of 70 or higher at the time of withdrawal. This grade is not entered into the term and cumulative grade point averages. If the estimated grade is below 70, the student will be issued a WF, which is entered into the term and cumulative grade point averages as a failing grade until successful completion of the course at a later date.

Incomplete (I)

Issued to students if they are unable to complete course requirements (because of authorized absences 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.

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."

Audit (AU)

An audit occurs when no academic credit is granted. This grade is not calculated into the cumulative average.

Satisfactory/Unsatisfactory (S/U)

Used for designated courses throughout the university.

No Grade (NG)

"No Grade" 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.

Full-time Status

Full-time status is determined on a term-by-term/semester-by-semester basis. Master's and doctoral program students are considered full-time if enrolled in 9 quarter credit hours per term/semester. To be eligible for federal aid, a domestic student must be enrolled in 4.5 quarter credit hours per term/semester.

MBA Prerequisites and Foundations

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 (<http://catalog.jwu.edu/programsofstudy/fullcourselisting>).

Foundation courses are graduate level courses that may be required of some students whose previous academic background does not reflect the course content described. Foundation courses with grades below a B will need to be repeated. The academic standing standards for students in foundation courses is the same as stated for students in the MBA program.

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 Quantitative Business Methods.

Students wishing to review credits for prerequisite and foundation courses must contact the director of graduate admissions prior to enrolling. Upon enrollment students must contact the respective program director/chair prior to the completion of the first term. 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 (<http://www.jwu.edu/uploadedFiles/Documents/Admissions/brochures/JWUStandardizedTestingBrochure.pdf>) for course options, policies and procedures. These options may not be exercised after the first term of enrollment in graduate school. Contact Graduate Admissions (<http://www.jwu.edu/content.aspx?ID=36586>) for more information on prerequisite and foundation courses.

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.

Repeat of Courses

Graduate students will be allowed no more than three (3) attempts to successfully complete each course (foundation courses with grades below a B are not considered successfully completed and must be repeated). Students who passed the course but wish to improve their grade may repeat the course if it is available. However, students are eligible for financial aid for only one repetition of a previously passed course. The highest grade earned will be calculated into the grade point average. When a student has repeated a course previously applied to an awarded degree, both grades will be included in the grade point average.

Required Courses

Students who do not successfully complete a course after a second attempt will be assigned an academic standing hold and will be placed on academic probation. Students who do not successfully complete the same course after a third attempt may be academically dismissed.

Students who attempt the same course three times and earn a combination of "W", "WF" and "F" grades will be assigned an academic standing hold; these students may be subject to academic dismissal if the course is not successfully completed during the next course offering.

Appeals

Appeals regarding academic dismissal can be made to the Academic Appeals Committee after one term of nonmatriculation if extenuating circumstances exist. A student may appeal only once, and the decision of the committee is final.

Concentrations

In programs of study that require a concentration, students will be given the following options in the event that they cannot successfully complete a concentration course requirement at the third attempt:

1. make an alternate concentration course selection (if available) or
2. select a new concentration to meet degree requirements.

Courses Not Required

If the attempted course is not a specific degree requirement, the student will be unable to attempt the course again. The student must then select an alternate course to meet degree requirements.

Academic Counseling

Academic counselors are available in Student Academic & Financial Services to assist students with preparation for graduation. Their goal is to assist students in evaluating, developing and maximizing their potential by providing guidance and support.

All students are encouraged to meet with an academic counselor. Students on academic probation, repeat course probation and/or satisfactory academic progress warning are required to meet with an academic counselor. Appointments are recommended.

Academic Transcripts

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

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 by the student; this is done to comply 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 in jwuLink (<http://link.jwu.edu>).

Requirements

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.S., 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). Foundation and prerequisite courses are not calculated into the graduating grade point average. Students with a cumulative GPA below 3.00 will not be in compliance with the criteria for good academic standing and may be subject to academic dismissal. In addition, doctoral program students must not receive a grade of 'F' or 'W' in a course.

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

- internship programs for academic credit
- résumé and job search workshops
- graduate-level résumé samples
- online job postings by employers looking to hire JWU students

- networking opportunities with industry professionals
- annual career fairs and events
- one-on-one career advising

For more information, visit <http://link.jwu.edu> > Careers.

Applying

JWU graduate programs attract a diverse group of motivated individuals with the potential for being successful in their chosen program. 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, Graduate Admissions takes pride in the timely processing of applications. Enrollment is limited and applicants are encouraged to submit required documents as early as possible.

Admission Requirements

Prior to being considered for admission into a JWU graduate program, the following must be submitted:

1. A completed application (<http://www.jwu.edu/content.aspx?id=53342>) 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 will consider the application and, if admissible, will offer an acceptance pending submission of required documents. A final transcript verifying completion 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 emailed or faxed to 401-598-1286. Note: Three letters are required for the doctoral program.

The minimum GPA and additional requirements for each program are noted below.

Please Note: If you do not meet the minimum GPA requirements for any graduate business programs (excluding 4 + 1) as indicated below, the Admissions Committee will give consideration for admittance to the program desired, if you provide acceptable GMAT/GRE scores.

Program Selection	Min GPA	Required Degree	Additional Requirements
MBA PROGRAMS:			
MBA - One Year Program (Summer start only)	3.0	B.S. in Business or in a Business related program (e.g. Hospitality)	A statement of purpose is required. The statement should not exceed 500 words and must be submitted in printed form.
General MBA - MBA with Hospitality concentration or MBA with Accounting concentration	2.85	Bachelor's degree in any major	A statement of purpose is required. The statement should not exceed 500 words and must be submitted in printed form.
MBA with enhanced accounting track	3.2	B.S. in Accounting	A statement of purpose is required. The statement should not exceed 500 words and must be submitted in printed form.

MBA with Information Technology concentration 3.0

B.S. in Information Technology OR a B.S. degree and five years of information technology experience. A statement of purpose is required. The statement should not exceed 500 words and must be submitted in printed form.

Programs for JWU Undergraduates:

4+1 B.S./MBA	3.5	B.S. in Business or in a Business-related program (e.g. Hospitality)	AND — Enrollment in one graduate course per term (during UG senior year) for three terms at no additional charge -- Senior status (full-time day school student) -- Grade of "B" or better in undergraduate equivalents of ALL of the following graduate foundation courses: - ECON5000 = ECON2002 or 3040 or 1901 -- FISV5000 = ACCT1002 or 1012 or 1022 -- MATH5000 = MATH2001 -- MGMT5000 = MGMT1001 or HOSP4060. A statement of purpose is required. The statement should not exceed 500 words and must be submitted in printed form.
4+1 B.S./M.S. in Criminal Justice (Fall start only)	2.85	B.S. in Criminal Justice or a Business related program (with department chair approval)	AND — Enrollment in one graduate course per term (during UG senior year) for three terms at no additional charge -- Senior status (full-time day school student) -- A statement of purpose is required. The statement should not exceed 500 words and must be submitted in printed form.

MASTER'S PROGRAMS:

M.S. in Criminal Justice Management (Fall start only)	3.0	B.S. in Criminal Justice or Business	A statement of purpose is required. The statement should not exceed 500 words and must be submitted in printed form.
M.Ed in Teaching and Learning (Fall start only)	2.75	Bachelor's degree	AND a practicing teacher with documentation of employment in a teaching situation in K-16
M.A.T. in Teacher Education (Fall start only)	2.75	Bachelor's with B or better in appropriate content course-work, dependent upon chosen concentration	— If GPA is under 3.0, submit Praxis I (or equivalent) test scores that meet current state/program requirements (minimum Praxis I scores of 179 in Reading and Math and 177 in Writing, or a minimum combined SAT score of 1150 with no score less than 530). Food Service Noncertification option applicants require a minimum Praxis I score of 170 in each section (math/reading/writing).-- Interview with M.A.T. staff, including an on-demand writing sample. -- Criminal background check as required by Rhode Island general laws.

DOCTORAL PROGRAM:

Ed.D. in Educational Leadership (Fall start only)	3.25	Master's degree in an appropriate field from an accredited institution	A statement of purpose is required. This statement should be approximately 1,500 words in printed form and also include your scholarship abilities, professional experience, career goals, learning style preferences, and potential contributions to the program. \$200 application fee; Interview with faculty panel; Official test scores (GRE or comparable exam approved by the program director).
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Please review the International Admissions Requirements (p. 55) for the MBA/M.S. program.

Document Submission Note: Mail completed documents to Alan Shawn Feinstein Graduate School, 8 Abbott Park Place, Providence, RI 02903. Transcripts and test scores must be originals or certified true copies. Certified copies of transcripts from the school are acceptable. Unofficial photocopies cannot be accepted.

Letters of recommendation and statement of purpose are not considered original documents and therefore may be emailed or faxed to 401-598-1286.

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.

Eligibility

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

Applicants to the Pre-MBA program must hold a three-year Bachelor's degree from a recognized institution.

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 (<http://catalog.jwu.edu/admissions/international/toeflrequirements>).

Application Procedure

Please refer to the International Admissions Requirements (<http://catalog.jwu.edu/admissions/international>).

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 (<http://catalog.jwu.edu/providence>).

MBA/M.S. Programs

To be considered for acceptance into the program, applicants must possess a bachelor's degree along with the minimum GPA and additional requirements (p. 53).

Transfer Credits

A candidate for a JWU MBA/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.

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 English Proficiency Requirement (<http://catalog.jwu.edu/admissions/international/toeflrequirements>) for scores required for admission.
2. Declaration of Financial Support signed by both the applicant and the sponsor
3. Certified Bank Statement within three months of submitting your application
4. Copy of the biographical section of your current passport

NOTE: Transcripts, test scores and bank statements must be originals or certified true copies and must be received in a sealed envelope. 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.

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

To be considered for acceptance into the program, applicants must possess a bachelor's degree along with the minimum GPA and additional requirements (p. 53).

Additionally, the following must be completed:

1. All course work in the areas listed below 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:

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

Food Service Education

- transcript approval by culinary academic dean

2. 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

* Due to the technical standards and requirements essential to the M.A.T. program's Food Service Education (p. 22) concentration, 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.

Ed.D. Program

Admission Requirements

To be considered for acceptance into the program, applicants must possess a bachelor's degree along with the minimum GPA and additional requirements (p. 53).

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 email 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.

Enrollment Date Change

Students wishing to change their selected date of enrollment should forward a request to Graduate Admissions 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. Please note that some programs start only once each year.

Technical Standards for MAT 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.

Learning Assessment

For annual examination schedules with examination dates and application deadlines, refer to the Graduate Standardized Testing and Prior Learning Assessment Brochure (<http://www.jwu.edu/uploadedFiles/Documents/Admissions/brochures/JWUStandardizedTestingBrochure.pdf>).

In all cases, the academic department determines policy as it relates to the testing options for each course in the department. Several options may be available to students, and it is recommended that students seek the advice of an academic counselor.

Policies for Challenge and CLEP Examinations:

1. Challenge Exams cannot be repeated if failed.
2. Students must receive a grade of 80 (B) or higher for graduate credit to be awarded.
3. CLEP Exams, if failed, can be repeated in six months.
4. The CLEP Exam requires a passing score of 56 or higher for graduate credit to be awarded.
5. CLEP Exams and Challenge Exams may not be substituted for a class previously failed or one where a withdrawal (W) or a withdrawal/fail (WF) grade has been issued. They may not be substituted for a class previously taken or a class in which the student is presently scheduled.
6. The standardized examinations mentioned above must fall within the residency requirement for each degree.
7. Application and processing fees are nonrefundable.
8. Students must present a valid picture ID when testing.

After being determined eligible to test or enroll in a seminar, students will be notified by email of the time and location of their test or seminar. For additional policies/information for Challenge and CLEP options, refer to the brochure.

Financing Your Education

This section of the catalog contains information on tuition and fees, financial policies and obligations, financial aid and payment options. There is also information on loans, grants, scholarships and work programs for eligible students depending on campus and degree program.

Graduate Tuition

The following tuition and fees schedules are effective for the 2012–2013 academic year unless noted otherwise. Tuition and fees are subject to change annually.

MBA Tuition:

\$368/quarter credit hour

Most graduate courses are 4.5 quarter credit hours at a cost of \$1,656 each. The Enhanced Accounting Track non-credit CPA review is charged at equivalent tuition rates.

Undergraduate Prerequisite Courses:

\$172/quarter credit hour

Most prerequisite courses are 4.5 quarter credit hours at a cost of \$774 each.

Pre-MBA Program:

Tuition (for one term) \$5,911

\$328/quarter credit hour

Orientation Fee \$300

English as a Second Language (ESL):

Tuition (for one term) \$5,911

Orientation Fee \$300

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

\$354/quarter credit hour

Most graduate courses are 4.5 quarter credit hours at a cost of \$1,593 each.

Ed.D. Tuition

\$715/quarter credit hour

Doctoral courses are 6 semester credit hours at a cost of \$4,293 each.

Fees

Ed.D. Application Fee: \$200

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

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: \$1,344/semester

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

Medical Health Coverage While Enrolled \$1,089

All registered, undergraduate day students, both domestic and international, and all international graduate and doctoral students attending Johnson & Wales University are required to have health insurance coverage that is accepted in the United States. If students have health insurance coverage through another means (i.e. parent's health insurance or an employer program) they do not have to enroll in the Johnson & Wales student health insurance plan. They can opt out of/waive the university plan by submitting the online waiver form to demonstrate evidence of coverage. A new waiver form must be submitted each academic year. Students who are required to have health insurance and do not waive the Johnson & Wales University plan will be charged for it. The cost for the Johnson & Wales student health insurance is \$1,089 for an academic year. Details of the plan, including the full brochure and benefit flyer, can be found on the Health Services (<http://www.jwu.edu/content.aspx?id=10320>) page of the JWU website.

Books, Supplies and Transportation Costs

The cost of books and supplies is approximately \$600 per academic term. The cost of transportation is approximately \$333 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.

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. The September 2012 payment due date is August 10, 2012 for domestic students and August 24, 2012 for international students.

Term Payments

Students may choose to make three payments a year, which are payable by the published due date each term. The September 2012 payment due date is August 10, 2012 for domestic students and August 24, 2012 for international students.

Monthly Payments

Students may choose to pay the annual amount due in convenient monthly payments. This option is available through Tuition Management Systems (TMS) (<https://www.afford.com>). There is an enrollment fee to participate. Most plans are essentially interest free, but some accounts may incur late fees, reinstatement fees or other fees. Students interested in this option must contract with TMS and pay the first payment, in addition to the enrollment fee, by the published due date of August 10, 2012 for domestic students and August 24, 2012 for International students.

All Johnson & Wales University students must fulfill their financial obligations to the university by the published due date of August 10, 2012 for domestic students and August 24, 2012 for international students (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 Academic & Financial Services using a combination of the above options.

Ed.D. Program Semesters

Doctoral 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. The September 2012 payment due date is August 10, 2012.

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. The distribution formula for refunds 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, Dissertation Advisement Fee and orientation fee. Merit scholarships and institutional aid are defined as any source of funding from Johnson & Wales University. 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.

Unofficial Withdrawal Policy

The federal regulations require that students who begin attendance but fail to earn a passing grade in at least one course in any term and who does not officially withdraw shall be considered as having unofficially withdrawn from the university unless the university can document that the student completed at least 60 percent of the period of enrollment and earned the grade of "F." A student must be engaged in academically related activities beyond the 60 percent of the enrollment period in order to retain eligibility for federal, institutional, and external financial aid. If a student was not engaged in an academically related activities beyond the 60 percent, they will be assigned a withdrawal date based on the last date of an academically related activity. All other instances when a student withdraws without providing official notification will be the 60 percent point of the period of enrollment, as applicable. A student who does not earn at least one passing grade during a term for which federal funds were disbursed will have a Return of Title IV Funds calculation performed to determine how much of the federal funds were earned. Unearned federal funds must be returned to the source, in most cases with a charge to the student's university account.

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 (<http://www.jwu.edu/sas>). (Select your campus and then select Forms.) 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 email 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.

Refund Policy for Georgia Residents

The following refund policy is applicable to prospective students and students attending Johnson & Wales University who are legal residents of the state of Georgia.

- An accepted applicant will receive a refund of any amount paid to the university with respect to a term if, prior to the commencement of classes for that term, he or she makes a request for a refund to Student Academic & Financial Services within three business days after making the payment.
- A student who provides official notice of withdrawal following the commencement of the academic term will receive a pro rata refund of tuition and fees* (other than the orientation fee which is used for the purposes of orientation) as follows:

Percent of total class days in the academic term elapsed prior to date of official notice of withdrawal	Refund of tuition and fees
1 day–5%	95%
6–10%	90%
11–25%	75%
26–50%	50%
More than 50%	No refund

* In the event that a refund is made under this policy, all institutional aid/scholarships for that term will be adjusted on a pro rata basis based upon the applicable refund. Official notice of withdrawal must be made by a student under this policy in person or by written notification to Student Academic & Financial Services. The date of an official notice of withdrawal is the date that it is received by Student Academic & Financial Services. Refunds are paid to students within 30 days of the official notice of withdrawal.

- In the event that the University Withdrawal Credit Policy is more favorable than this Refund Policy for Georgia Residents, the university will refund to the student the greater amount in accordance with the university Withdrawal Credit Policy.

Notice Regarding Georgia Nonpublic Postsecondary Education Commission (NPEC) Student Complaint Process

Any person/student claiming damage or loss against Johnson & Wales University may file a verified complaint with the executive director of NPEC after going through the university Complaints and Grievances process. The complaint must contain a detailed description of the claim, including dates, times, and full names of all involved. Verification means that the complaint must be signed by the student/person filing the complaint and notarized, and state that the matters set forth in the complaint are true and correct. The complaint shall be investigated by the appropriate Standards Administrator (SA) of NPEC. The SA shall attempt to resolve the complaint between the university and the student. If the complaint cannot be resolved, the SA will issue a decision and inform each party that either has a right to request a hearing in writing before the executive director of NPEC within 10 days of receipt of the SA's decision. The executive director may set a date and time for a hearing which shall be delivered to both parties by certified mail.

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 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, locally 401-598-1468 or email sfs.pvd@jwu.edu.

Federal financial aid is not available to international students. International students must provide sufficient evidence of financial support in order to receive an I-20. The university awards scholarships based on academic merit. International students can contact the EducationUSA advising center in their country to learn more about opportunities for financial assistance.

Financial Aid

Federal financial aid programs are available to U.S. citizens, permanent residents or eligible non-citizens. Students may receive assistance from loans, limited institutional aid or work programs. If eligible for any one of these, or from a combination of both, it is referred to as a financial aid package. Student eligibility for these programs is based on the student's completion and submission of the forms described in the How to Apply (p. 58) section. Since awards are not automatically renewable, the student must reapply each year.

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

How to Apply

Students interested in applying for financial aid must complete a Free Application for Federal Student Aid (<http://www.FAFSA.ed.gov>) (FAFSA). 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 standing standards (p. 48) as defined in 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.

Loans

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 (<http://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 interest on the loan is not subsidized during the student's six month grace period. The amount of the student's monthly payment will be determined based upon the amount of the student's debt and the length of the student's repayment period.

Federal Direct Unsubsidized Stafford Loan*

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

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

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.

- * 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.

Institutional Aid

The MBA/M.S. Scholarship

Each year, Graduate Admissions 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. Contact Graduate Admissions for a scholarship form.

Pre-MBA Scholarship

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.

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

Graduate Admissions 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.

Work Programs

Graduate Student Assistant Employment Program

Students enrolled in the Alan Shawn Feinstein Graduate School are eligible to apply for available positions in the Graduate Student Assistant Employment Program. The Graduate 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. Graduate 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.

Academic Progress

Satisfactory Academic Progress

To be eligible for financial aid, all students must satisfy Satisfactory Academic Progress (SAP), which is required by federal law. SAP measures a student's completion of course work toward a degree. JWU evaluates SAP at the end of each term, including summer, for each student. Students who do not meet all SAP criteria may lose their eligibility to receive all types of financial aid (e.g., federal, state, private, institutional and other aid). Students will be notified of the decision both verbally and in writing.

Maximum Time Frame Criteria

Completion of undergraduate or graduate programs cannot exceed 150 percent of the published length of the program measured in credit hours attempted as determined by the student's program requirements.

Pace Measure of Academic Progress Criteria

- Students must complete a specified percentage of all credit hours attempted, see below.
- This percentage includes all credit hours attempted regardless of whether or not financial aid was received.
- This pace measurement is calculated by dividing the cumulative number of hours that the student has successfully completed by the cumulative number of hours that the student has attempted.
- Credits attempted are defined as all classes for which a student receives a grade ("D" or better), or an F, I, W, WP, WF, NC, GP, S, U, PL, CX, NG, AU etc.
- All transfer credit hours accepted from another institution towards the student's educational program at JWU will be counted as both attempted and completed hours.
- The student's GPA and pace of completion are negatively impacted by course incompletes, withdrawals, failures or repetitions (incompletes, failures and withdrawals count in attempted credits, but not completed).

Grade Point Average Criteria

- All undergraduate and graduate students must maintain a minimum Grade Point Average (GPA).
- The student's cumulative GPA for financial aid eligibility must be calculated on all grades received.
- All students, regardless of their enrollment status (e.g., full or part time), must meet the following minimum academic standards to remain eligible for financial aid.

Program	Total Credit Hours Attempted	Minimum Cumulative Pace	Minimum Cumulative GPA
Undergraduate	0–21	45%	1.00
Undergraduate	21.1–42	50%	1.26
Undergraduate	42.1–106.9	60%	1.50
Undergraduate	107 or higher	67%	2.00
Graduate	0 or higher	67%	2.00
Doctoral	0 or higher	67%	3.25

Warning Period

Students who fail to meet SAP criteria will be placed on financial aid warning for one academic term and a hold will be placed on the student's record which will prevent them from course registration for all future terms. Students remain eligible for financial aid during the warning term. If SAP criteria are not satisfied at the end of the warning term, the student will be ineligible for financial aid. Students on warning must meet with an academic counselor to clear the hold prior to course registration, and/or to pursue an appeal. Students on warning must submit their appeal and supporting documentation before the eighth week of the warning term.

Ineligible for Financial Aid Period

Students who fail to meet SAP criteria after the warning period are ineligible for financial aid. If the student does not have an approved appeal, the student is no longer eligible for financial aid. Students may continue to take courses without financial aid to re-establish SAP standards; however, a payment plan must be established for the tuition and applicable fees associated with the course(s). Once a student is meeting JWU's minimum SAP standards, he/she may regain financial aid eligibility. Students who are interested in reestablishing aid eligibility should meet with an academic counselor to determine what they would need to do to meet JWU minimum SAP standards.

Appeal Process/Probationary Period

If extenuating circumstances impacted successful adherence to SAP criteria, the student may pursue an appeal. The appeal will require the student to indicate why he/she did not make SAP and what has changed in the student's situation that will allow the student to demonstrate SAP by the next term. Circumstances and required documentation are illustrated below. The appeal process begins with the student's academic counselor in Student Academic Services. If an academic plan can be created that allows the student to meet SAP criteria within two terms, the counselor will present it to the appeals committee. Appeals must include complete documentation and are reviewed during the warning period; incomplete appeals will be denied. Appeal decisions are final. Students will be notified of the decision both verbally and in writing. This notification will take place after final grades are reviewed for the warning period.

If an appeal is approved, the student will be placed on an Financial Aid Probation Period, which is a status assigned by JWU to a student who fails to make SAP and who has successfully appealed and has had eligibility for financial aid reinstated. To continue receiving financial aid, the student will need to satisfy both the academic plan as outlined in their appeal and the SAP criteria.

Circumstance	Required Documentation
The student's own mental or physical illness or injury or condition	Provide documentation (e.g., a physician's statement, police report or documentation from a third party professional, such as a hospital bill)
Death of a family member or significant person in the student's life	Provide a copy of a death certificate
Illness, accident or injury of a significant person in the student's life	Provide documentation (e.g., a physician's statement, police report or documentation from a third party professional such as a hospital bill) related to the individual for whom the student provided care or support
The student's own divorce or separation or the divorce or separation of the student's parent(s)	Provide an attorney's letter on a law firm's letterhead, petition for dissolution, or copy of divorce decree

Personal problems other than the student's own mental or physical illness or injury or condition with the student's spouse, family, roommate, or other significant person in the student's life

Provide a written statement from an attorney, professional advisor or other individual describing the circumstances

Natural disaster

Provide a written statement and/or supporting documentation

Military deployment

Active duty service orders

Student Services

Student Services at JWU provides professional support for students across various aspects of campus life, from academic support to meals and housing, health services, and student clubs and organizations. Click on a topic to view specific information.

Health Services

JWU maintains two Health Services (<http://www.jwu.edu/content.aspx?id=10320>) 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 health services are available to commuting students as well as to residents.

Medical Records

Prior to the first term of enrollment, the university requires all new, full-time undergraduate students — residents and commuters alike — 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, three doses of hepatitis B vaccine, and completion of the chicken pox vaccine series or proof of physician-diagnosed disease. A negative tuberculosis test or chest x-ray within the last year is required for entering students who are from highly endemic countries and have been residents of the United States for less than five years. A list of countries where tuberculosis is highly endemic is available upon request from Health Services.

The hepatitis A and meningococcal meningitis vaccinations are strongly recommended, but not required.

International Services

The main focus of International Student Services (<http://www.jwu.edu/content.aspx?id=49664>) is to help international students adhere to Department of Homeland Security regulations, maintain their student status and access all the benefits permitted by their student visa status. A variety of other programs and services have also been created to assist students from the moment they enroll in the university until the day they graduate and beyond. International Student Services offers orientation programs and cultural programming for international students and the university community. In addition, information sessions on employment, tax and other cultural adjustment issues are conducted every year.

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.

Policies

Computer and Technology Use Policy

All students are required to comply with the university's Computer and Technology Use Policy (<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 (<http://www.copyright.gov>), especially their FAQs (<http://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.

Drug and Alcohol Policy

In accordance with the Federal Drug-Free Workplace Act and Drug-Free Schools and Communities Act, Johnson & Wales University prohibits the unlawful manufacture, distribution, dispensation, possession or use of narcotics, drugs, other controlled substances or alcohol at the workplace and in the educational setting. Possession or use of alcoholic beverages anywhere on university premises is prohibited except for lawful use at events, operations or programs sanctioned by university officials. Unlawful for these purposes means in violation of federal, state or local statutes, regulations or ordinances. Workplace is defined as either university premises or any place where university business is conducted away from university premises. Educational setting includes both university premises and approved educational sites off campus. Possession or use of illegal drugs, narcotics or drug paraphernalia is absolutely forbidden.

Johnson & Wales is not, and cannot be considered, a protector or sanctuary from the existing laws of the city, state and federal governments. To review the university's Drug and Alcohol Policy, please see the Student Handbook available at www.jwu.edu.

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.

Safety & Security

Campus Safety & Security (<http://www.jwu.edu/providence/safety>) is responsible for the enforcement of school policies, security on campus, and providing public safety service for the university's students, faculty and staff. In addition, Emergency Management provides policy input, planning, exercises and guidance to improve response capabilities in the event of a campus or university emergency. Johnson & Wales University's Providence Campus & Security is accredited by the International Association of Campus Law Enforcement Administrators Commission.

Incidents of an emergency nature should be reported to the Providence Police at 911, followed by contacting Campus Safety & Security at extension 1103 from a university phone or 401-598-1103 from a non-university phone. Campus Safety & Security issues timely alerts to the campus community, and when necessary, has the ability to issue these timely alerts via an emergency notification mass-messaging system.

Students are encouraged to take advantage of the services and programs listed on our website.

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 policies 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 Campus Safety & Security in person or online (<http://www.jwu.edu/providence/safety>).

The university maintains a log of all fires that occur in on-campus housing, and a daily log of all reported crimes.

Students with Disabilities

JWU 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 (p. 56) 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.

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
- Audio/tape Recording in Class
- Voice recognition software
- Digital Texts
- Classroom Relocation
- Housing Accommodations
- Medically Excused Absences
- Reader or Scribe
- Assistive Technology

For further information regarding available reasonable accommodations and the accommodations procedure, please see the Academic Support (<http://www.jwu.edu/content.aspx?id=278>) section of the Providence Campus website or call the Center for Academic Support at 401-598-4689.

Information regarding the Accommodation of Food Allergies for Students in the College of Culinary Arts and The Hospitality College

Food allergies can be life-threatening. According to the Centers for Disease Control and Prevention, food allergies cause 30,000 cases of anaphylaxis, 2,000 hospitalizations, and 150 deaths annually.

Please note that the common food allergens (cow's milk, egg, peanut, tree nuts, fish, shellfish, soybeans, and wheat, as well as less common food allergens) are used regularly in the university's curriculum in the College of Culinary Arts and The Hospitality College.

The College of Culinary Arts and The Hospitality College have technical standards (<http://catalog.jwu.edu/admissions/technicalstandards>) that must be met for participation in their academic programs. All College of Culinary Arts programs and some Hospitality College programs include the requirement that the student, with or without reasonable accommodations, must be able to safely and effectively test and evaluate the taste, appearance, texture and aroma of food and beverage products and maneuver in professional or commercial kitchens, dining rooms and related facilities. If you are an applicant with a food allergy who has been accepted for admission to JWU who intends to pursue studies in the College of Culinary Arts or The Hospitality College, we strongly urge you to call or visit the Center for Academic Support (401-598-4689) prior to attending your first class to discuss any reasonable accommodations that might be available to you during your academic studies. While the university will provide reasonable accommodations in compliance with applicable law, the university cannot guarantee it will be able to meet all requests for accommodations or remove all allergens from its curriculum.

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