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DESIGN OF GRADUATE PROGRAM HOME PAGE
FOR THE SCHOOL OF
FOOD, HOTEL AND TRAVEL MANAGEMENT

by

Mei-Jung Cheng

A Project submitted to the
Faculty of the School of Food, Hotel and Travel Management
at
Rochester Institute of Technology
in partial fulfillment of the requirement
of
Master of Science

Nov. 1996

ROCHESTER INSTITUTE OF TECHNOLOGY
School of Food, Hotel and Travel Management
Department of Graduate Studies

M.S. Hospitality-Tourism Management
Presentation of Thesis/Project Findings

Name: Mei-Jung Cheng Date: 11/18/96 SS#: _____

Title of Research: Design of Graduate Program Home Page for The
School of Food, Hotel and Travel Management

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DESIGN OF GRADUATE PROGRAM HOME PAGE FOR THE SCHOOL OF FOOD, HOTEL AND TRAVEL MANAGEMENT

by

Mei-Jung Cheng

ABSTRACT

The graduate program home page was designed for two target markets: potential graduate students and potential employers for our graduate students. To attract more students enrolling in the School of Food, Hotel and Travel Management (FHTM) at RIT and increase the graduate students recruited opportunity by outside company, it is necessary to let those two groups know what the school is doing and what students are learning during the academic years by simply viewing the web pages.

The graduate page design was emphasized on the functions of frames and hyperlinks because the frames are getting popular on the Internet. Further, most people are using Netscape browser instead of Mosaic because the Netscape 2.0 browser supports frames functions and the Netscape 3.0 browser offers more functions to support the frames such as the frames information, print whole screen, and frame source. The Netscape 2.01 browser was applied to view the graduate page while it was developing.

There are three frames in the graduate page. The top frame is linked to the pages under the graduate program. The left frame is designed to link to other pages outside the graduate program, such as school's homepage, faculty page, admission office, and other hospitality schools. The target frame is the primary part where all information is shown when the graduate program links to other pages.

ABSTRACT

by
Mei-Jung Cheng
(Continued)

The first view page describes the importance of hospitality program when people visit the graduate program page. Then they can be brought into the pages of three main graduate programs of FHTM by clicking the icons in the top frame. Inside those pages, program descriptions, course lists and descriptions are offers. Furthermore, people can still access the home page of FHTM and even apply for admission on line by using the icons or texts in the left frame. Besides, the home pages of several schools who have the relative department are linked such as the Cornell University, Virginia Tech, George Washington University.

Recently, the animation on the Internet is so hot that almost every home page has animation images. They bring people from plain images into the active images and make the pages more readable. Users won't feel bored while they are accessing data. Thus, it is strongly recommended to put some animation images or icons on the home page .

ACKNOWLEDGMENT

I would like to thank my parents and family for their constant support and encouragement during my study in the United States.

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CHAPTER I

INTRODUCTION

The World Wide Web is one of the fastest growing communication instruments in the world because it promises to revolutionize the way in which people publish and retrieve information. The growth rate of the Web at one time was estimated at 3000 percent per year. The growing popularity of the Web is certainly due in large part to the ease with which information can be accessed when compared to other methods available on the Internet. Furthermore, the Web is attractive because of its capability to exploit graphic images, hypertext, sound, and video in contrast to text alone. Another significant reason for the growth rate of the Web is the explosion of commercial sites, where companies and individuals promote and sell their products. Not only can companies market their products, but they also can provide access to more information for the customer. Therefore, a Web page design is important for companies, institutions, or people to introduce themselves or promote their images.

There exists a home page for School of Food, Hotel, and Travel Management (FHTM) on the World Wide Web. However, only the parts of the undergraduate program, faculty, conferences and program history have been completed. The others, such as graduate program, facilities, and alumni have not been completed and cannot be linked to other Web sites. This project was undertaken to finish the graduate program home page for the school of FHTM at Rochester Institute of Technology.

Problem Statement

Currently, several hospitality schools' home pages already exist on the Web, and many other schools' at RIT can be viewed on line. However, there is no graduate program home page in existence for the School of Food, Hotel and Travel Management at RIT, and nothing is linked to it.

Furthermore, the existent pages of FHTM have not been reorganized yet. They are not modules so that the difficulty of maintenance would be encountered in the future.

Purpose

The purpose of this project is to develop a graduate program home page for the Hospitality Department at RIT. This graduate home page will be linked to the FHTM department home page and to RIT's admissions, catalog information, other hospitality schools, and other Web sites such as hotel and restaurant associations so that people can get more information and view what our programs and other hospitality schools are doing.

The whole FHTM home pages will be reorganized after the graduate page is finished. Each part of the FHTM pages will be made as a module. Each module can be updated easily by a new one in the future.

The graduate program home page will be designed for two target markets: potential graduate students and potential employers for our graduate students.

Significance

The Web is recently becoming popular, and most people like to travel the Web to look for the newest information and view what kind of information the Web sites provide. Therefore, having a specific home page that belongs to the School of Hospitality-Tourism Management will be an easy way to promote the institution's image throughout the world and attract new students and encourage employers to recruit our school's graduates. Besides, by linking to other sites such as admissions, information catalog, and other programs, people can get through the application process, and gain more information easily and quickly.

On the other hand, once the home pages of FHTM are reorganized, the maintainer can replace the old page with the new one by simply deleting the entire directory and replacing by a new one.

Methodology

This project was to create a graduate program home page and reorganize the directories and subdirectories for school of FHTM at RIT. The data sources were from Internet searches (<http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimerAll.html>), and seminars which introduced how to create a Web site and how to scan an image and transfer it to the Web that have been produced. In addition, HTML language was used to develop home pages and hyperlink was used to link to RIT catalog and other hospitality schools' home pages.

Each category of the FHTM home pages which are alumni, conference, facility, faculty, graduate, history, images, industry, undergraduate will be

separately saved under the www directory. Therefore, nine directories will be created and every directory is a module.

A. Getting Grace Account

To be accessed by the WWW browsers, the first thing that must be obtained is a DCE/OSF/Grace account, which is a UNIX based account.

B. Learning HTML Program Language and Internet Resources

The seminars, which discussed making Web page, scanning image and linking process, were the first method used for this project. Those documents of the seminars were held at the Wallace Memorial Library at RIT. The first seminar was the "Web Page Production," which included how to produce and publish Web home pages. The second seminar was named as the "Image Preparation for Web Pages." That seminar introduced the procedure to scan images by using Photoshop or Ofoto and upload images to a Web Server by using Fetch. Issues, related to the color depth, resolution, and image size, were also covered.

The second method for learning HTML was to look at other hospitality schools' home pages and source codes such as Cornell, Michigan State, Penn State, Purdue University. Moreover, the Internet information source (http://home.netscape.com/assist/net_sites/frames.html), magazines (Net Guide, Time), and books (Special Edition Using HTML, Atlas to the World Wide Web) that addressed the evolution and production of Web pages were helpful to complete the project.

Copying For Internet Source

a. Copying Image for Mac and PC:

On Macintosh:

1. drag the image to the desktop, or mouse click on the image and do not release the mouse button a menu will appear and you can choose save this image as, or click the image and choose "save as" from the file menu.

On PC:

1. right mouse click on the image and choose "save this image as", or left mouse click on the image and choose "save as" from the file menu bar.

b. Copying Background Image For Both Mac & PC:

1. Pull down the View menu and choose the "Document Info," then all image's information will be listed.
2. Click the high light address of background image which you want to copy.
3. The images will show on the bottom. Then following the image coping steps above.

c. Copying Source Code for Both Mac and PC:

On Mac:

1. Pull down the View menu and choose the "Document Source" item.
2. The Teach Text (default setting) will be started automatically and the source code will be displayed.

3. At this moment, the source code has been loaded. Once the Teach Text is closed, the source code file will be saved on the desktop automatically.

On PC:

1. Pull down the "View" menu and choose the "Document source" item.
2. Then the source code will be shown by the Netscape.
3. Pull down the "Edit" menu and choose the "Select All" item, and then choose the "Copy" item.
5. Open the NOTEPAD, an application in windows.
6. Pull down the "Edit" menu and choose the "Paste" item on the NOTEPAD.
7. Save it

There is another easy way to copy the source code by setting the Netscape. The NOTEPAD.EXE can be set as the default for viewing the source code. After setting, the NOTEPAD will start automatically when viewing document source. The following steps are the ways to setup the Netscape for the PC.

1. Under the Netscape, pull down the Options and choose the General Preferences.
2. Click the "Apps" button on the top.
3. Click the Browse of the View Source item.
4. Choose the correct directory of the NOTEPAD.EXE in the right dialog, and find the NOTEPAD.EXE location on the left dialog.

(The location of NOTEPAD.EXE is usually under the C:\WINDOWS directory.)

5. Click the NOTEPAD.EXE on the left dialog and Click OK button or double click the NOTEPAD.EXE.
6. Then the screen is back to the General Preferences. Click OK button.
7. Pull down the "View" menu and choose "Document Source", and then the source code will be shown by the NOTEPAD.
8. Pull down the File menu and choose "Save As" to save this source code.

C. Data Collection- Graduate Information (graduate page contents)

1) Frames and Hyperlink

The data sources for frames and hyperlink were from Internet searches by entering search engines such as Info Seek, Yahoo, Excite and typing keyword such as "frame" (see Appendix A for detail of the instruction for setting frame syntax from Home Netscape) or "icon" (http://www.yahoo.com/Computers_and_Internet/Multimedia/Pictures/Clip.Art/, and <http://members.aol.com/minimouze/private/ICONS.html>), and then most relevant topics will be shown on the screen. Sometimes it is not necessary to use search engines to find a certain or famous organization such as RIT -- "http://www.rit.edu" (edu stands for education), IBM -- "http://www.ibm.com" (com stands for commercial), Xerox -- "http://www.xerox.com".

2) Directory and Subdirectory

The information for making directory and subdirectory was from the book entitled "UNIX FOR DUMMIES: Quick Reference (1994)," and "RIT HTML Tutorial: Making Web pages (1996)." Suppose that we are going to create a new directory simply by typing "mkdir directory's name," and then to get into this directory by typing "cd director's name." Then another directory called subdirectory can be created under the above directory by typing "mkdir directory' s name". (See Figure 21 where the www is a directory and images is a subdirectory of the www.)

D. Design and Layout

The first step was to create thumbnail sketches in developing image design which would picture what the image might look like. When the rough sketches were chosen, Photoshop, which is a graphic program, may be used to modify and convert image's format to JPEG or GIF format which is more popularly used for the Web. The layout and text were manipulated on UNIX system and the scanning and color sequencing were done in Photoshop and transferred into UNIX system.

E. HyperText Markup Language (HTML) Coding

HTML looks like plain text with tags attached. The tags are enclosed in angle brackets (<...>), and most tags are paired., e.g. <A> and . The former tells the Web browser to start formatting a link; the latter tells the browser that the link is complete. Also, the document is divided into two parts, the "head" and the "body" or the "head," the "frameset" and "noframes." The elements which appear in the head of document are as follows:

<HTML>	Start off all documents
<HEAD>	Defines the head of an HTML document
<ISINDEX>	Specifies index file
<NEXTID>	Sets a variable name
<LINK>	Specifies relationships to other documents
<TITLE>	The title of the document
<BASE>	Specifies the name of file in which the current document is stored.

Tags which are used for the body of document are as follows:

Heading	Used to create categories in a hierarchical fashion with biggest <H1> to smallest <H6> for emphasis
<BODY>	Defines the body of an HTML document
<A>	Anchor: Makes the text a hypertext link to another document
<P>	Paragraph: Marks ending the current paragraph and inserting a blank line
 	Forces a line break with no extra space between lines
<HR>	Horizontal Rule: A line across the screen with varying lengths and widths
<ADDRESS>	Specifies the author of a document or a means of contacting the author
<PRE>	Preformatted: text obeys the format they are written in.
< Blockquote >	Defines a section as being quoted from another source
IMG	Specifies an in-line image
List	Bulleted list of elements

List tags:

- Unordered List: each line must begin with a line tag
 < LI >, which make lists with bullets or numbers.
- Ordered List: each line must begin with a line tag < LI >.
- <DL> Definition List, which lists terms and definitions without
 bullets or numbers, usually uses the < DT > tagging pairs,
 which identify the primary text, and < DD > tagging pairs,
 which display a definition in < DL >.
- <DIR> Display a directory of items
- <MENU> Display a menu of items. (Usually headed by bullets)

Table tags: <TABLE>...</TABLE>

- <TR> Table Row: Starts each new row of data
- <TD> Table Data Cell: The data in each cell
- <TH> Table Header Cell: Identical to data cells except that text
 within is bold and centered.

Cellpadding: Specify the new number of spaces between the cells
horizontally.

Cellspacing: Indicate the spacing between the rows of cells.

Frame tags: <FRAMESET>...</FRAMESET>

- <FRAMESET> Defines the display of frames on the screen.
- <FRAME> Defines a single frame in a FRAMSET.
- <NOFRAMES> Offers the information of the wet site to users whose
 browser does not support the frame.

Physical style and logical style tags:

	Bold text
<I>	<i>Italic</i> text
<TT>	Fixed-width typewriter text
	Emphasis: displayed in <i>Italics</i>
<DFN>	Defines a word, typically <i>Italic</i>
<CITE>	Cite some material, typically displayed in <i>Italics</i>
<CODE>	Computer code, usually displayed in a monospaced font.
<KBD>	Keyboard entry, displayed in a bold fixed width font.
<SAMP>	Fixed-width computer messages font.
	Emphasize strongly in Bold.
<VAR>	A variable name

F. Output Testing

To make sure each of clickable buttons that are able to link to the right place, a final correction is necessary. People make a very direct connection between the perceived fit-and finish of home pages and the perceived reliability of the information. If they get lots of errors and cannot follow the links, they will not stick around to read the pages. Therefore, each linkable button must be tested to avoid dead ends, and the document should be read several times to proofread spelling by self and other people. If there are some parts that are not read or linked, the file that has been created in the UNIX system needs to be checked, revised, and then reloaded again. Testing is very time-consuming. However, to provide a good-quality document for readers, tests should be made. Currently, tools to validate the HTML documents are

available that will check HTML documents for errors according to the latest specification and check the links in the documents for links to nonexistent resources.

Further, it is essential to keep the pages up-to-date. They must be checked regularly for external links that do not connect, such as pages that have moved.

Scope and Limitations

This project is focused on designing, developing a graduate program home page, reorganizing home pages for school of FHTM at RIT and linking to other Web sites by hyperlink. Therefore, the graduate program listed on the page and the information it contains is limited to only those relating to the hospitality industries, and the School of Food, Hotel and Travel Management itself and RIT. The reorganization of home pages will be made by creating nine directories under the www directory. Each directory is for one category of FHTM's home page. Then the main page (index.html) of the FHTM will link to these directories.

Long-Range Consequences

The result of the project is that there will be a graduate program home page for FHTM at RIT so that everyone throughout the world can utilize it and have a better understanding of the program and its objectives.

The issues associated with quality home pages such as information accuracy and abundance mean that the home page will need to be updated and maintained frequently.

Definition of Terms

- * Hypertext The text which contains links to other texts.
- * Hypermedia A term used for hypertext which is not constrained to be text: it can include graphics, video and sound.
- * Hyperlink A method for linking to another web site.
- * HTTP (HyperText Transfer Protocol): A protocol for transmitting and receiving data on the Web.
- * HTML (HyperText Markup Language): The coding language used to create hypertext documents for use on the World Wide Web.
- * URLs (Uniform Resource Locators): The address of web pages or locations on the World Wide Web.
- * "a ref" (Anchor reference): Make links to other reference (Web sites).
- * Images Icons, or photographs.
- * tags The elements of HTML text documents that define a format and linkage within a web page.

Chapter II

Literature Review

A Beginner's Guide to HTML

An article by Nation Center for Supercomputing (April 1996) gives a profile to beginners who want to create a home page. There are some commands are used in creating home pages and linking to other documents. The chief power of HTML comes from its ability to link regions of text to another document. The browser highlights these regions to indicate that they are hypertext links. We can also use the absolute path name of the file or relative links to the current directory. How does the Web site link to specific sections in other documents? Suppose we would like to set a link from document A to a specific section in document B (Call this file documentB.html). First, we have to set a name for B like the following: `some text`; and then create the link for A like the following: `link`. If just linking to some point in the same file, we use the following expression: `link`.

Further, the article mentioned that we can use the same syntax for linking to external animation and sounds. The only difference is the file extension of the linked file.

Atlas to the World Wide Web

The Web is evolving and growing by the minute. Fifty one percentage were in the education domain (.edu), and 31% were in the commercial domain (.com). However, this data will be updated quickly because of the Web use

growing exponentially. The six primary sites or domains are as follows (Powell & Wickre, 1995):

- 1) .edu educational institutions, colleges and universities
- 2) .com commercial enterprises, such as businesses and Internet access providers
- 3) .org organizations (usually non-profit)
- 4) .net network operations
- 5) .gov government agencies
- 6) .mil military networks

Further, Powell and Wickre mention that the HTTP (Hypertext Transfer Protocol), HTML (HyperText Makeup Language), and servers such as URL need to be comprehended for creating a home page. HTML identifies how a document is structured and what its various elements are so that it can be easily transmitted and translated from server to client. *Tags* are the elements which indicate how the document is structured. These tags are used to show where an element begins or ends, to indicate what style the text is, or to put specific elements into an HTML page.

Special Edition Using HTML

This book by Savola (1995) provides a comprehensive reference and guides to developing effective Web applications using HTML and it is related tools. The majority of Internet and Web users are accessing the Net from Windows; however, this book emphasizes HTML's greatest strength: its platform-independence. Tools and procedures of Windows, Macintosh, and UNIX system users are presented as they apply. Besides, this book shows how HTML documents reach the desktop from the host server. After all, HTML is pretty useless without a distribution system.

Moreover, building well-designed Web sites is often best seen as a development process by presetting two sample applications from start to finish. Therefore, HTML is not just a programming tool; it is also an artistic expression because the text and graphic must be edited well on the Web pages.

How the Internet Works

This article is published on Time (Sep. 16, 1996 pp. 58-59) by Joe Lertola. The concepts of Computers, Browsers, Internet Backbone, and Servers are explained.

Computers:

Computers are linked to virtually any source of stored information through modems that transfer and translate data, which are images or text.

Browsers:

Browsers access stored information and offer a visual content when data are transferred from the World Wild Web.

Internet Backbone:

The internet can tie callers from around the world together via a web of data-transmission lines. This is like the phone system. On the Net, servers are linked together through telephone lines and fiber-optic cable.

Servers:

Servers ladle out data like line cooks in a cafeteria. When clients (users) type in addresses(those http://URL), browsers will connect them to the servers.

Brief History of Netscape

The "Netscape" was born in the University of Illinois dorm of Andressen in 1993. Andressen and his collaborators put the finishing touches on the Model T of Web-browsing program. This program could mix the images, text, and sound onto a "pages" that data could be viewed from anywhere in the world so they called it Mosaic. Clark, who founded the Silicon Graphics, hired Andressen and set up a shop like the Mosaic communication. After six months, the first Netscape was born.

Netscape

Netscape Navigator is a network navigator that allows retrieval and viewing of World Wide Web multimedia documents. It is compatible with NCSA Mosaic and is designed to provide the next generation of performance and ease-of-use. The documents on web servers can be read by Netscape all over the Internet. These documents include text, graphics, sound, other multimedia data, and hyperlinks to other similar documents. This browser allows the users to download and save an image, HTML source code, add bookmarks and send

messages. Netscape also has table support and in-line JPEG, GIF, and XBM image support. This tool has recently become the hottest browser.

Frames

Frames are one of the new features in Netscape Navigator 2.0. Before 2.0, the Netscape didn't support the frame's function. Thus, users who only have the frame-capable browsers (for example, the Netscape 2.0 or latter version) can access the web site which consists of frames. To benefit the unframe-capable clients, designers can design a display inside the `<NOFRAMES>` tag. The display can still have the similar result if the `<TABLE>` tag is applied, but the task in `<TABLE>` is more complicated than that in `<FRAMESET>` tag and there is no scrolling on the page. Therefore, It is better for the unframes-capable users to download a new version of Netscape Navigator 2.0 or latter.

In `<FRAMESET>`, designers can separate a page into several parts (frames) as they want. Each part (frame) can independently link to other URL and display on itself frame or a specific frame assigned by designer or new display. A frame document has no `<BODY>`. If the `<BODY>` shows up in the code then the "`< FRAMESET >`" will be ignored.

Frames consist of `< FRAMESET >` tags, `< FRAME >` tags, and Frame Documents. The `< FRAMESET >` can be nested in the `< FRAMESET >`.

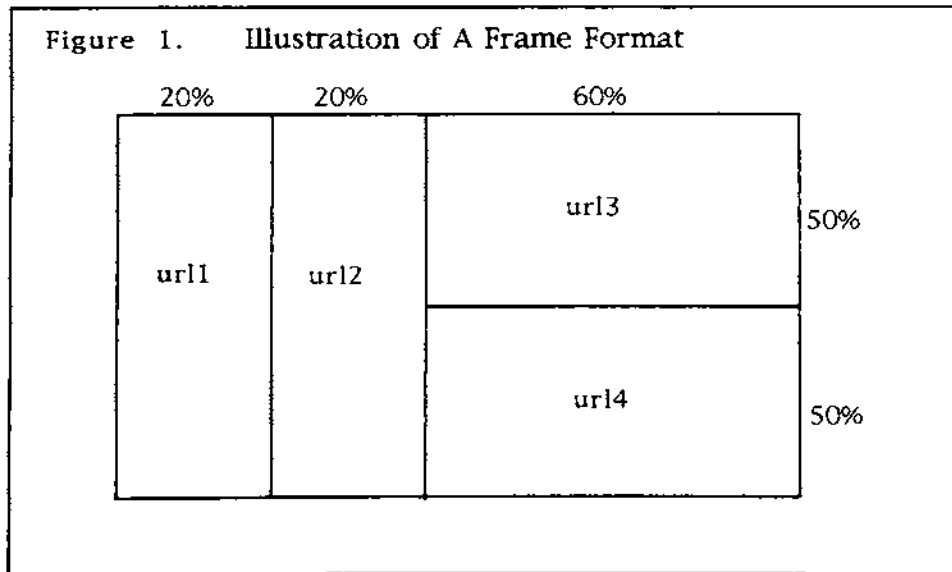
The following example is a < FRAMESET > nest structure.

Example:

```
<frameset cols="20%,20%,60%">  
  <frame src="url1" name="first_col" scrolling="auto">  
  <frame src="url2" name="second_col" scrolling="auto">  
  <frameset rows="50%, 50%">  
    <frame src="url3" name="third_col_first_row"  
scrolling="auto">  
    <frame src="url4" name="third_col_second_row"  
scrolling="auto">  
  </frameset>  
</frameset>
```

End of example

The frame format is shown in figure 1:



TABLE

The TABLE tag can be used to separate data by using the <tr> tag and <td> tag. The following example is the basic structure of TABLE. This example will give a 2*2 table.

Example:

```
<table>  
  
<tr>  
  
<td> Data 1</td>  
<td> Data 2</td>  
  
<tr>  
  
<td> Data 3</td>  
<td> Data 4</td>  
  
</table>
```

End of example

The table format is shown in figure 2.

Figure 2. Illustration of A Table Format

Data 1	Data 2
Data 3	Data 4

Photoshop

Adobe Photoshop is an image editing program that can create and produce digital images. It also can manipulate scanned photolithography, slides, and original artwork in a variety of ways. The program combines a full range of selection tools, painting and editing tools, color-correction tools, and special effect capabilities which can edit images in one of several color modes, such as rotation and filtering. The ability to work in multiple layers makes corrections easily such as changing image size and resolution. In addition, it can convert a scanned image to JPEG and GIF format compatible with the Web.

Java

Java is a language developed by Sun Microsystems which allows World Wide Web pages to contain codes that are executed on the browser. Java holds much promise for the creation of preformat, interactive, portable, network-aware applications (smiley, 1996). Using Java, developers can write custom mini-applications called Java applets. When integrated into Web pages, Java applets allow expert graphics rendering, real-time interaction with users, live information updating , and instant interaction with servers over the network. Java applets are downloadable from any server and run safely on against viruses, tampering, and other threats. Furthermore, developers can write custom Internet sites with a huge range of new functionality: animation, live updating, two-way interaction, and more, Java applets allow cross-platform programmability and can be embedded right into HTML pages (Smiley, 1996). Developing Java needs to carefully understand the balance between the time a

person has to wait for an applet to download and the perceived value received from that applet.

The Java Development Kit (JDK) is used specifically to allow people to write Java applets for use in a Java aware browser, such as Netscape Navigator.

Structuring Documents

Documents on the Web are written in a simple "markup language" called HTML. Tags are used to develop a document in HTML. Each tag has a specific purpose. Also, the image and other multimedia objects can be included in the documents. For structuring documents, first thing is to put a title header on each page. It does not need to be large and bold, as long as it is recognizable as a title, separate from the rest of the page content. The title will be appeared in the header of the browser window.

The frames function cannot be used before the Netscape Navigator 2.0 version issued. All we can do is use the typical structure. Tags are inserted into the "body." We can, however, create frames now instead of the typical one. The benefit of the frames is offer clients an index when they access the main pages. Therefore, clients can go back and forward directly and easily on the main page.

Typical Style:

An example of a title would be:

```
<HTML>
```

```
<HEAD>
```

```
<TITLE>Web Page Design</TITLE>
```

```
</HEAD>
```

```
<BODY>

<CENTER><IMG SRC="images/tiger.gif" ALIGN="BOTTOM">

<H1>Structuring Web pages</H1><P>

<UL><LI>

<A HREF="introduction.html">Introduction</A></LI></UL>

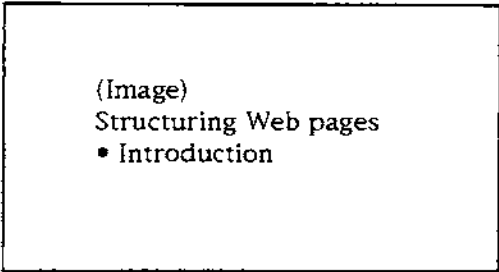
</CENTER>

</BODY>

</HTML>
```

The result of the structure is shown in figure 3.

Figure 3. Result of HTML Program



(Image)
Structuring Web pages
• Introduction

FRAMES Style:

The following structure is the simplest frame structure.

```
<html>
<head>
<title>  </title>
</head>
<frameset>
    <frame>
    <frame>
</frameset>
<noframes>
</noframes>
```

Hypertext references (HREF) are used to help the URL define where a link is pointing. This link can either be to an external file or another named anchor found within the same document and it usually appears on the server as underlined.

In addition, as a general rule of thumb, the majority of home pages are no longer than one-and-a-half screenfuls of text to avoid potential problems. If the page is too long, it may be valuable to repeat any navigational links at the bottom of this page as well as putting them at the top, to help users navigate without forcing them to always scroll to the top of the pages.

Graphics

The IMG tag has three parameters. The required parameter is SRC which specifies the name of the image source. The user can make any image a link by using a HREF tag. The other two optional parameters are ALIGN which places text around the image such as top, middle, or bottom, and ALT which specifies alternate text for a text-only browser like Lynx. The graphics cannot be seen in a text-only browser, so a word or phrase should be used to describe the image for users with character-based Web browsers.

Images can add a lot to the visual appeal and information content to a page. Not only can well-used graphics crystallize a presentation for a reader, but also provide a critical catalyst for understanding. However, each image included in a page will increase the time it takes to load that page. Therefore, keep the total size of all images used on a page to less than 30K. If the image is larger, a thumbnail of the image can be used and linked to the full-size copy.

Important UNIX Commands

The commands which are usually used for developing a home page are listed below.

ls	List all files in this directory
ll	List all files in this directory with the attributes
cp	Copy file
mkdir	Make a directory
rmdir	Remove a directory
rm	Remove a file
cd	Change the directory
pico	An application of text editor

<code>chmod</code>	Change a file or directory attribute
<code>pwd</code>	Show the current path
<code>more</code>	View a text file

Chapter III

Result and Discussion

Getting Started with Home Page Development

All HTML files of the project were edited into the grace account on the UNIX machine by using "pico" editor. If a 14.4K (or faster) modem and a phone line are available at home, a personal computer can be connected to grace by PPP, and then we can create home pages at home. This is very important for a beginner by using PPP to connect to the grace account because the following steps are working with PPP. The RIT dial-up that is available in the Information System Center (ISC) is a PPP dial-up software.

A. Developing The First Home Page

The procedures for creating the first home page are showed as follows for both PC and Mac:

1. Start the telnet and put the host name: "grace.rit.edu"
2. Login to grace
3. Type "mkdir www" at the % prompt
4. Type "ofw www" and answer "Y" or type "chmod 755 www" at the %
5. Type "cd www" at the %
6. Type "pico index.html" at the %
7. Key in the HTML Document
8. Press control-X to exit and save the file
9. Type "ofw index.html" and answer "Y" or type "chmod 644" at the %

10. Start the Netscape and put "http://www.rit.edu/~your_login_name" in the URL column.
11. Press Enter key then the Netscape will begin to display the file (index.html) which we typed just now.
12. To create another directory, just repeat the step 3 and 4 by typing "directory_name" instead of "www".
13. To create other files, just repeat the step 6 to 9 by typing "filename". instead of "index.html".

PS. All the files and directories for the home pages must be created under the "www" directory.

* `chmod 755 directory's name`

Allow members of the group and everyone to read and execute the directory (Web directories should be marked executable)

* `chmod 644 filename`

Allow the owner to read and write and members of the group and everyone to read only all the files in the current directory.

B. Upload The HTML Document To The GRACE for Both PC and Mac:

Not only can the HTML document be edited by using pico on the grace account, but also it can be done by a word processor on a personal computer at home. Files can be uploaded to the grace account when the computer at home is connected to the grace by PPP. One thing that should keep in mind is that files must be saved in text only mode. The word process always put some extra codes, which cannot be recognized by the browsers, in the files.

1) On Mac:

1. Double click the Fetch icon
2. Type "grace.rit.edu" in the host dialog
3. Type "your_login_ID" and "your_password".
5. Type the directory where the file will be uploaded or leave blank in the directory dialog
6. Click the "OK" button
7. Choose the directory after the connection is successful.
8. Click "Put file"
9. Choose the file which you want to upload and Choose the "Raw data" in the data type column.
10. Click "OK"
11. When finishing, click "Disconnect"

2) On PC :

1. Click the FTP icon
2. Put the "grace.rit.edu" on the host name column
3. Choose the UNIX standard in the Host Type dialog
4. Put the Login name on the user name column and password on the password column.
5. Type "www" in the remote directory or leave it blank.
6. Click OK.
7. Choose the directory after the connection is successful.
8. Double clicks the file or directory which would be uploaded.
9. When finishing, click "Cancel"

C. Scan Picture:

There is a scanner in the Wallace library on the second floor at RIT. When an image is scanned, the image file can be directly uploaded to grace account from the local hard drive by using "Fetch" on the very Mac machine, so a floppy disk may not be necessary . Please refer to Chapter III section B for uploading files. The following steps shown as follows are how to scan an image.

1. Click twice on the Photoshop icon.
2. Pull down the File name and choose the Acquire item and select "Scanfastic ps Apple"
3. Place image to be scanned on the flatbed scanner and close the lid.
4. Select resolution. The 72 dpi images is for the web image if the image is not needed to be modified. If a modification is needed, a higher resolution would be a good idea.
5. Click on Manual. Pick image type. (Color, Grayscale of Line Art)
6. Click Preview button to get a quick glance at scan.
7. Put cursor arrow over the Preview image. Press the mouse button and drag across the part of the image you want to scan.
8. Click the scan button.
9. Save this image into the JPEG or GIF format.
10. Use the fetch and upload the image file to grace.

D. Modify Image

Sometimes the downloaded images or the scanned images need to be modified. An image software can be applied such as the Photoshop. The Photoshop was used to modify images in the project.

1) Changing the image size and resolution:

1. Pull down the Image menu and choose the Image Size item.
2. Change the resolution to 72 dpi (dot per inch or pixels/inch) in Resolution dialog. The 72 dpi is the standard for the Web images.
3. Do not check the proportion.
4. Check the file Size
5. Change the Width and Height as we need
6. Then click OK button

2) Changing the image format to GIF:

1. Pull down the Mode menu and choose the Index Color item
2. Choose other and type 256 colors
3. Click OK button
4. Pull down the File and choose Save as item
5. Change the "Save file as format type" to "*.gif" on the left bottom column
6. Type the file name with ".gif" extension.
7. Click OK button

3) Changing the image format to JPEG or JPG:

1. Pull down the Mode menu and choose the RGB Color item
2. Pull down the File and choose Save as item
3. Change the Save file as format type to "*.jpg" on the left bottom column
4. Type the file name with ".jpg" extension.
5. Click OK button

4) Changing the image shape:

1. Choose the Marquee Tool in the Tool Box Window
2. Click option Palettes Window
3. Choose rectangular or elliptical in the Shape dialog
4. Use the Marquee Tool to select rectangular or elliptical areas by dragging around an area on the image.
5. After select the area, pull down the Edit menu and choose Copy item
6. Pull down the File menu and choose New item
7. Type the filename and click OK button
8. Pull down the Edit menu and choose Paste item
9. Then the image which is rectangular or elliptical will display on the screen

5) Feeding the Background color:

Here suppose that the background color of the "greydialogRIT.gif" will be fed to another image.

1. Pull down the File menu and choose Open item
2. Open the "greydiagRIT.gif" file which is supposed in your local hard drive. If not, you need to download it from the grace.
3. Click the Eyedropper tool in the toolbox Window
4. Move the mouse to the area where the color will be picked in the "greydiagRIT.gif" and click the mouse button for choosing the color.
5. Click the "Magic Wand Tool" in the toolbox Window
6. Move the mouse the area where the background color will be added and click the mouse button

7. Click the "PaintBuket Tool" in the toolbox Window
8. Move the mouse to the high light area which is selected by the Magic Wand Tool and click mouse button
9. The color will be filled in that area

PS. The terms of the Photoshop are shown in the Appendix B

E. Hyperlink

There are only two ways ("ftp" and "http") used for the hyperlink in this project. Both of them need the complete URL address for the local and remote connection. Then we can hyperlink to other web sites or pages. The simple path can be replaced instead of the URL if a page (html file) is in the local home page domain.

1) LOCAL

The local means that the accessed file is belonged to the same owner.

For example:

Ex1: The html file is at the same directory as the current one. The hyperlink could be like:

`Graduate Program`

Ex2: The html file is at the subdirectory of the current directory. The hyperlink could be like:

`Graduate Program`

Ex3: The html file is at the different directory from the current one. The hyperlink could be like:

`Undergraduate Program`

2) REMOTE

If the accessed files do not belong to the same owner, they are called remote access. The easy way to access those remote files is using the "http" and "ftp".

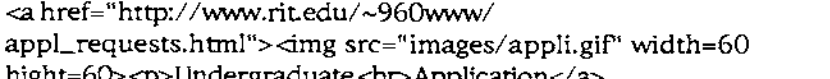
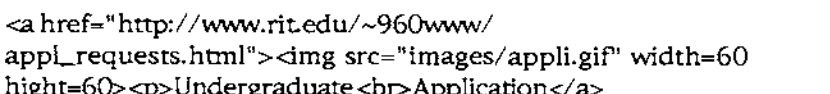
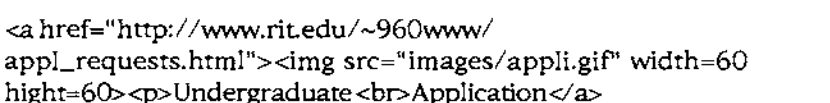
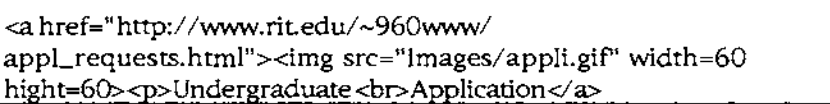
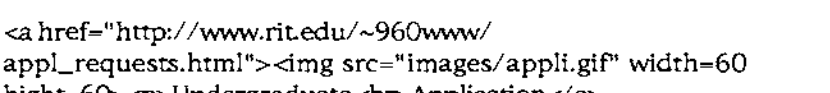
For example:

Ex1: Hyperlink to "www.rit.edu". The hyperlink could be like:

Ex2: The following statement will allow to ftp to the address

"ftp.netscape.com" It is usually used to download something from the ftp server. The hyperlink could be like:

Table 1
Hyperlink From Undergraduate Page To RIT Catalog

Academic Program	Hyperlink to RIT Catalog
Hotel & Resort Management	curriculum 
Nutrition Management	Nutrition Management Program 
Food Management	curriculum 
Food Marketing & Distribution	 
Travel & Tourism Management	 Combined with distribution and financial controls courses 

F. Printing

There is a little difference for printing frames. The steps are shown as follows.

1.) PRINT WHOLE PAGE (Mac and PC)

1. Don't click any frames when you get into the frames pages.
2. Pull down "File" menu directly and choose the "Print" item. If a "Print frame" is seen, do not choose it. Once you choose it, choose the Cancel button when the print dialog shows up.
3. Move your mouse to the frames' spacer that is used to separate the frames from each other. Click the spacer, but do not move your mouse when you press mouse key.
4. Repeat step 2.

PS. This function only works on Netscape 3.0 or later version.

2.) PRINT FRAMES (Mac and PC)

1. Click the frame which you want to print.
2. Pull down the File menu and choose the "Print frame" item.
3. Set the number of copies and click OK button.

3.) PRINT BACKGROUND (Only on Mac)

1. Pull down the File menu and choose the Page Setup.
2. Check the Print Background item.
3. Then start to print.

DEVELOPING

The source code of graduate program home page is going to be explained in this part. Figures below are abbreviated from the source codes. The detailed source codes are shown in the Appendix C. The result figures are shown in the section of the result figures (Fig 22 to Fig 44). Please refer to them.

Level 0:

Graduate Main Page- graduate.html

(Result Figure: Figure 22, Source code: Appendix C 1)

The Figure 5 is the source code of first look of graduate page. The frame's structure is defined in the graduate.html. The `<html>`, `<head>`, `</head>`, `<title>` and `</title>` are the same things that have been mentioned in chapter II. The `<frameset>` and `<frame>` are the most important commands in this project because the whole project was based on the frame's structure.

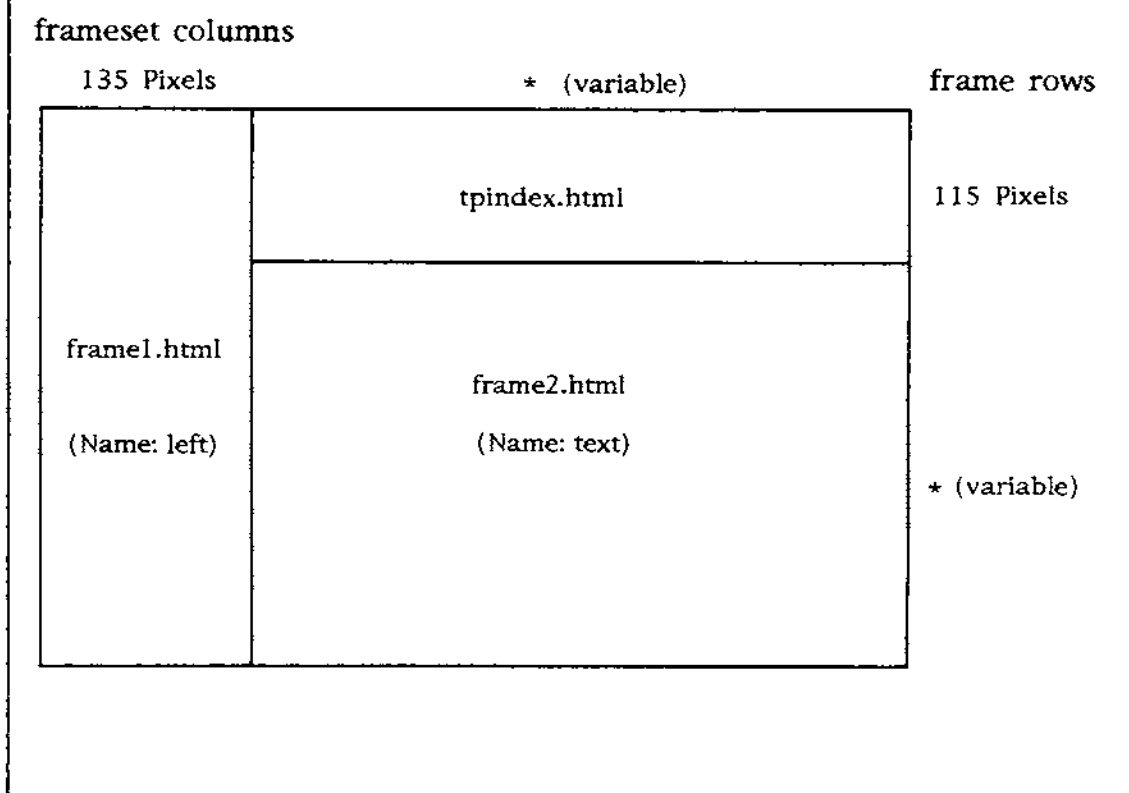
The statement, `<frameset cols="135,*">`, defines that there are two columns on this page. The width of columns is given by the `"cols="135,*"`. The width of the first column is 135 pixels and the `"*"` of second column indicates that the width of column is variable. The form, `col="20%,80%"` can be used, too. That means the width of the first column is 20% of the full screen and the second width is 80%.

The following statement in Figure 5, `<frame name="left" src="frame1.html" scrolling=auto marginwidth=5 marginheight = 10 >`, defines the name of this frame (name), the margin space between edge and content in the frame (marginwidth and marginheight), the scrolling bar (scrolling) and the source file (src) which is put inside this frame. Here the name of the frame is "left." The margin width is 5 pixels and the margin height is 10

pixels. The scrolling is in effect when the file inside the frame is larger than the defined size of the frame. There are three parameters, "auto," "yes" and "no," for the scrolling. The src="frame1.html" is the source file of the left frame. The frame1.html is saved under the same directory as the FHTM Graduate Program under the www/graduate directory.

The next statement, <frameset rows="115,*">, defines that the second column has two rows. As the <frameset> can be nested, this statement follows the first <frameset cols="135,*"> definition. Therefore, this statement means that the first row of the second column is 115 pixels and the second row of the second column is variable. The outlook of frames is shown as follows. (Figure 4):

Figure 4. Graduate Main Page



The next statement in Figure 5, <frame src="tpindex.html" scrolling=auto marginwidth=5 marginheight = 10 >, is similar to the above <frame> statement except there is no frame name for this frame, and the source file is tpindex.html.

The statement, <frame name="text" src="frame2.html" scrolling=auto marginwidth=10 margin height = 10 >, is similar to the above <frame>. Please refer to the above content.

The number of the </frameset>s should be exact the same as the number of the <frameset>s. The first </frameset> is to match the second <frameset

rows="115,*"> and the second `</frameset>` is to match the first `<frameset cols="135,*">`. Both of tags are to terminate the `<frameset>` structures.

The `<noframes>` statement is for the users whose browser does not support the frames. The `</noframes>` is to end the `<noframes>` tag. The URL of Netscape was offered in the project, so people can ftp to the Netscape and download the new version of Netscape.

Figure 5. graduate.html

```
<html>
<head>
<title>FHTM Graduate Program at RIT</title>
</head>
<body>
<frameset cols="135,*">
  <frame name="left" src="frame1.html" scrolling=auto
    marginwidth=5 marginheight=10>
    <frameset rows="115,*">
      <frame src="tpindex.html" scrolling=auto marginwidth=5
        marginheight=2>
        <frame name="text" src="frame2.html" scrolling=auto
          marginwidth=10
          marginheight=10>
      </frameset>
    </frameset>
  </frameset>
</noframes>
This part is for the un-frames-capable clients.
</noframes>
</html>
```

Left Frame -- frame1.html (Figure 23, Appendix C 2)

Let's start this page (Figure 7) after the `<body>` statement. This statement, `<table border=3>`, defines the border of this table is 3 pixels. Then the `<tr>` and `<td>` define the table row and the data item respective. There are four `<tr>`s inside the `<body>`. This means that there are four rows in the table. Then there are two `<td>`s inside each `<tr>`. Therefore, there are two data items in each row. The outlook is shown as follows. (Figure 6)

Figure 6. Left Frame

home.gif	Home
grad.gif	Graduate
teacher.gif	Faculty
appli.gif	Application
para.gif	Other Hospitality

Figure 7. frame1.html

```

<html>
<head>
<title>Frame List</title>
</head>
<body background="images/greydiagRIT.gif">
<table border=3>
<tr><td>
<a href="../index.html" target="_top">
</td>
<td><a href="../index.html" target="_top">Home</a></td>
<tr><td><a href="frame2.html" target="text">
<imgsrc="images/grad.gif"></a></td>
<td><a href="frame2.html" target="text">
Graduate<br>Program</a></td>
<tr><td><a href="../faculty/faculty.html" target="_top">
</a></td>
<td><a href="../faculty/faculty.html" target="_top">
Faculty<br>&Staff</a></td>
<tr><td>
<a href="http://www.isc.rit.edu/~960www/appl_requests.html"
target="text">
<imgsrc="images/appli.gif"></a><td>
<a href="http://www.isc.rit.edu/~960www/appl_requests.html"
target="text">Graduate<br>Application</a></td>
<tr><td><a href="other.html" target="text">
</a></td>
<td><a href="other.html" target="text">Other<br>
Hospitality<br>Schools
</a></td>
</table>
<p>
</body>
</html>

```

Each data is a hyperlink. In fact, both of the data items refer to the same URL. Doing in this way is just for the good looking in the frames. There is no special reason.

The and are used to define where the source file is going to be displayed. The first one means the

source file will be displayed on the whole screen without frames by using the "target="_top." The second one says the source file is going to be shown in the frame called "text" that is defined in the main frame.

The statement, , is to display image on the screen. The src="images/home.gif" means the source image is under the images directory.

Right Frame (target frame)-- frame2.html (Fig 24, Appendix C 3)

In this source code (Figure 8), there is nothing new, but the statement has more arguments than that before. This defines that the image of student.gif has width of 200 pixels and height of 170 pixels. Furthermore, the align=right means that the image will appear on the right side , and the text will appear on the left side.

Figure 8. frame2.html

```
<html>
<head>
<title>Graduate Program Home Page</title>
</head>
<body background="images/507.gif">
<center><h2>Welcome to the Graduate Program</h2><p>
<h2>Prepare for the world of tomorrow</h2>
</center>
<br>

The graduate program .....
from a technological university.<p>

The program strives...
in a variety of disciplines.<p><br>

<p><br>
<table border=2><tr><td>

<h4>For more information .....
to the frame above.</h4>
</table><p><br>
New update: July 15, 1996
<p><p>
</body>
</html>
```

Top Frame -- tpindex.html (Figure 25, Appendix C 4)

In this source code (Figure 9), the <td> tag is added by a width argument that defines the width of the data item is 150 pixels. There is still one thing needed to mention. It can be linked to other pages or web sites by using <a href> statement, no matter following a text or an image after that statement, such as Hospitality Management Program. Both of text (Hospitality Management Program) and image (ht_bbut1.gif) are clickable. A viewer can click either the text (Hospitality Management Program) or the image

(ht_bbut1.gif) to link to other web site. The other statements are almost the same as above html files. Please refer to them.

Figure 9. tpindex.html

```
<html>
<head>
<title>FHTM Graduate Program at RIT
</title>
</head>
<body background="images/greydiagRIT.gif">
<p>
<center>
<table border=3>
<tr><tdwidth=150><center>
<a href="hospitalitymag.html" target="text">
<br>
Hospitality<br>ManagementProgram</center></a></td>
<tdwidth=150><center>
<a href="servicemag.html" target="text">
<br>
ServiceManagement<br>Program<center></a></td>
<tdwidth=150><center>
<a href="leader.html" target="text">
<br>
ExecutiveLeader<br>Program</center></a></td>
</table>
</center>
</body>
</html>
```

Level 1:

Hospitality Page -- hospitalitymag.html

(Figure 26, Appendix C 5)

In this source code (Figure 11), the mail function is introduced by using the ``, such a ``. A mail will be sent to the address of the `MARECKI.RF@A1.RIT.EDU` by using this command. The tags for the images and mail function are inserted after the `<td>` tag. Here there were some arguments

that are cellspacing, cellpadding, and border used in the <table> command. The border defines the width of the border. The cellspacing works on the spacer between cells. Then the cellpadding defines the spacer between the data content and the edges of cells. An illustration for the arguments of table is shown in figure 10.

Table 2 E-Mail Address

Professor	E-mail Address
Dr. Francis M. Domoy	FMDISM@RITVAX.ISC.RIT.EDU
Dr. Barbra Cerio	BXCISM@RITVAX.ISC.RIT.EDU
Dr. Avid Crumb	DHCISM@RITVAX.ISC.RRIT.EDU
Dr. Elizabeth A. Kmiecinski	KMIECINSKI.EX@A1.RIT.EDU
Dr. Richard F. Marecki	MARRECKI.RF@A1.RIT.EDU
Dr Warren G. Sackler	WGSISM@RITVX.ISC.RIT.EDU
Dr Edward A. Steffens	STEFFENS.EA@A1.RIT.EDU
Dr. Edward B. Stokham	EBSISM@RITVAX.RIT.EDU
Dr. Carol B. Whitlock	WHITLOCK.CB@A1.RIT.EDU

Figure 10. Meanings of Cellpadding, Cellspacing, and Border

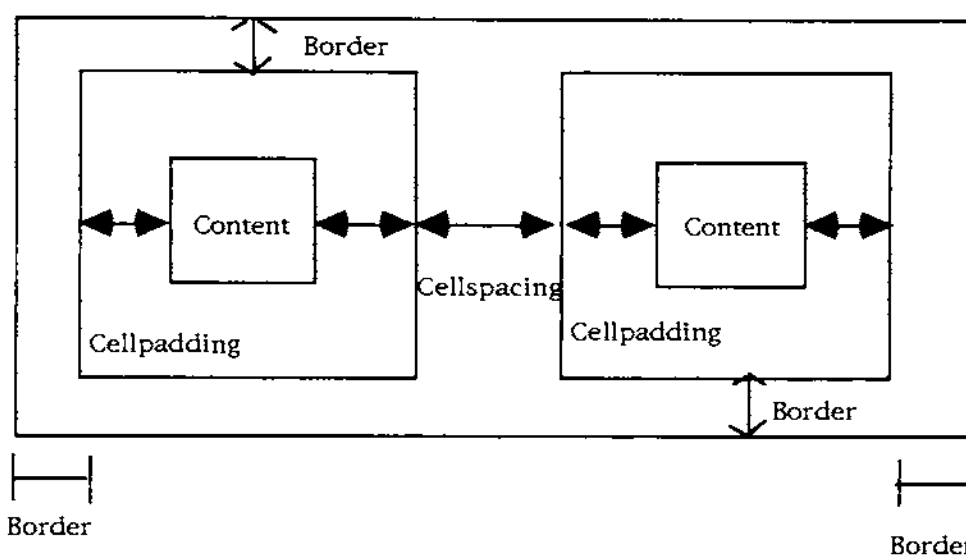


Figure 11. hospitalitymag.html

```

<html>
<head><title> Hospitality Management ...</title></head>
<body>
<br>
<center><h2>Hospitality Management MS Program at RIT
</h2></center><br>

<center><h2>Introduction</h2></center>
The MS in hospitality-tourism management.....
graduate interests. <p>
<center><table border=2>
<tr><td><h4>
<a href="mailto:MARECKI.RF@A1.RIT.EDU">
</a>
For more information about this graduate program, contact
<a href="mailto:MARECKI.RF@A1.RIT.EDU">Richard Marecki
(MARECKI.RF@A1.RIT.EDU)</a></center></h4></td>
</table></center><p><br>

<p><br>
<center>
<table border=3 cellpadding=3 cellspacing=3>
<tr><td>
<center><a href="gradcore.html"><br>Graduate Core
Courses</a></center></td>
<td><center><a href="gradelec.html"><br>
Hospitality Management Elective Courses</a></center></td>
<td><center><a href="servelec.html"><br>
Service Management Elective Courses</a></center></td>
<td><center><a href="gradarea.html"><br>Five Concentrations</a></center></td>
<td><center><a href="admrequire.html"><br>
Admission Requirements</a></center></td>
</table>
</center><p><br>
New update: July 15, 1996<p><p>
</body>
</html>

```

The Food Service Program -- [servicemag.html](#) (Figure 27, Appendix C 6),
Leader Executive Program -- [leader.html](#) (Figure 28, Appendix C 7) have the
same structures as the Hospitality Management Program. Please refer to the
above explanation.

Level 2:

Five Concentrations -- [gradarea.html](#)

(Figure 29, Appendix C 8)

There are two tables shown in Figure 14. One is 3 by 3 table (Figure 12),
and the other is 1 by 4 (Figure 13). The latter was used for linking to other
graduate program pages. Only 5 cells were used in the 3 by 3 table. The four
corners and the center of this page were created to make the outlook beautiful.
The other four cells in the middle of each side are empty inside. There were no
cellspacing, cellpadding and border size shown. The cellpadding is smaller
than the stuff we put in; however, it would be automatically adjusted.

Figure 12. Five Concentrations: 3*3 Table

<p>plate.gif</p> <p>Foodservice/ Restaurant Maanagment</p>		<p>strawcak.gif</p> <p>Nutrition/ Health Mangement</p>
	<p>drinkb.gif</p> <p>Hotel/Resort Management</p>	
<p>gradtrav.gif</p> <p>Travel and Toourism Management</p>		<p>coffee.gif</p> <p>Meeting Planning/ Conference</p>

Fig 13. Return Button: 1*4 Table

<p>tree.gif</p> <p>Graduate core Course</p>	<p>sport.gif</p> <p>Hospitality Management Elective Course</p>	<p>game.gif</p> <p>Service Management Elective Course</p>	<p>hat.gif</p> <p>Admission Requirements</p>
---	--	---	--

Figure 14. gradarea.html

```

<html>
<head>
<title>specific areas</title>
</head>
<body background="images/507.gif">
<center><h2>FiveConcentrations</h2></center><p>
<h3>There are..
field.</h3><p>
<table border=0 cellpadding=0 cellspacing=0>
<tr><td align=center>
<a href="gradfood.html"><br>
<h3>Foodservice/RestaurantManagement</h3></a><td>
<td align=center></td>
<td align=center>
<a href="gradnutri.html">
<br><h3>Nutrition/HealthManagement</h3></a><td>
<tr><td align=center></td>
<td align=center>
<a href="gradhotel.html"><br>
<h3>Hotel/ResortManagement</h3></a></td>
<tr><td align=center>
<a href="gradtravel.html">
<br><h3>TravelandTourismManagement</h3></a></td>
<td align=center></td>
<td align=center></td>
<td align=center>
<a href="gradmeet.html">
<br><h3>Meeting Planning/Conference
Management</h3></a></td>
</table><p><br>
<p><br>
<center>
<table border=3 cellpadding=3 cellspacing=3>
<tr>
<td><center><a href="gradcore.html"><br>
GraduateCoreCourses</a></center></td>
<td><center><a href="gradelec.html"><br>
Hospitality Management Elective Courses</a></center></td>
<td><center><a href="servelec.html"><br>
Service Management Elective Courses</a></center></td>
<td><center><a href="admrequire.html"><br>
Admission Requirements</a></center></td>
</table>
</center><p><br>
New update: July 15, 1996<p><p>
</body>
</html>

```


In this level, there also have the Admission Requirement -- admrequire.html (Figure 30, Appendix C 9) which is similar to the Hospitality Management Program (hospitalitymag.html) and the Other Hospitality School -- other.html (Figure 31, Appendix C 10) which table is more like the Five Concentrations -- gradarea.html (Figure 29, Appendix C 8)

Level 3:

Core Course -- gradcore.html (Figure 32, Appendix C 11)

There is only one thing new in this page (Figure 17) which is the . The is the same as before that we mentioned. The difference is the "#lable". That means that the browser will find the "label" location inside the filename and show the content of this label, such a . The browser will hyperlink to the corecourse.html first. Then it will find the location of the label "770" and show the content of "770." The label can be the number or characters, and it can be used inside the same one HTML file by using the same way, [, or simply by \[where the filename is omitted.\]\(#label\)](file_name.html#label)

The label can be set by inserting inside the HTML file. The source code of the Figure 18 is a target file of the Figure 17. The hyperlink relationship of calling files (original files) and called files (target files) are illustrated in the Figure 15 and Figure 16. How can we define a label in a file? Please refer to the explanation of Figure 18.

Fig 15. Label of Hyperlink Between The Different Files

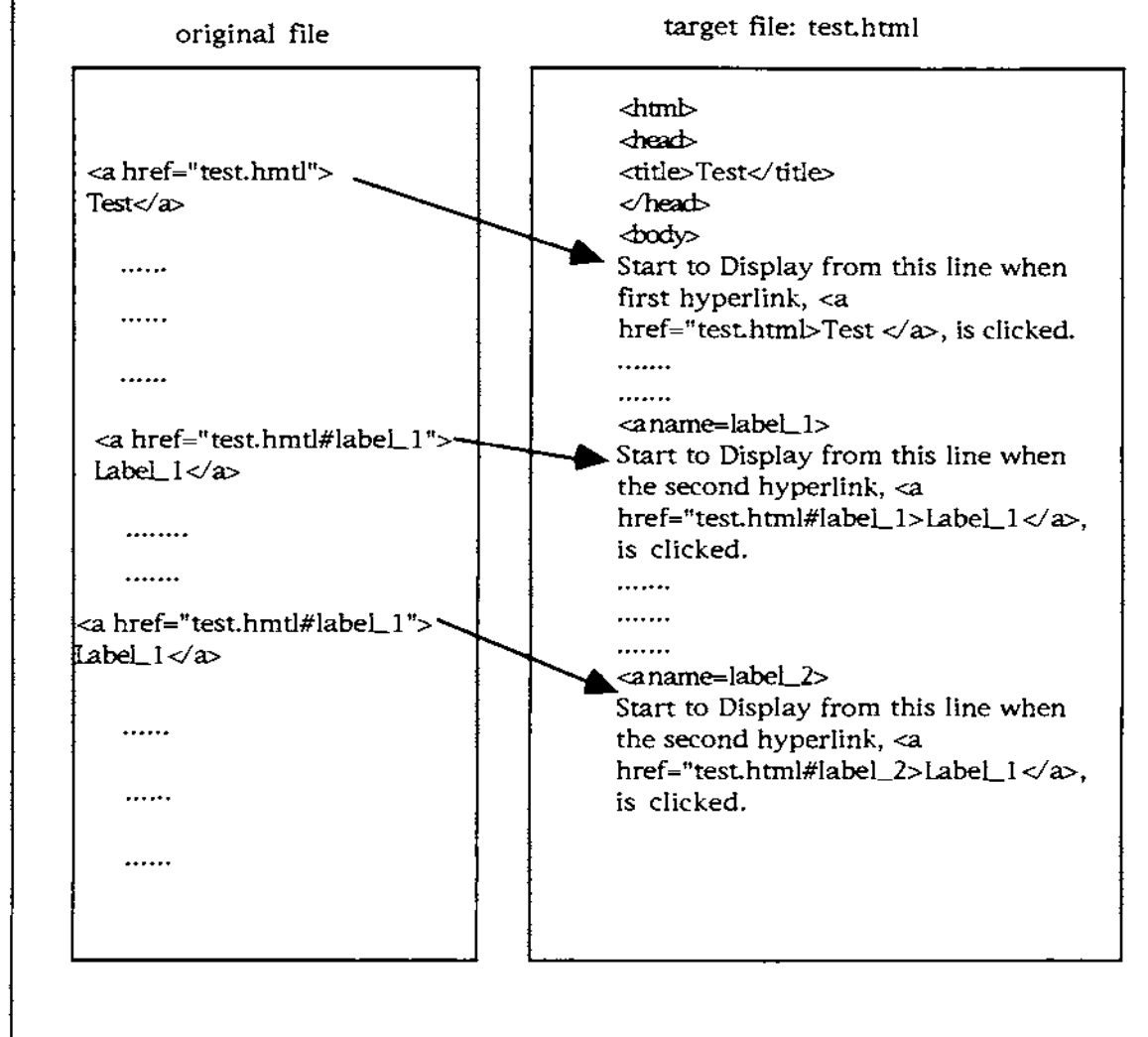


Fig 16. Label of Hyperlink In The Same File

Original file: test.html

Target file: test.html

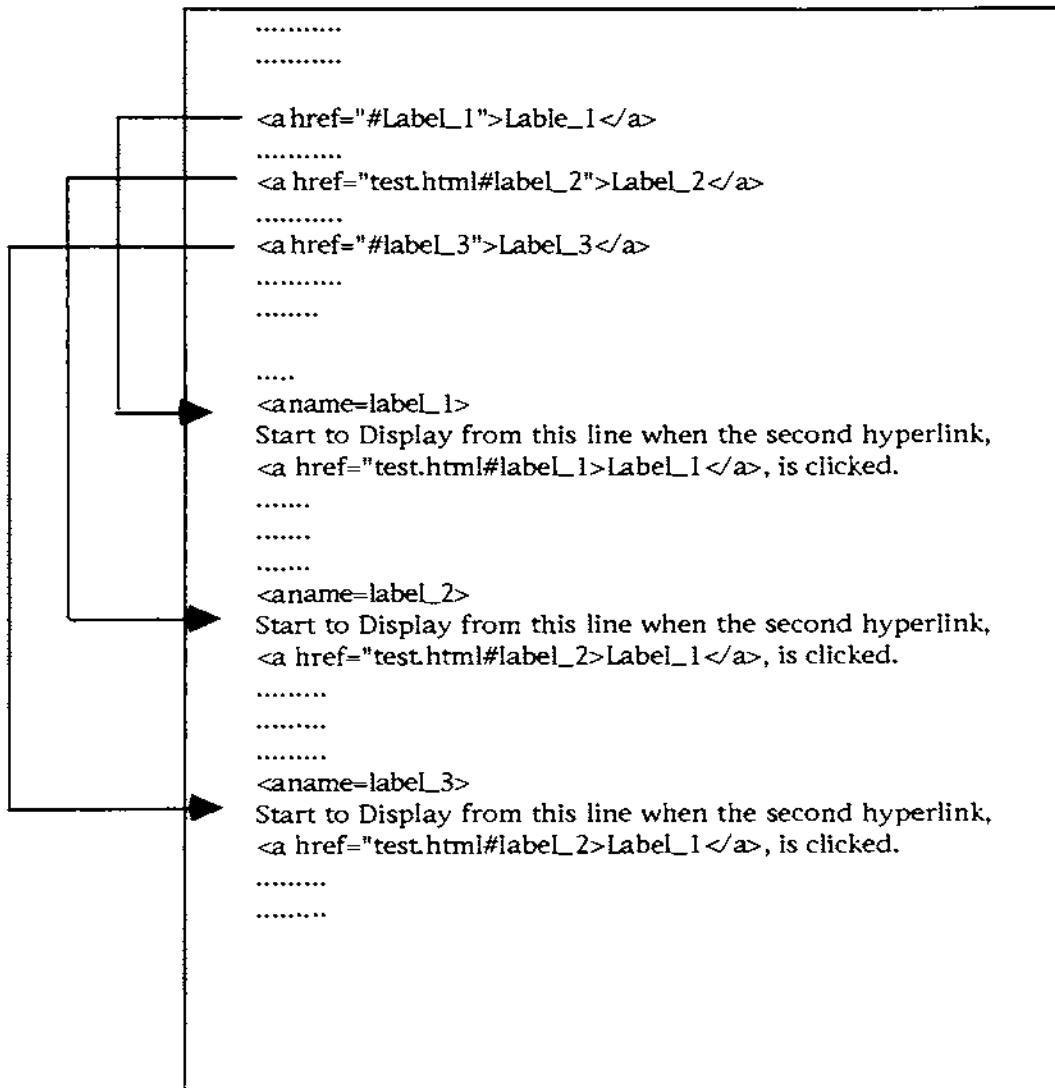


Figure 17. gradcore.html

```
<html>
<head>
<title>Graduate Core Courses</title>
</head>
<body background="images/507.gif">
<br>
<center><h2>GraduateCoreCourses</h2></center>
<a href="corecourse.html">
Element of Service Management: A Systems Approach</a><p>
<a href="corecourse.html#770">
Employee Relations & Training in Service Industries</a><p>
<a href="corecourse.html#780">
Financial Management of Hospitality-Tourism Firms</a><p>
<a href="corecourse.html#825">
Organizational Strategies of Service Approach</a><p>
<a href="corecourse.html#760">
Research Methods & Application in Service Management</a><p>
<a href="corecourse.html#775">
Introduction to Graduate Research: Thesis/Project Options</a><p><br>
<p><br>
<center>
<table border=3 cellpadding=3 cellspacing=3>
<tr><td>
<center><a href="gradelec.html"><br>
Hospitality Management Elective Courses</a></center></td>
<td><center><a href="servelec.html"><br>
Service Management Elective Courses</a></center></td>
</tr>
<tr>
<td><center><a href="gradarea.html"><br>FiveConcentrations</a></center></td>
<td><center><a href="admrequire.html"><br>
Admission Requirements</a></center></td>
</tr>
</table>
</center><p><br>
New update: July 15, 1996<p><p>
</body>
</html>
```

The Hospitality Management Elective Course -- gradelec.html (Figure 33 Appendix C 12), Five Concentration course -- gradfood.html (Figure 34, Appendix C 13), gradhotel.html (Figure 35, Appendix C 14), gradmeet.html (Figure 36, Appendix C 15), gradnutri.html (Figure 37, Appendix C 16), and gradtravel.html (Figure 38, Appendix C 17), and the Service Management

Elective Course -- servelec.html (Figure 39, Appendix C 18) pages are similar to the Core Course page -- gradcore.html (Figure 32, Appendix C-11). Please refer to it.

Level 4:

Core Course Description -- corecourse.html

(Figure 40, Appendix C 19)

There were several `` used in this page (Figure 18). When the previous page link to this file with a label, the browser will find out the location of the label that is identified by the previous page. For example, the previous page (Figure 17) has a ``. Once the client clicks that hyperlink, the browser will link to the corecourse.html (Figure 18) and find the `` location. Then display the content inside `<aname=770>`.

The Hospitality Elective Course Description -- othercourse.html (Figure 41, Appendix C 20), Service Management Elective Courses Description -- srvconcentration.html (Figure 42 Appendix C 21), and Five Concentrations Course Description- hptconcentration.html (Figure 43, Appendix C 22) are similar to the Core Course Description.

Figure 18. corecourse.html

```
<html>
<head>
<title>Course Description</title>
</head>
<body background="images/507.gif">
<center><h2>Graduate Required Core Courses</h2></center>
<dl>
<dt><h3>Elements of Service Management: A Systems Approach</h3>
<dd>General Systemthe...
service quality.
<a href="gradcore.html">
Previous (Graduate Core Courses)</a><p>
<aname="760">
<dt><h3>Research Methods & Applications in Service Management:
Measuring Customer Satisfaction</h3>
<dd>This course surveys .....
is examined.
<p></a>
<a href="gradcore.html">
Previous (Graduate Core Courses)</a><p>
<aname="770">
<dt><h3>Employee Relations & Training in Service Industries: Developing
Leadership through Teamwork</h3>
<dd>An overview .....
culture, and "moments of truth" management.
<p></a>
<a href="gradcore.html">
Previous (Graduate Core Courses)</a><p>
...
</body>
</html>
```

Level 5:

Class Project -- model.html (Figure 44, Appendix C 23)

The page of Figure 19 was designed to show an image and go back to previous page. The commands are nothing but the image and simple hyperlink.

Figure 19. model.html

```
<html>
<head>
<title>Model</title>
</head>
<body background="images/507.gif">
<center><h2><b>ExhibitingModel</b></h2><p><br>
<br>
<h3><b>ClassProjectof1996</b></h3><p><br>
<a href="hptconcentration.html#848">Previous<p></a>
</center>
</body>
</html>
```

Completion

The graduate program page was combined with the FHTM existent pages. Before the graduate program page was done, all the files were located at the "mxc3503" user directory, not at the "702www" where is the FHTM account. Therefore, the combination, re-organization, and maintenance would be under consideration.

A. Combination

The files under the mxc3503 were directly copied to the 702www on the grace. As both of mxc3503 and 702www are the grace account, the files can be copied from one to the other. The procedures are shown as follows.

1. Login to "702www"
2. Type "cd www" (Change directory to www).
3. Typed "mkdir graduate" (Make a new directory name graduate).
4. Type "cp ~mxc3503/www/*. * graduate" (Copy all files under the "mxc3503 user's www to the graduate directory under the www of 702www.")
5. Type "chmod 755 graduate" or "ofw graduate" (Open for Web).
6. Type "chmod 644 *. *" (Change all files' attributes).
7. If there still exists another directory, repeat the step 5 and 6 until all the files' and directories' attributes are changes.
8. Go to the graduate directory.
9. Type "mv index.html graduate.html" for renaming index.html to graduate.html.
10. Type "cd .." (Go up to the www directory.)
11. Type "pico index.html" (Edit the index.html)
12. Change the hyperlink of the Graduate Program to the new location by typing " Graduate Program"

B. Re-Organization Into Directories And Subdirectories

The re-organization has been done by separating files and images into nine directories. They are "alumni," "conference," "facility," "faculty," "graduate," "history," "undergrad," "industry" and "images." Before re-

organization, all files were saved into three directories, conference, images and graduate. Files arranged in that way are difficult to be located and revised because there were too many files and images mixed in the www directory and images directory. Maintainers have to waste much time to trace the source of files and images before they do something about the update and revision. Therefore, it will be a pain to debug for a new maintainer.

In addition, after re-organization, the original directory of images was still kept in the same directory, www, but only the images that belonged to the main pages were left in this "images" directory. All the others' files and images were separated into their counterpart directories. There is a directory called images under each of eight directories. Images of each category are stored in their counterparts' "images" directories. For example, the images that belong to the graduate program pages are stored in the images directory under the graduate directory. The following diagram is the structure of directories before re-organization and after that.

Figure 20. Before Re-organization

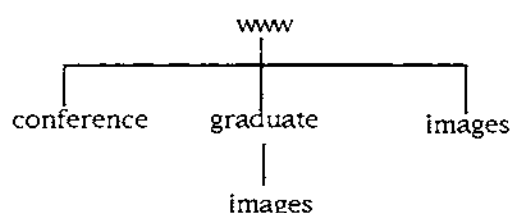
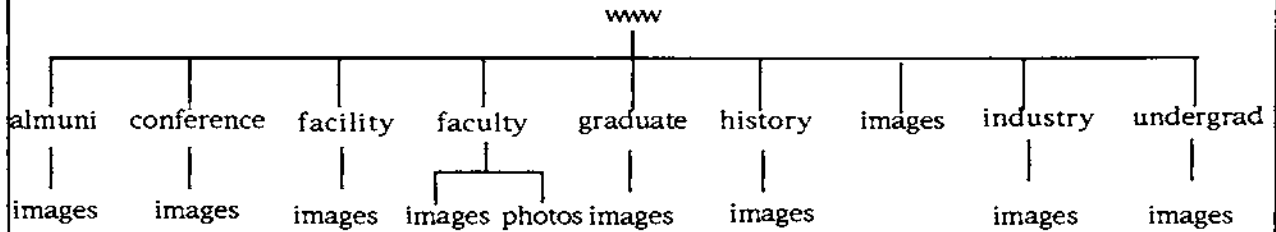


Figure 21. After Re-organization



The maintainers can easily update and revise the FHTM home pages after the re-organization. They can get into the director to update the pages or remove the entire directory, then add a brand new directory. The entire directory can be removed by typing "rm *.*" and "rmdir directory_name" instead of deleting a file one by one in the same directory. That image deletion in the same directory exists a large odd because it is easy to make a mistake by deleting some images that are used in other pages. This will endanger other pages. Therefore, encapsulating resources into a directory will be benefit for the maintenance in the future.

Table 3

The URL Of The Www Directory

Directory	URL
www	http://www.rit.edu/~702www/
alumni	http://www.rit.edu/~702www/alumni
conference	http://www.rit.edu/~702www/conference
facility	http://www.rit.edu/~702www/facility
faculty	http://www.rit.edu/~702www/faculty
graduate	http://www.rit.edu/~702www/graduate
history	http://www.rit.edu/~702www/history
images	http://www.rit.edu/~702www/images
industry	http://www.rit.edu/~702www/industry
undergrad	http://www.rit.edu/~702www/undergrad

Table 4

The URL Of The Alumni Directory

alumni Directory	URL
images	http://www.rit.edu/~702www/alumni/images

Table 5

The URL Of The Conference Directory

conference Directory	URL
conference.html	http://www.rit.edu/~702www/conference/conference.html
diet.html	http://www.rit.edu/~702www/conference/diet.html
esd.html	http://www.rit.edu/~702www/conference/esd.html
images	http://www.rit.edu/~702www/conference/images
list.html	http://www.rit.edu/~702www/conference/list.html
nra.html	http://www.rit.edu/~702www/conference/nra.html
rhma.html	http://www.rit.edu/~702www/conference/rhma.html
roch.html	http://www.rit.edu/~702www/conference/roch.html

Table 6

The URL Of The Facility Directory

facility directory	URL
images	http://www.rit.edu/~702www/facility/images

Table 7

The URL Of The Faculty Directory

faculty directory	URL
cerio.html	http://www.rit.edu/~702www/faculty/cerio.html
crumb.html	http://www.rit.edu/~702www/faculty/crumb.html
domoy.html	http://www.rit.edu/~702www/faculty/domoy.html
images	http://www.rit.edu/~702www/faculty/images
index1.html	http://www.rit.edu/~702www/faculty/index1.html
kmiecinski.html	http://www.rit.edu/~702www/faculty/kmiecinski.html
marecki.html	http://www.rit.edu/~702www/faculty/marecki.html
photos	http://www.rit.edu/~702www/faculty/photos
quinney.html	http://www.rit.edu/~702www/faculty/quinney.html
sackler.html	http://www.rit.edu/~702www/faculty/sckler.html
steffens.html	http://www.rit.edu/~702www/faculty/steffens.html
stockham.html	http://www.rit.edu/~702www/faculty/stockham.html
whitlock.html	http://www.rit.edu/~702www/faculty/whitlock.html

Table 8

The URL Of The History Directory

history directory	URL
history.html	http://www.rit.edu/~702www/history/history.html
history1.html	http://www.rit.edu/~702www/history/history1.html
images	http://www.rit.edu/~702www/history/images

Table 9

The URL Of The Graduate Directory

graduate directory	URL
admrequire.html	http://www.rit.edu/~702www/graduate/admrequire.html
corecourse.html	http://www.rit.edu/~702www/graduate/corecourse.html
frame1.html	http://www.rit.edu/~702www/graduate/frame1.html
frame2.html	http://www.rit.edu/~702www/graduate/frame2.html
gradarea.html	http://www.rit.edu/~702www/graduate/gradarea.html
gradcore.html	http://www.rit.edu/~702www/graduate/gradcore.html
gradelec.html	http://www.rit.edu/~702www/graduate/gradelec.html
gradfood.html	http://www.rit.edu/~702www/graduate/gradfood.html
gradhotel.html	http://www.rit.edu/~702www/graduate/gradhotel.html
gradmeet.html	http://www.rit.edu/~702www/graduate/gradmeet.html
gradnutri.html	http://www.rit.edu/~702www/graduate/gradnutri.html
gradtravel.html	http://www.rit.edu/~702www/graduate/gradtravel.html
graduate.html	http://www.rit.edu/~702www/graduate/graduate.html
hospitalitymang.html	http://www.rit.edu/~702www/graduate/hospitalitymang.html
hptconcentration.html	http://www.rit.edu/~702www/graduate/hptconcentration.html
images	http://www.rit.edu/~702www/graduate/images
leader.html	http://www.rit.edu/~702www/graduate/leader.html
model.html	http://www.rit.edu/~702www/graduate/model.html
other.html	http://www.rit.edu/~702www/graduate/other.html
servelec.html	http://www.rit.edu/~702www/graduate/servelec.html
servicemag.html	http://www.rit.edu/~702www/graduate/servicemag.html
srvconcentration.html	http://www.rit.edu/~702www/graduate/srvconcentration.html
tpindex.html	http://www.rit.edu/~702www/graduate/tpindex.html

Table 10

The URL Of The Industry Directory

industry directory	URL
cards.html	http://www.rit.edu/~702www/industry/cards.html
companies.html	http://www.rit.edu/~702www/industry/companies.html
coop.html	http://www.rit.edu/~702www/industry/coop.html
images	http://www.rit.edu/~702www/industry/images
industry.html	http://www.rit.edu/~702www/industry/industry.html
mileston.html	http://www.rit.edu/~702www/industry/mileston.html

Table 11






The URL Of The Undergrad Directory


undergrad directory	URL
images	http://www.rit.edu/~702www/undergrad/images
index2.html	http://www.rit.edu/~702www/undergrad/index2.html
links_con.html	http://www.rit.edu/~702www/undergrad/links_con.html
links_fm.html	http://www.rit.edu/~702www/undergrad/links_fm.html
links_food.html	http://www.rit.edu/~702www/undergrad/links_food.html
links_hotel.html	http://www.rit.edu/~702www/undergrad/links_hotel.html
links_nutrition.html	http://www.rit.edu/~702www/undergrad/links_nutrition.html
links_travel.html	http://www.rit.edu/~702www/undergrad/links_travel.html


Result


Lots of images such as icons and background were used to enrich the pages in this project. Images can catch user's visual appeal so that the users will not feel bored when they travel the pages. The result is more visual and the outlooks of the pages for the graduate program are shown as follows.

Figure 22. Graduate Main Page -- graduate.html

	Home
	Graduate Program
	Faculty & Staff
	Graduate Application
	Other Hospitality Schools


[Hospitality Management Program](#)



[Service Management Program](#)


[Executive Leader Program](#)


Welcome to the Graduate Program

Prepare for the world of tomorrow


The graduate program focuses its attention on the management interface between the customer and the corporate, government or other business entity. Problems in measuring customer satisfaction, empowering front line employees, developing a team environment, and benchmarking service processes require that employees be skilled in many different analytical techniques. RIT's program provides access to the expertise of an interdisciplinary nature from a technological university.




The program strives to advance a service management philosophy for decision making and problem solving within service industries by focusing on forces common to all service entities. It accomplishes this by stressing the fundamental uniqueness of the service process along with the broad criteria established for the Malcolm Baldrige National Quality Award. Graduates will establish proficiency in the use of various tools available for solving customer oriented service problems.



The program is designed for students with either a bachelor's degree in any of the hospitality-tourism, computer science, and business disciplines or a bachelor's degree in liberal arts and/or fine arts with experience in the service economy. Specialized programs are designed for individuals possessing baccalaureate degrees without extensive background in hospitality or service management disciplines. Credit is granted for previous career experiences. Individualized professional concentrations encourage students to enhance their knowledge by taking courses in a variety of disciplines.



**For more information about our Hospitality Management, Service Management, and Executive Leader Programs, please refer to the frame above.**


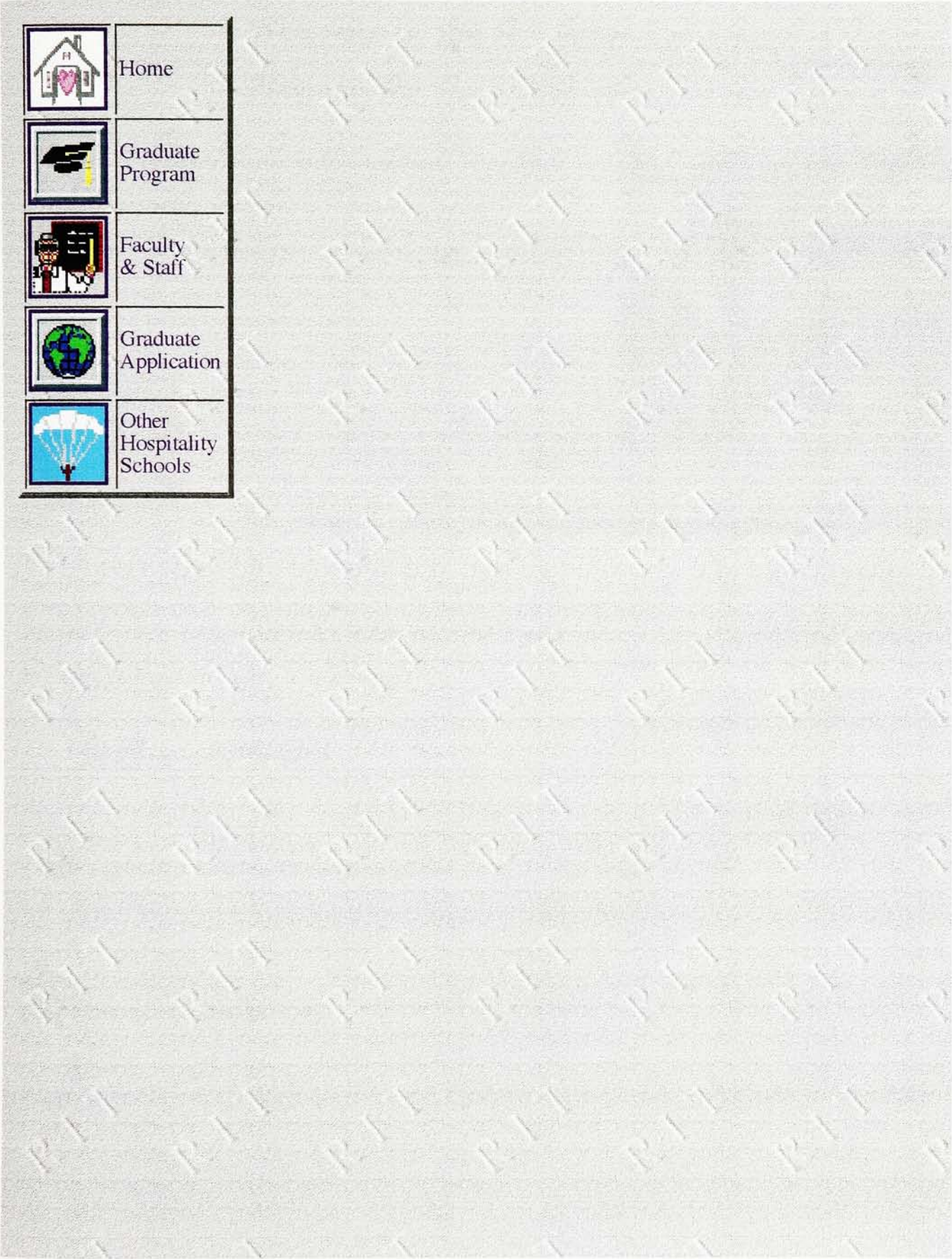
**New update: July 15, 1996**

Figure 23. Left Frame -- frame1.html



Welcome to the Graduate Program

Prepare for the world of tomorrow

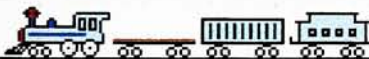
The graduate program focuses its attention on the management interface between the customer and the corporate, government or other business entity. Problems in measuring customer satisfaction, empowering front line employees, developing a team environment, and benchmarking service processes require that employees be skilled in many different analytical techniques. RIT's program provides access to the expertise of an interdisciplinary nature from a technological university.




The program strives to advance a service management philosophy for decision making and problem solving within service industries by focusing on forces common to all service entities. It accomplishes this by stressing the fundamental uniqueness of the service process along with the broad criteria established for the Malcolm Baldrige National Quality Award. Graduates will establish proficiency in the use of various tools available for solving customer oriented service problems.



The program is designed for students with either a bachelor's degree in any of the hospitality-tourism, computer science, and business disciplines or a bachelor's degree in liberal arts and/or fine arts with experience in the service economy. Specialized programs are designed for individuals possessing baccalaureate degrees without extensive background in hospitality or service management disciplines. Credit is granted for previous career experiences. Individualized professional concentrations encourage students to enhance their knowledge by taking courses in a variety of disciplines.

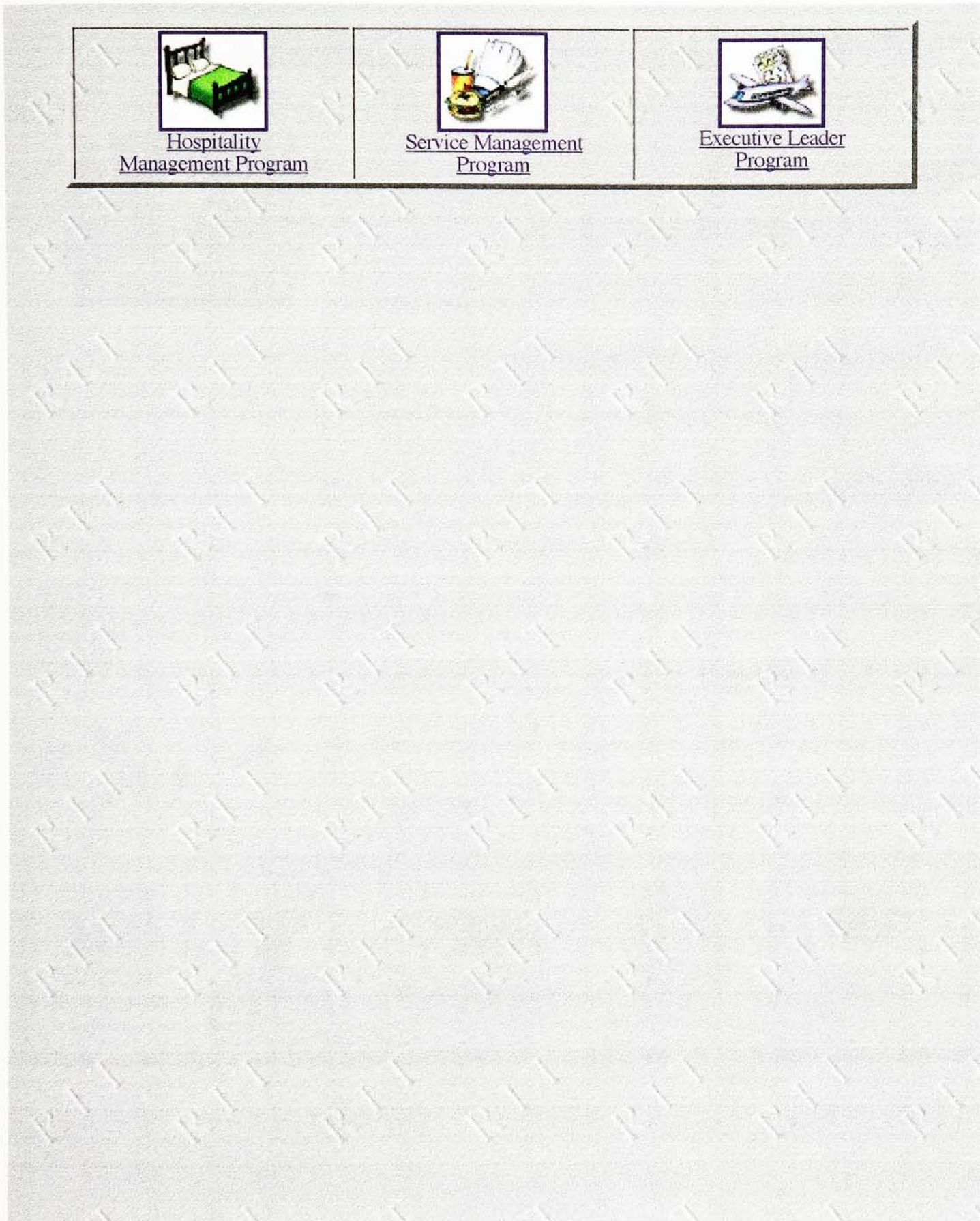


 For more information about our Hospitality Management, Service Management, and Executive Leader Programs, please refer to the frame above.



New update: July 15, 1996

Figure 25. Top Frame -- tpindex.html



Hospitality Management MS Program at RIT



Introduction

The MS in hospitality-tourism management provides the industry with trained professionals who can step into numerous mid-level service management and training director positions. The major orientation of the program is focused on service-quality training and supervision functions within the corporate setting, as well as those found at post-secondary academic institutions.

The hospitality-tourism management major may be taken as a full-or part-time master's degree program. The length of time required to earn a degree varies according to the student's undergraduate preparation and the number of graduate courses taken per quarter. All students must earn a minimum of 48 quarter hours of graduate credit (36 of which must be registered through RIT) to earn the master of science degree.

For full-time students, the program will require a minimum of four quarters of study at the graduate level. Part-time students generally will require seven or eight quarters of study at the graduate level. Course offerings are generally scheduled late in the day as well as during the summer months to facilitate part-time students. A thesis or project is required of all candidates. Thesis/project topics should be chosen which complement the candidate's undergraduate training, career experiences, and graduate interests.



For more information about this graduate program, contact [Richard Marecki](mailto:RICHARD.MARECKI@A1.RIT.EDU) (MARECKI.RF@A1.RIT.EDU)



[Graduate Core Courses](#)



[Hospitality Management Elective Courses](#)



[Service Management Elective Courses](#)



[Five Concentrations](#)



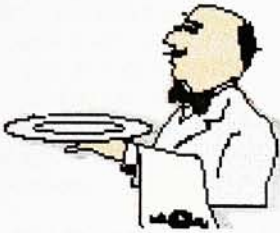
[Admission Requirements](#)



New update: July 15, 1996

Service Management MS Program at RIT

Introduction



This program fills an emerging need in the many service businesses and industries that focus on customer satisfaction. Attention is focused on the management interface between the customer and the service provider. Problems in such areas as measuring customer satisfaction, empowering front-line employees, developing a teamwork environment, benchmarking, etc. require the employer to be skilled in different analytical techniques.

The service management major may be taken as a full-or part-time master's degree program. The length of time required to earn a degree varies according to the student's undergraduate preparation and the number of graduate courses taken per quarter. All students must earn a minimum of 48 quarter hours of graduate credit (36 of which must be registered through RIT) to earn the master of science degree.

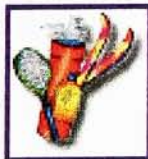
For full-time students, the program will require a minimum of four quarters of study at the graduate level. Part-time students generally will require seven or eight quarters of study at the graduate level. Course offerings are generally scheduled late in the day as well as during the summer months to facilitate part-time students. A thesis or project is required of all candidates. Thesis/project topics should be chosen which complement the candidate's undergraduate training, career experiences, and graduate interests.



For more information about this graduate program, contact **Richard Marecki** (MARECKI.RF@A1.RIT.EDU)



[Graduate Core Courses](#)



[Hospitality Management Elective Courses](#)



[Service Management Elective Courses](#)



[Five Concentrations](#)



[Admission Requirements](#)



New update: July 15, 1996

Executive Leader MS Program at RIT

This is an intensive program consisting of four two-week summer sessions and an independent research project, conducted over the span of two summers. It emphasizes the strategic dimensions of service quality, policy analysis, and executive performance within the context of the service economy. It is designed to enhance the continued life-long learning and career development of executives and mid-level hospitality professionals without disruption of employment. Graduate credit is granted for life and management experiences.



Seminar at Woodcliff Resort



Executive leader class of 1996

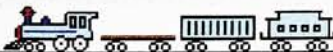
The executive leader MS program is offered to service management practitioners who have a minimum of five years' experience beyond the baccalaureate. Certification through various professional associations (such as CFE, CFP, CCM, CCTE, CHA, CTC, CTP, CMP) is accepted as documentation of professional commitment. Endorsements from senior management and administrators are preferred.



A thesis or project is required of all candidates. Thesis/project topics should be chosen which complement the candidate's undergraduate training, career experiences, and graduate interests.



For more information about this graduate program, contact **Richard Marecki** (MARECKI.RF@A1.RIT.EDU)



Graduate Core Courses



Hospitality Management Elective Courses



Service Management Elective Courses



Five Concentrations



New update: July 15, 1996

Five Concentrations

There are five professional concentrations (options) available. Each consists of an integrated series of courses that focus on the specific issues and applications within each professional field.



Foodservice/Restaurant Management



Nutrition/Health Management



Hotel/Resort Management



Travel and Tourism Management



Meeting Planning/Conference Management



Graduate Core Courses



Hospitality Management Elective Courses



Service Management Elective Courses



Admission Requirements



New update: July 15, 1996

Admission Requirements

Prior to being admitted to the master of science degree program, applicants must satisfy chairperson that their previous training, ability, practical experience, and education indicate a reasonable chance of success. The complete list of admission requirements includes:

- Graduate application
- Baccalaureate degree or equivalent from an accredited institution
- Official undergraduate transcripts
- Three professional recommendations
- An on-campus interview (when possible)
- Undergraduate GPA of 3.0 or higher (a GPA of 2.75 will be considered, given superior recommendations, GRE or MAT cores and length of time since the candidate's college graduation)
- Foundation course work with grades of 3.0 or higher (if required)
- Test of English as a Foreign Language (TOEFL) score of at least 550 for international students.



[Graduate Core Courses](#)



[Hospitality Management Elective Courses](#)



[Service Management Elective Courses](#)



[Five Concentrations](#)



New update: July 15, 1996

Other Hospitality Programs on the Internet in the USA



Cornell University



FIU (Florida International University)



GWU (The George Washington University)



Iowa State University



Michigan State University



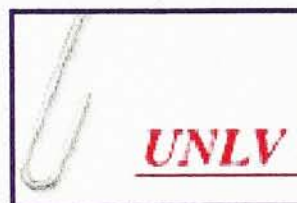
Penn State



Purdue University



University of Massachusetts-Amherst



University of Nevada Las Vegas



Virginia Polytech University

Graduate Core Courses



[Element of Service Management: A Systems Approach](#)



[Employee Relations & Training in Service Industries](#)



[Financial Management of Hospitality-Tourism Firms](#)



[Organizational Strategies of Service Approach](#)



[Research Methods & Application in Service Management](#)



[Introduction to Graduate Research: Thesis/Project Options](#)



[Hospitality Management
Elective Courses](#)



[Service Management
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[Five Concentrations](#)




[Admission
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New update: July 15, 1996


Hospitality Management Elective Courses

 [Strategic Innovation and Implementation in Hospitality-Tourism](#)

 [Planning and Marketing of Health Care Related Services](#)

 [Service Quality Management](#)

 [Restaurant Development: An Institutional Approach](#)

 [Hospitality Management: Strategic Perspectives](#)

 [Travel Marketing Systems](#)

 [Seminar: Current Issues](#)

 [Practicum in Hospitality-Tourism Training](#)

 [Hospitality Education and Training](#)



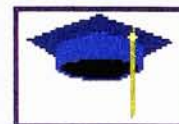
[Graduate Core Courses](#)



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[Admission Requirements](#)



New update: July 15, 1996

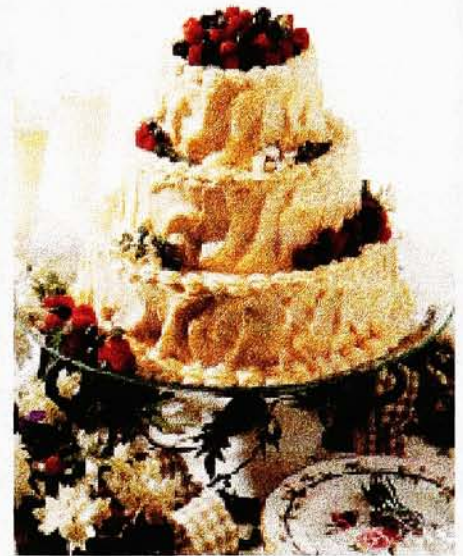
Foodservice/Restaurant Management



[Strategic Environment of the Hospitality-Tourism Industries](#)



[Perspectives on the Food Industry](#)



[Previous\(Five Concentrations\)](#)



[Nutrition/Health Management](#)



[Hotel/Resort Management](#)



[Travel and Tourism Management](#)



[Meeting Planning/Conference Management](#)



New update: July 15, 1996

Hotel/Resort Management



[Hospitality Resource Management](#)



[Previous\(Five Concentrations\)](#)



[Foodservice/
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[Travel and
Tourism
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[Meeting
Planning/Conference
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New update: July 15, 1996

Meeting Planning/Conference Management



[Meeting Planning Management](#)



[Convention & Exhibition Management](#)



[Legal Issues & Evaluation of Events](#)



[Previous\(Five Concentrations\)](#)



[Foodservice/
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[Hotel/Resort
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[Travel and Tourism
Management](#)



New update: July 15, 1996

Nutrition/Health Management



[Strategic Environment of the Hospitality-Tourism Industries](#)



[Public Policy Analysis: Food & Nutrition Issues](#)



[Previous\(Five Concentrations\)](#)



[Foodservice/
Restaurant
Management](#)



[Hotel/Resort
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[Travel and
Tourism
Management](#)



[Meeting
Planning/Conference
Management](#)



New update: July 15, 1996

Travel and Tourism Management



[Tourism Policy Analysis](#)



[Tourism Planning & Development](#)



[Previous\(Five Concentrations\)](#)



[Foodservice/
Restaurant
Management](#)



[Nutrition/Health
Management](#)



[Hotel/Resort
Management](#)



[Meeting
Planning/Conference
Management](#)



New update: July 15, 1996

Service Management Elective Courses



[Benchmarking & the Process of Continuous Improvement](#)



[Empowered Teams: Self-Directed Work Groups](#)



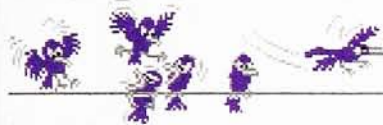
[Relationship Management in Service Firms](#)



[Reengineering Service Environments](#)



[Service Quality Self-Assessment Processes](#)



[Graduate Core
Courses](#)



[Hospitality Management
Elective Courses](#)



[Five Concentrations](#)



[Admission Requirements](#)



New update: July 15, 1996

Graduate Required Core Courses

Elements of Service Management: A Systems Approach

General Systems Theory is used to examine the major components of the hospitality-tourism industry. The interactions and interdependencies of these components are discussed within the framework of developing a service management strategy to insure service quality.



[Previous \(Graduate Core Courses\)](#)

Research Methods & Applications in Service Management: Measuring Customer Satisfaction

This course surveys the various assessment issues related to questionnaire development and evaluation, particularly as they related to measuring customer satisfaction. Two methods of determining important service quality characteristics are examined: 1) the quality dimension development process, and 2) the critical incident technique. Guidelines for developing questionnaires are discussed, with emphasis on issues of reliability and validity. The role and mechanisms associated with focus groups are addressed. The use of customer satisfaction data for service quality benchmarking is examined.



[Previous \(Graduate Core Courses\)](#)

Employee Relations & Training in Service Industries: Developing Leadership through Teamwork

An overview and examination of various personnel leadership functions as applied to the delivery of service excellence. Current literature is used to explore the interrelationships of various conceptual paradigms. The goal is to enhance each individual's understanding and to augment his or her ability to interact in the service environment and to critically understand strategies founded in continuous learning. Concepts discussed include teamwork, empowerment, relationship management, corporate culture, and "moments of truth" management.



[Previous \(Graduate Core Courses\)](#)

Financial Management of Hospitality-Tourism Firms

Financial performance forecasting at both the individual and multi-unit levels of operation is examined. Emphasis on financing, including operating leverage, short- and long-term financing alternatives, and tax considerations within a service organizational context.



[Previous \(Graduate Core Courses\)](#)

Organizational Strategies of Service Firms

An analysis of the organizational structure, operational procedures, corporate policies, financial growth, and related factors of service firms. The course traces the evolution of various companies to reveal individual growth strategies.



[Previous \(Graduate Core Courses\)](#)

Introduction to Graduate Research: Thesis/Project Options

This course is designed to introduce the general nature of applied research and evaluation applicable to service industries and to contemporary trends in the field. The course focuses on the nature, types, procedures, and applications of research--specifically those attributes needed to prepare a graduate research proposal: problem definition, review of literature, methodology, analysis of findings, and recommendations. A graduate research proposal is required at the completion of the course.



[Previous \(Graduate Core Courses\)](#)



[Hospitality Elective Courses](#)



[Service Management Elective Courses](#)



[Five Concentrations](#)



[Admission Requirements](#)



New update: July 15, 1996

Other Elective Courses

Strategic Innovation and Implementation in Hospitality-Tourism

Evaluation of strategic innovation and its implementation within the hospitality-tourism industries. The organizational impact of implementing action plans is discussed. Implications to various organizational structures and the resultant management structures are illustrated.



[Previous \(Hospitality Elective Courses\)](#)

Planning and Marketing of Health Care Related Services

This course explores the strategic planning and marketing processes that may help the professional identify and promote nutrition services in various environments. Useful concepts and methods for recognizing internal and external opportunities are presented. Learning experiences will include case analysis, interaction with entrepreneurial leaders, and student investigations.



[Previous \(Hospitality Elective Courses\)](#)

Service Quality Management

Total Quality Management (TQM) philosophy is applied to the hospitality-tourism industry. Underlying principles, TQM tools and techniques and case studies are used to bridge the gap between theory and practical application.



[Previous \(Hospitality Elective Courses\)](#)

Restaurant Development: An Institutional Approach

Market segmentation; methods in marketing research; creating a menu, an environment, a theme for a defined market; improving the market share through quality control, innovation, promotions, public relations, menu engineering and community involvement; premarketing, creating a new image; marketing to increase profitability. Case studies and project.



[Previous \(Hospitality Elective Courses\)](#)

Hospitality Management: Strategic Perspectives

Managing a hospitality establishment requires the synthesis of several activities focused on achieving customer satisfaction. This course uses the hotel as a frame of reference in examining the choices hospitality managers must make to develop profitable operations. Topics include: managing food and beverage operations, front office operations, security and loss prevention, hospitality engineering systems, housekeeping operations, human resource management, strategic marketing and sales.



[Previous \(Hospitality Elective Courses\)](#)

Travel Marketing Systems

Includes the identification of markets, product pricing strategies, and mixes of communication as they relate to the tourism distribution system. The efficiencies of various channel configurations and their resultant organizational patterns are evaluated.



[Previous \(Hospitality Elective Courses\)](#)

Seminar: Current Issues

A small-group examination of contemporary issues and topics chosen by the students and faculty member. Research, oral presentations and class discussions of all issues selected.



[Previous \(Hospitality Elective Courses\)](#)

Practicum in Hospitality-Tourism Training

An opportunity for the student to apply skills learned in previous courses in a work or laboratory setting. A proposal must be approved by the director of the program, prior to enrolling in the course.



[Previous \(Hospitality Elective Courses\)](#)

Hospitality Education and Training

This course is concerned with the principles governing how people learn and with how these principles can be applied to instructional situations. Specifically, this course surveys instructional design as an interactive system where each step leads to decisions that become "inputs" to the next step in the planning, implementation and evaluation of instruction. A lecture/group discussion using role playing.



[Previous \(Hospitality Elective Courses\)](#)



[Graduate Core Courses](#)



[Service Management Elective Courses](#)



[Five Concentrations](#)



[Admission Requirements](#)



New update: July 15, 1996

Service Management Elective Courses

Benchmarking & the Process of Continuous Improvement

This course examines the benchmarking process as a means of achieving continuous service improvement. Among the topics discussed are proactive management, measuring performance, out-of-the-box thinking, internal, competitive, industry, and best-in-class benchmarking. The critical success factors at each stage of benchmarking in service industries are investigated.



[Previous \(Service Elective Courses\)](#)

Empowered Teams: Self-Directed Work Groups

This course focuses on the service organization's internal customers--the employee and middle management. It examines the prerequisites, transformations, and assumptions needed to decentralize the service firm and implement self-directed, empowered teams. Among the issues examined are accepting more responsibility for the service performance, assuming accountability for customer satisfaction, and planning with the "customer-in" decision-making framework.



[Previous \(Service Elective Courses\)](#)

Relationship Management in Service Firms

This course examines the nature of managing the on-going relationships that characterize the service process. Both internal and external relationships are considered. Organizational implications of developing service recovery systems are also investigated.



[Previous \(Service Elective Courses\)](#)

Reengineering Service Environments

This course focuses on the process orientation of concentration on and rethinking end-to-end service activities that create value for customers. It challenges traditional organizational viewpoints and reexamines the assumptions underlying the appropriateness of rigid divisions of labor, elaborate control systems, and managerial hierarchy within service firms.



[Previous \(Service Elective Courses\)](#)

Service Quality Self-Assessment Processes

This course examines the various self-assessment processes associated with improving service quality. The seven Malcolm Baldrige National Quality Award categories, the eight President's Award for Quality and Productivity categories (Federal Quality Institute), and the ISO 9000 categories are examined. These guidelines are oriented towards systems and are used to probe relationships that reach across departments and disciplines, with the goal of achieving and maintaining total quality service management.



[Previous \(Service Elective Courses\)](#)



 Graduate Core Courses	 Hospitality Management Elective Courses	 Five Concentrations	 Admission Requirements
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Concentration Courses

Foodservice/Restaurant Management

Strategic Environments of the Hospitality Tourism System

The strategic environments of the hospitality-tourism system are examined as a whole and from the perspectives of major segments: consumers, producers, regulatory agencies, distributors and retailers, including food service operators. Specific issues examined include the use distribution systems, international government policies, consumer expectations and the impact of these on the producer and end user.



[Back to Foodservice Concentration](#)

Perspectives on the Food Industry

The food industry is examined as a whole and from the perspectives of major segments: consumers, producers, processors, regulatory agencies, distributors, and retailers, including food service operators. Specific issues examined include the use of chemicals in growing and in processing; processing and packaging techniques; international government policies; consumer expectations; and the impact of these on the producer, food market distribution system, and the end users, be they retailers or food operators.



[Back to Foodservice Concentration](#)

Nutrition/Health Management

Strategic Environments of the Hospitality Tourism System

The strategic environments of the hospitality-tourism system are examined as a whole and from the perspectives of major segments: consumers, producers, regulatory agencies, distributors and retailers, including food service operators. Specific issues examined include the use distribution systems, international government policies, consumer expectations and the impact of these on the producer and end user.



[Back to Nutrition/Health Concentration](#)

Public Policy Analysis: Food and Nutrition Issues

A survey of issues that affect interactions between the consumer of nutrition services and the practitioner in a variety of settings. Case studies will be used to depict issues surrounding patient/client rights, regulatory agencies, and public policy related to food and nutrition practice. These topics will explore the many ethical and legal ramifications of individual practitioners, institutions, and health care providers.



[Back to Nutrition/Health Concentration](#)

Hotel/Resort Management

Hospitality Resource Management

This course is designed to analyze the inputs associated with the development of hospitality firms. Labor markets, financial instruments, tourism infrastructures, real estate markets, and educational support systems will be assessed in order to determine the development of hospitality firms.



[Back to Hotel/Resort Management](#)

Travel and Tourism Management

Tourism Policy Analysis

An analysis of the goals and objectives for tourism development in geographic areas of different size. Topics include employment, income redistribution, cultural impact, labor supply, and tourism resource base. Specific policies for touristic regions are compared for effectiveness and overall cost benefits. Local, state, national and international examples are included.



[Back to Travel/Tourism Concentration](#)

Tourism Planning and Development

Tourism planning defines the frames of reference used in making choices concerning the development of tourism facilities and use of space. Topics include: tourism income and expenditure; pricing policy; taxing authorities; ownership patterns; financing and leakage potentials of the various tourism infrastructures. This course focuses on the planning and development of tourism as it is "packaged" through its distribution channels.



[Back to Travel/Tourism Concentration](#)

Meeting Planning/Conference Management

Meeting Planning Management

An examination of the role of professional meeting planners as they function in the corporate, association, and educational environments. Both corporate and independent meeting planners will be assessed. Methods of planning and programming for meeting will be surveyed and evaluated. A review of the economic impact of conferencing and support service functions will be undertaken. Negotiation skills are examined.



[Back to Meeting Planning/Conference Concentration](#)

Convention and Exhibition Management



[Exhibiting Model](#)

The organization and operation of exhibit/convention space is examined from the meeting planner's perspective. Emphasis is given to use of exhibits to enhance both program and attendance. A detailed review of the factors necessary for successful exhibits and exhibitor relations is conducted with emphasis on the various methods employed to encourage participation. Budget controls and financial reporting systems are analyzed. The decision-making process on use of the exhibit as an income producing segment of conferencing is stressed.



[Back to Meeting Planning/Conference Concentration](#)

Legal Issues and Evaluation of Events

An examination of the instruments used to confirm meeting arrangements. Focus is on informal instruments (letter of agreement) and formal documentation (contract). A survey of legal decisions impacting the liability of the planner and their impact on the meeting function is conducted. The performance of meeting planners and their interrelationships and interdependencies with external support staffs are assessed.



[Back to Meeting Planning/Conference Concentration](#)



 Graduate Core Courses	 Hospitality Management Elective Courses	 Service Management Elective Courses	 Five Concentrations	 Admission Requirements
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Exhibiting Model



Class Project of 1996



[Previous](#)

CHAPTER IV

Conclusion and Recommendation

Conclusion

The biggest advantage of frames is those most pages of FHTM are reachable on the screen when a list of the home page is given in a frame. Users could get the bare bone at the first view of the home page without back and forth the pages. Furthermore, users can easily link to what they want without scrolling the bar when they are in the main page. When users travel in the frames' pages, they will not get lost. The information is easy to find in the entire screen. Those are the reasons why frames were introduced in this project.

Due to the frames' functions used in the pages, most contents were not longer than one page. It is a good way to use shorter pages to make the web pages more maintainable. If the documents are going to be changed frequently, it is usually easier to swap several short files than change the middle segments of longer ones.

The top frame and left side frame offer eight primary pages in this project. They are Hospitality Management Program, Service Management Program, and Executive Leader Program, Home page of FHTM, graduate page, faculty & staff page, graduate application (offered by the Admission office of RIT), and other hospitality schools. Users can simply click the buttons on these frames when they would like to go back to the far previous pages, instead of clicking the back button repeatedly.

Recommendation

A. Animation by using Java:

Using Java in the FHTM will catch the users' attention because there is an animation on the screen. In addition, if lots of animation graphics and images are added in the pages to motivate the viewer to investigate their contents, the users will not feel bored. Usually, people use Java to generate the moving text and images by plugging in the applet in the HTML code. Using Java to develop home pages is not so simple because a developer should at least have some programming background. The applet can still be copied, but those images are not easy to be modified.

B. Database Accessing:

The database can be linked to WWW through a standard called Common Gateway Interface. A script can be written and run by the server. It waits for the script results, forwards the results back to the requester, and then displays on the requester's screen. The action is like a search engine. When the key words are typed, some "useful" data are returned.

The FHTM can create a database that can be accessed by the users when typing keywords. For example, an on-line application form can be offered by the FHTM. Once the applicants fill it out, the information about the FHTM can be forwarded to the applicants. Meanwhile those filled-out application forms will be forwarded to the Admission office. By this way, it can interact with users immediately.

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APPENDIX A

Frames Introduction



FRAMES: AN INTRODUCTION

[Frame Syntax - General](#)

[Frame Syntax - Names, Targets, and Window Control](#)

[Frame Implementation Notes](#)

With frames - which divide Web pages into multiple, scrollable regions - you can present information in a more flexible and useful fashion. Each region, or frame, has several features:

1. It can be given an individual URL, so it can load information independent of the other frames on the page;
2. It can be given a NAME, allowing it to be targeted by other URLs, and;
3. It can resize dynamically if the user changes the window's size. (Resizing can also be disabled, ensuring a constant frame size.)

These properties offer new possibilities:

1. Elements that the user should always see, such as control bars, copyright notices, and title graphics can be placed in a static, individual frame. As the user navigates the site in "live" frames, the static frame's contents remain fixed, even though adjoining frames redraw.
2. Table of contents are more functional. One frame can contain TOC links that, when clicked, display results in an adjoining frame.
3. Frames side-by-side design allows queries to be posed and answered on the same page, with one frame holding the query form, and the other presenting the results.

The best way to understand frames is to see them in use. Visit our [Companies Using Frames](#) page for inspiration.

Frames have been submitted to the Internet Engineering Task Force and the World Wide Web Consortium for consideration as Internet standards.



Corporate Sales: 415/937-2555; Personal Sales: 415/937-3777; Federal Sales: 415/937-3678
If you have any questions, please visit [Customer Service](#).

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FRAMES - SYNTAX

Frames are generated by three things: *FRAMESET* tags, *FRAME* tags, and *Frame* Documents.

FRAME DOCUMENT

A Frame Document has a basic structure very much like your normal HTML document, except the **BODY** container is replaced by a **FRAMESET** container which describes the sub-HTML documents, or Frames, that will make up the page.

```
<HTML>
```

```
<HEAD>
```

```
</HEAD>
```

```
<FRAMESET>
```

```
</FRAMESET>
```

```
</HTML>
```

FRAME SYNTAX

Frame syntax is similar in scope and complexity to that used by tables, and has been designed to be quickly processed by Internet client layout engines.

<FRAMESET>

This is the main container for a Frame. It has 2 attributes **ROWS** and **COLS**. A frame document has no **BODY**, and no tags that would normally be placed in the **BODY** can appear before the **FRAMESET** tag, or the **FRAMESET** will be ignored. The **FRAMESET** tag has a matching end tag, and within the **FRAMESET** you can only have other nested **FRAMESET** tags, **FRAME** tags, or the **NOFRAMES** tag.

ROWS="row_height_value_list"

The **ROWS** attribute takes as its value a comma separated list of values. These values can be absolute pixel values, percentage values between 1 and 100, or relative scaling values. The number of rows is implicit in the number of elements in the list. Since the total height of all the rows must equal the height of the window, row heights might be normalized to achieve this. A missing **ROWS** attribute is interpreted as a single row arbitrarily sized to fit.

Syntax of value list.

value

A simple numeric value is assumed to be a fixed size in pixels. This is the most dangerous type of value to use since the size of the viewer's window can and does vary substantially. If fixed pixel values are used, it will almost certainly be necessary to mix them with one or more of the relative size values described below. Otherwise

the client engine will likely override your specified pixel value to ensure that the total proportions of the frame are 100% of the width and height of the user's window.

value%

This is a simple percentage value between 1 and 100. If the total is greater than 100 all percentages are scaled down. If the total is less than 100, and relative-sized frames exist, extra space will be given to them. If there are no relative-sized frames, all percentages will be scaled up to match a total of 100%.

value*

The value on this field is optional. A single '*' character is a "relative-sized" frame and is interpreted as a request to give the frame all remaining space. If there exist multiple relative-sized frames, the remaining space is divided evenly among them. If there is a value in front of the '*', that frame gets that much more relative space.

"2*," would give 2/3 of the space to the first frame, and 1/3 to the second.

Example for 3 rows, the first and the last being smaller than the center row:

```
<FRAMESET ROWS="20%,60%,20%">
```

Example for 3 rows, the first and the last being fixed height, with the remaining space assigned to the middle row:

```
<FRAMESET ROWS="100,*,100">
```

COLS="column_width_list"

The COLS attribute takes as its value a comma separated list of values that is of the exact same syntax as the list described above for the ROWS attribute.

The FRAMESET tag can be nested inside other FRAMESET tags. In this case the complete subframe is placed in the space that would be used for the corresponding frame if this had been a FRAME tag instead of a nested FRAMESET.

<FRAME>

This tag defines a single frame in a frameset. It has 6 possible attributes: **SRC**, **NAME**, **MARGINWIDTH**, **MARGINHEIGHT**, **SCROLLING**, and **NORESIZE**. The FRAME tag is not a container so it has no matching end tag.

SRC="url"

The SRC attribute takes as its value the URL of the document to be displayed in this particular frame. FRAMES without SRC attributes are displayed as a blank space the size the frame would have been.

NAME="window_name"

The NAME attribute is used to assign a name to a frame so it can be targeted by links in other documents (These are usually from other frames in the same document.) The NAME attribute is optional; by default all windows are unnamed.

Names must begin with an alphanumeric character.

Named frames can have their window contents targeted with the new TARGET attribute.

MARGINWIDTH="value"

The MARGINWIDTH attribute is used when the document author wants some control of the margins for this frame. If specified, the *value* for MARGINWIDTH is in pixels. Margins can not be less than one-so that frame objects will not touch frame edges-and can not be specified so that there is no space for the document contents. The MARGINWIDTH attribute is optional; by default, all frames default to letting the browser decide on an appropriate margin width.

MARGINHEIGHT="value"

The MARGINHEIGHT attribute is just like MARGINWIDTH above, except it controls the upper and lower margins instead of the left and right margins.

SCROLLING="yes|no|auto"

The SCROLLING attribute is used to describe if the frame should have a scrollbar or not. *Yes* results in scrollbars always being visible on that frame. *No* results in scrollbars never being visible. *Auto* instructs the browser to decide whether scrollbars are needed, and place them where necessary. The SCROLLING attribute is optional; the default value is *auto*.

NORESIZE

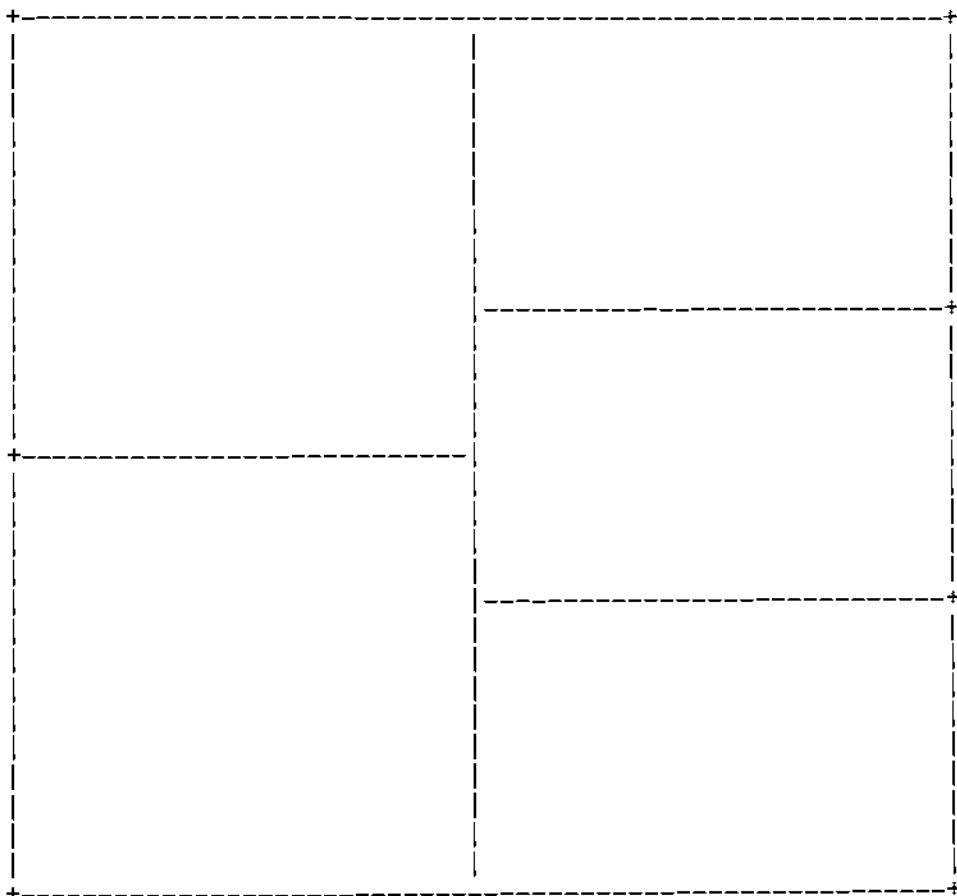
The NORESIZE attribute has no value. It is a flag that indicates that the frame is not resizable by the user. Users typically resize frames by dragging a frame edge to a new position. Note that if any frame adjacent to an edge is not resizable, that entire edge will be restricted from moving. This will effect the resizability of other frames. The NORESIZE attribute is optional; by default all frames are resizable.

<NOFRAMES>

This tag is for content providers who want to create alternative content that is viewable by non-Frame-capable clients. A Frame-capable Internet client ignores all tags and data between start and end NOFRAMES tags.

EXAMPLES

This example compares Frame syntax and TABLE syntax, and will show the HTML source used to display the layout below.



THE ABOVE LAYOUT USING TABLES

```
<TABLE WIDTH="100%" HEIGHT="100%" BORDER>
```

```
<TR><TD ROWSPAN=2>CELL1</TD><TD>CELL2</TD></TR>
<TR><TD ROWSPAN=2>CELL3</TD></TR>
<TR><TD ROWSPAN=2>CELL4</TD></TR>
<TR><TD>CELL5</TD></TR>
</TABLE>
```

[View the table.](#)

THE ABOVE LAYOUT USING FRAMES

```
<FRAMESET COLS="50%,50%">
  <FRAMESET ROWS="50%,50%">
    <FRAME SRC="cell.html">
    <FRAME SRC="cell.html">
  </FRAMESET>
<FRAMESET ROWS="33%,33%,33%">
  <FRAME SRC="cell.html">
  <FRAME SRC="cell.html">
  <FRAME SRC="cell.html">
</FRAMESET>
</FRAMESET>
```

[View the frame.](#)

THE ABOVE LAYOUT USING NOFRAMES INFO

```
<FRAMESET COLS="50%,50%">

<NOFRAMES>
<h1 align=center><blink>Frame ALERT!</blink></h1>
<p>
This document is designed to be viewed using <b>Netscape 2.0</b>'s
Frame features. If you are seeing this message, you are using
a frame <i>challenged</i> browser.
</p>
<p>
A <b>Frame-capable</b> browser can be gotten from
<a href=/>Netscape Communications</a>.
</p>
</NOFRAMES>

<FRAMESET ROWS="50%,50%">
  <FRAME SRC="cell.html">
  <FRAME SRC="cell.html">
</FRAMESET>
<FRAMESET ROWS="33%,33%,33%">
  <FRAME SRC="cell.html">
  <FRAME SRC="cell.html">
  <FRAME SRC="cell.html">
</FRAMESET>
```

</FRAMESET>

[View the frame](#)

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RELEASE NOTES



TARGETING WINDOWS

This feature gives the document writer a little control over where the data appears when a user clicks on a link in their document. It is useful as a stand alone feature with a document space that can be best viewed with multiple top level windows (a list of subjects window, and a window displaying the current subject), but it is most useful in conjunction with Netscape's new [frames feature](#).

How it works

Previously when a user clicked on a link, the new document either appeared in the window the user had clicked in, or alternately (and under the user's control) it appeared in a new window. Targeting windows allows the document writer to assign names to specific windows, and target certain documents to always appear in the window bearing the matching name.

A name is assigned to a window in one of three ways:

1. A document can be sent with the optional HTTP header
`Window-target: window_name`
This will force the document to load in the window named `window_name`, or if such a window does not exist, one will be created, and then the document will be loaded in it.
2. A document can be accessed via a targeted link. In this case there is actual HTML which assigns a target `window_name` to a link. The document loaded from that link will behave as if it had a `Window-target` set as in method 1 above.
3. A window created within a frameset can be named using the `NAME` attribute to the **FRAME** tag. (see [frames](#))

How the HTML looks

Targeting withing HTML is accomplished by means of the `TARGET` attribute. This attribute can be added to a variety of HTML tags to target the links referred to by that tag. The attribute is of the form:

`TARGET="window_name "`

TARGET in an **A** tag.

This is very straightforward. The anchor tag normally specifies a link to be loaded when the active item is clicked on, adding the `TARGET` attribute to the anchor tag forces the load of that link into the targeted window. Example:

```
<A HREF="url" TARGET="window_name">Targeted Anchor</A>
```

TARGET in the **BASE** tag.

This is used when you want all (or most) of the links in a document to be targeted to the same window. In this case the `TARGET` attribute establishes a default `window_name` that all links in this document will be targeted to. This default is of course overridden by specific instances of the `TARGET` attribute in individual anchor tags. Example:

```
<BASE TARGET="window_name">
```

TARGET in the **AREA** tag.

The *IETF Internet-Draft of Client-Side Image Maps* defines an area tag. This tag describes a shaped area in a client-side image map, and provides the link that should be followed when the user clicks there. Adding the `TARGET` attribute to the area tag forces the load of that link into the targeted window.

Example:

```
<AREA SHAPE="shape" COORDS="x,y,..." HREF="url" TARGET="window_name">
```

TARGET in the **FORM** tag.

The form tag normally displays the results of a form submission in the same window the form was submitted from. By adding the **TARGET** attribute to the form tag, the result of the form submission is instead loaded into the targeted window. Example:

```
<FORM ACTION="url" TARGET="window_name">
```

Allowed **TARGET** names

The window name specified by a **TARGET** attribute must begin with an alpha-numeric character to be valid. All other window names will be ignored.

Exception: There are magic target names that all begin with the underscore character.

Magic **TARGET** names

These names all begin with the underscore character. Any targeted window name beginning with underscore which is *not* one of these names, will be ignored.

TARGET="_blank"

This target will cause the link to always be loaded in a new blank window. This window is not named.

TARGET="_self"

This target causes the link to always load in the same window the anchor was clicked in. This is useful for overriding a globally assigned **BASE** target.

TARGET="_parent"

This target makes the link load in the immediate **FRAMESET** parent of this document. This defaults to acting like "_self" if the document has no parent.

TARGET="_top"

This target makes the link load in the full body of the window. This defaults to acting like "_self" if the document is already at the top. It is useful for breaking out of an arbitrarily deep **FRAME** nesting.

For a description of the **FRAMESET** and **FRAME** tags, [see frames](#).

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FRAMES: IMPLEMENTATION

This document describes some of the important issues with implementing grids, and suggests solutions for them.

CAN FRAMESETS BE NESTED?

FRAMESET tags can certainly be nested, as per the [Frame Syntax](#) description. But such a structure is basically flattened before display on the screen. A more interesting issue is: can a FRAME contain a document which is itself a FRAMESET? The short answer is a resounding **yes**. Of course FRAMESETS must be nestable, especially with named Frames so that a link in one frame can reload multiple other frames.

WHAT ABOUT INFINITE RECURSION?

It is possible to design a FRAMESET that will recurse infinitely stacking the same FRAMESET inside itself until the machine ran out of memory. Consider the following example:

```
<FRAMESET rows="50%,50%">  
< FRAME src=parents_url>  
<FRAME>  
</FRAMESET>
```

This is obviously bad, so it has been prevented. Any frame that attempts to assign its SRC URL to be the same as the URL of any of its ancestors will be treated as if it has no SRC URL at all (basically a blank frame). While this doesn't stop all malicious documents, it eliminates a whole troublesome class of them.

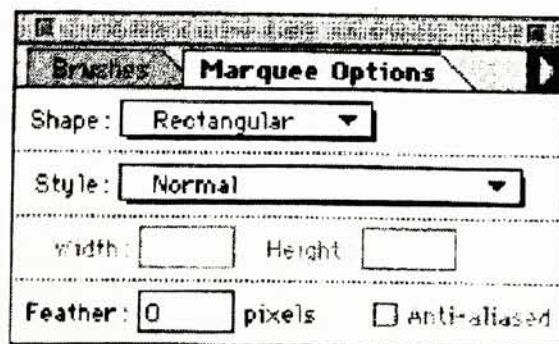
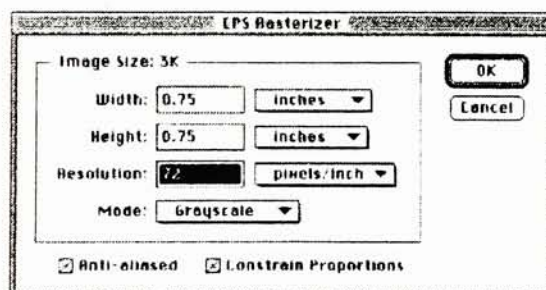
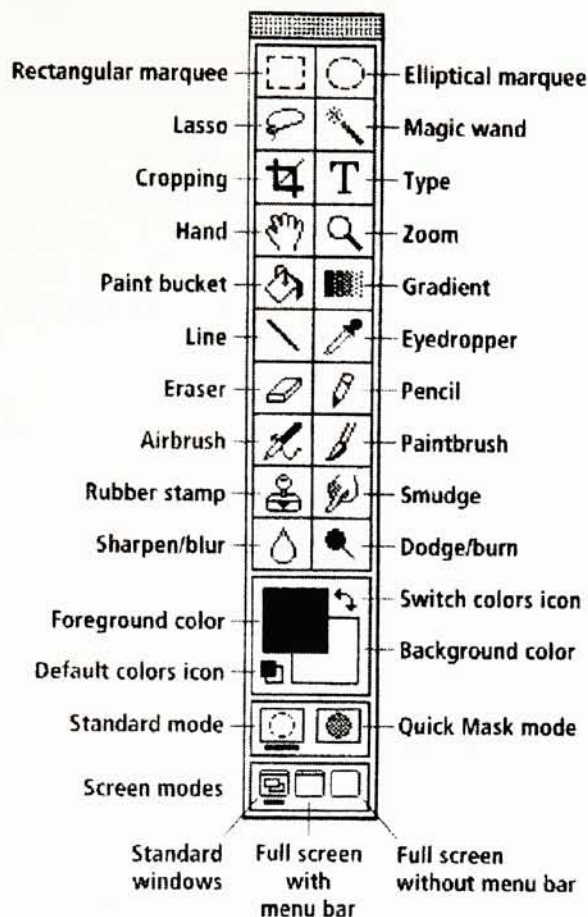
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APPENDIX B

Photoshop Terms



APPENDIX C

Source Codes

1. graduate.html

```
<html>
<head>
<title>FHTM Graduate Program at RIT </title>
</head>
<p>
<frameset cols="135,*">
  <frame name="left" src="frame1.html" scrolling=auto marginwidth=5
marginheight=10>
  <frameset rows="115,*">
    <frame src="tpindex.html" scrolling=auto marginwidth=5
marginheight=2>
    <frame name="text" src="frame2.html" scrolling=auto marginwidth=10
marginheight=10>
  </frameset>
</frameset>
<noframe>
<h2> We are sorry that you cannot access the graduate program right now
because your browser does not support "frames function". You had better
buy or download a new browser which supports the frames function. The
Netscape 2.0 or newer supports this function. You can ftp to the
Netscape and download it by anonymous or simple click the following hyperlink.<p>
<a href="ftp://ftp.netscape.com/navigator">ftp.netscape.com</a><p>
<center><h1><blink>Caution</blink></h1>
<h2>The copy right of the Netscape software belongs to the Netscape
Company.</h2></center>
</noframe>
</html>
```

2. frame1.html

```
<html>
<head>
<title>Frame List</title>
</head>
<body background="images/greydiagRIT.gif">
<table border=3>
<tr><td>
<a href="http://www.rit.edu/~702www/index.html" target="_top">
</td>
<td><a href="http://www.rit.edu/~702www/index.html" target="_top">
Home</a></td>
<tr><td><a href="frame2.html" target="text">
<imgsrc="images/grad.gif"> </a></td>
<td><a href="frame2.html" target="text">
Graduate<br>Program</a></td>
<tr><td><a href="http://www.rit.edu/~702www/faculty/faculty.html"
target="_top">
</a></td>
<td><a
href="http://www.rit.edu/~702www/faculty/faculty.html "target="_top">
Faculty<br>&Staff</a></td>
<tr><td>
<a href="http://www.isc.rit.edu/~960www/appl_requests.html"
target="text"></a><td>
<a href="http://www.isc.rit.edu/~960www/appl_requests.html"
target="text">Graduate<br>Application</a></td>
<tr><td><a href="other.html" target="text">
 </a></td>
<td><a href="other.html" target="text">Other<br>Hospitality<br>Schools
</a></td>
</table>
<p>
</body>
</html>
```

3. frame2.html

```
<html>
<head>
<title>Graduate Program Home Page</title>
</head>
<body background="images/507.gif">
<center><h2>Welcome to the Graduate Program</h2><p>
<h2>Prepare for the world of tomorrow</h2>
</center>
<br>

The graduate program focuses its attention on the management
interface between the customer and the corporate, government or other
business entity. Problems in measuring customer satisfaction, empowering
front line employees, developing a team environment, and benchmarking
service processes require that employees be skilled in many different
analytical techniques. RIT's program provides access to the expertise of
an interdisciplinary nature from a technological university.
<br>

The program strives to advance a service management philosophy
for decision making and problem solving within service industries by
focusing on forces common to all service entities. It accomplishes this
by stressing the fundamental uniqueness of the service process along with
the broad criteria established for the Malcolm Baldrige National Quality
Award. Graduates will establish proficiency in the use of various tools
available for solving customer oriented service problems.
<br>
The program is designed for students with either a bachelor's degree in
any of the hospitality-tourism, computer science, and business disciplines
or a bachelor's degree in liberal arts and/or fine arts with experience in
the service economy. Specialized programs are designed for individuals
possessing baccalaureate degrees without extensive background in hospitality
or service management disciplines. Credit is granted for previous career
experiences. Individualized professional concentrations encourage students
to enhance their knowledge by taking courses in a variety of disciplines.
<br><br>

<br><br>
<table border=2><tr><td>

<h4>For more information about our Hospitality Management, Service
Management, and Executive Leader Programs, please refer to the frame above.</h4>
</td>
</tr>
</table>
<br>
<br>
 New update: July 15, 1996
<br>
<br>
</body>
</html>
```


4. tpindex.html

```
<html>
<head>
<title>FHTM Graduate Program at RIT
</title>
</head>
<body background="images/greydiagRIT.gif">
<div>
<center>
<table border=3>
<tr><tdwidth=150><center>
<a href="hospitalitymag.html" target="text">
<br>
Hospitality<br>ManagementProgram</center></td>
<tdwidth=150><center>
<a href="servicemag.html" target="text">
<br>
ServiceManagement<br>Program<center></td>
<tdwidth=150><center>
<a href="leader.html" target="text">
<br>
Executive Leader<br>Program</center></td>
</tr>
</table>
</center>
</div>
</body>
</html>
```

5. hospitalitymag.html

```
<html>
<head>
<title>Hospitality-Tourism Management</title>
</head>
<body background="images/507.gif">
<br>
<center><h2>Hospitality Management MS Program at RIT</h2></center>
<br>

<center><h2>Introduction</h2></center>
The MS in hospitality-tourism management provides the industry with
trained professionals who can step into numerous mid-level service
management and training director positions. The major orientation of the
program is focused on service-quality training and supervision functions
within the corporate setting, as well as those found at post-secondary
academic institutions.
<p>
The hospitality-tourism management major may be taken as a full-or
part-time master's degree program. The length of time required to earn a
degree varies according to the student's undergraduate preparation and
the number of graduate courses taken per quarter. All students must earn
a minimum of 48 quarter hours of graduate credit (36 of which must be
registered through RIT) to earn the master of science degree.
<p>
For full-time students, the program will require a minimum of four quarters
of study at the graduate level. Part-time students generally will
require seven or eight quarters of study at the graduate level. Course
offerings are generally scheduled late in the day as well as during the
summer months to facilitate part-time students. A thesis or project is
required of all candidates. Thesis/project topics should be chosen which
complement the candidate's undergraduate training, career experiences, and
graduate interests.
<p>
<center><table border=2>
<tr><td><h4>
<a href="mailto:MARECKI.RF@A1.RIT.EDU">
 </a>
For more information about this graduate program, contact
<a href="mailto:MARECKI.RF@A1.RIT.EDU">Richard Marecki
(MARECKI.RF@A1.RIT.EDU)</a></center></h4></td>
</table></center>
<p><br>

<p><br>
<center>
<table border=3 cellpadding=3 cellspacing=3>
<tr>
<td>
<center><a href="gradcore.html"><br>
GraduateCoreCourses</a></center></td>
</tr>
</table>
</td>
```

```

<center><a href="gradelec.html"><br>
Hospitality Management Elective Courses</a></center></td>
<td>
<center><a href="servelec.html"><br>
Service Management Elective Courses</a></center></td>
<td>
<center><a href="gradarea.html"><br>
FiveConcentrations</a></center></td>
<td><center><a href="admrequire.html"><br>
Admission Requirements</a></center></td>
</table>
</center>
 New update: July 15, 1996
</body>
</html>

```

6. servicemag.html

```
<html>
<head>
<title>Service Management</title>
</head>
<body background="images/507.gif">
<br>
<p>
<center><h2>Service Management MS Program at RIT</h2></center>
<br>

<center><h2>Introduction</h2></center>
This program fills an emerging need in the many service businesses and
industries that focus on customer satisfaction. Attention is focused on
the management interface between the customer and the service provider.
Problems in such areas as measuring customer satisfaction, empowering
front-line employees, developing a teamwork environment, benchmarking,
etc. require the employer to be skilled in different analytical techniques.
<p>
The service management major may be taken as a full-or part-time master's
degree program. The length of time required to earn a degree varies
according to the student's undergraduate preparation and the number of
graduate courses taken per quarter. All students must earn a minimum of
48 quarter hours of graduate credit (36 of which must be registered
through RIT) to earn the master of science degree.
<p>
For full-time students, the program will require a minimum of four
quarters of study at the graduate level. Part-time students generally
will require seven or eight quarters of study at the graduate level.
Course offerings are generally scheduled late in the day as well as during
the summer months to facilitate part-time students. A thesis or project
is required of all candidates. Thesis/project topics should be chosen
which complement the candidate's undergraduate training, career
experiences, and graduate interests.
<p>
<center><table border=2>
<tr><td><h4>
<a href="mailto:MARECKI.RF@A1.RIT.EDU">
</a>
For more information about this graduate program, contact
<a href="mailto:MARECKI.RF@A1.RIT.EDU">Richard Marecki
(MARECKI.RF@A1.RIT.EDU)</a></center></h4></td>
</table></center>
<p><br>
<p><br>
<center>
<table border=3 cellpadding=3 cellspacing=3>
<tr><td>
<center><a href="gradcore.html">
<br>GraduateCoreCourses</a></center></td>
<td>
<center><a href="gradelec.html"><br>
Hospitality Management Elective Courses</a></center></td>
```

```

<td>
<center><a href="servelec.html"><br>
Service Management Elective Courses</a></center></td>
<td>
<center><a href="gradarea.html">
<br>FiveConcentrations</a></center></td>
<td><center><a href="admrequire.html"><br>
Admission Requirements</a></center></td>
</table>
</center>
<p><br>
 New update: July 15, 1996
<p>
<p>
</body>
</html>

```

7. leader.html

```
<html>
<head>
<title>Leader Program</title>
</head>
<body background="images/507.gif">
<br>
<center><H2>Executive Leader MS Program at RIT</H2></center>
<table border=0 cellpadding=0 cellspacing=5>
<tr><td align=left>
This is an intensive program consisting of four two-week summer sessions
and an independent research project, conducted over the span of two summers. It
emphasizes the strategic dimensions of service quality, policy analysis, and
executive performance within the context of the service economy. It is
designed to enhance the continued life-long learning and career
development of executives and mid-level hospitality professionals without
disruption of employment. Graduate credit is granted
for life and management experiences.</td>
<td align=top>

<br><b>Seminar at Woodcliff Resort</b></td><br>
<tr><td align=left>

<br><b>Executive leader class of 1996</b></td>
<td align=left>
The executive leader MS program is offered to service management
practitioners who have
a minimum of five years' experience beyond the baccalaureate.
Certification through
various professional associations (such as CFE, CFP, CCM, CCTE, CHA, CTC,
CTP, CMP) is accepted as documentation of professional commitment.
Endorsements from senior management and administrators are preferred.<P>
</td></tr></table>
<p>
A thesis or project is required of
all candidates. Thesis/project topics should be chosen which complement
the candidate's undergraduate training, career experiences, and graduate
interests.
<p><br>
<table border=2>
<tr><td><h4>
<a href="mailto:MARECKI.RF@A1.RIT.EDU">
</a>
For more information about this graduate program, contact
<a href="mailto:MARECKI.RF@A1.RIT.EDU">Richard Marecki (MARECKI.RF@A1.RIT.EDU)
</a></h4></td>
</tr></table><p>
<br>
<p>
<br>
<center>
<table border=3 cellpadding=3 cellspacing=3>
<tr>
```

```

<td>
<center><a href="gradcore.html">
<br>GraduateCoreCourses</a></center></td>
<td>
<center><a href="gradelec.html">
<br>Hospitality Management Elective Courses</a></center></td>
<td>
<center><a href="servelec.html">
<br>Service Management Elective Courses</a></center></td>
<td>
<center><a href="gradarea.html">
<br>FiveConcentrations</a></center></td>
</table>
</center>
 New update: July 15, 1996
</body>
</html>

```


8. gradarea.html

```
<html>
<head>
<title>specific areas</title>
</head>
<bodybackground="images/507.gif"><p><p>
<center><h2>FiveConcentrations</h2></center><p>
<h3>There are five professional concentrations (options) available. Each consists of an
integrated series of courses that focus on the specific issues and applications within each
professional field.</h3>
<p><p>
<table border=0 cellpadding=0 cellspacing=0>
<tr><tdalign=center>
<a href="gradfood.html"><br>
<h3>Foodservice/RestaurantManagement</h3></a><td>
<tdalign=center></td>
<td align=center>
<a href="gradnutri.html">
<br><h3>Nutrition/HealthManagement</h3></a><td>
<tr><tdalign=center></td>
<td align=center>
<a href="gradhotel.html"><br>
<h3>Hotel/ResortManagement</h3></a></td>
<tr><tdalign=center>
<a href="gradtravel.html">
<br><h3>TravelandTourismManagement</h3></a></td>
<tdalign=center></td>
<tdalign=center></td>
<td align=center>
<a href="gradmeet.html">
<br><h3>MeetingPlanning/ConferenceManagement</h3></a></td>
</table><p><br>
<p><br>
<center>
<table border=3 cellpadding=3 cellspacing=3>
<tr>
<td><center><a href="gradcore.html"><br>
GraduateCoreCourses</a></center></td>
<td><center><a href="gradelec.html"><br>
Hospitality Management Elective Courses</a></center></td>
<td><center><a href="servelec.html"><br>
Service Management Elective Courses</a></center></td>
<td><center><a href="admrequire.html"><br>
Admission Requirements</a></center></td>
</table>
</center>
<p><br>
 New update: July 15, 1996
<p><p>
</body>
</html>
```

9. admrequire.html

```
<html>
<head>
<title>Admission Requirements</title>
</head>
<body background="images/507.gif">
<br>
<center><h2>Admission Requirements</h2></center>
<p>
Prior to being admitted to the master of science degree program, applicants must satisfy
chairperson that their previous training, ability, practical experience, and education
indicate a reasonable chance of success. The complete list of admission requirements
includes:<p>
Graduate application<br>
Baccalaureate degree or equivalent from an
accredited institution<br>
Official undergraduate transcripts<br>
Three professional recommendations<br>
An on-campus interview (when possible)<br>
Undergraduate GPA of 3.0 or higher (a GPA of
2.75 will be considered, given superior recommendations, GRE or MAT cores
and length of time since the candidate's college graduation)<br>
Foundation course work with grades of 3.0 or
higher (if required)<br>
Test of English as a Foreign Language (TOEFL)
score of at least 550 for international students.
<p><br>
<p><br>
<center>
<table border=3 cellpadding=3 cellspacing=3>
<tr>
<td><center><a href="gradcore.html">
<br>GraduateCoreCourses</a></center></td>
<td>
<center><a href="gradelec.html">
<br>Hospitality Management Elective Courses</a></center></td>
<td><center><a href="servelec.html">
<br>Service Management Elective Courses</a></center></td>
<td>
<center><a href="gradarea.html">
<br>FiveConcentrations</a></center></td>
</tr>
</table>
</center>
<p>
<br>
 New update: July 15, 1996
<p>
</body>
</html>
```

10. other.html

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<html>
<head>
<title>Relevant Departments</title>
</head>
<body background="images/507.gif">
<br>
<center><h3>Other Hospitality Programs on the Internet in the USA</h3></center><p>
<br>
<center>
<table border=3 cellpadding=3 cellspacing=3>
<tr><td><center>
<a href="http://www.sha.cornell.edu/">
<br>Cornell University</a></center></td>
<td>
<center><a href="http://www.fiu.edu/~hospman/">
<br>FIU (Florida International University)</a></center></td>
<td><center><a href="http://www.gwu.edu/~iits/">
<br>GWU (The George Washington University)
</a></center></td>
<tr><td><center>
<a href="http://www.grad-college.iastate.edu/programs/bam/hotel.html">
<br>Iowa State University</a></center></td>
<td><center><a href="http://www.bus.msu.edu/broad/shb/shb.htm">
<br>Michigan State University
</a></center></td>
<td><center><a href="http://www.hrrm.psu.edu/">
<br>Penn State</a></center></td>
<tr><td><center><a href="http://wombat.cfs.purdue.edu/rhit.html">
<br>Purdue University</a></center></td>
<td><center><a href="http://www.umass.edu/hrta/hrta.html">
<br>University of Massachusetts-Amherst</a></center></td>
<td><center><a href="http://www.unlv.edu/hotel">
<br>University of Nevada Las Vegas</a></center></td>
<tr><td><center><a href="http://www.vt.edu/gradCat/gcdHTM.html">
<br>Virginia Polytech University
</a></center></td>
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11. gradcore.html

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<html>
<head>
<title>Graduate Core Courses</title>
</head>
<body background="images/507.gif">
<br>
<center><h2>GraduateCoreCourses</h2></center>
<a href="corecourse.html">
  Element of Service Management: A Systems Approach</a><p>
<a href="corecourse.html#770">
  Employee Relations & Training in Service Industries</a><p>
<a href="corecourse.html#780">
  Financial Management of Hospitality-Tourism Firms</a><p>
<a href="corecourse.html#825">
  Organizational Strategies of Service Approach</a><p>
<a href="corecourse.html#760">
  Research Methods & Application in Service Management</a><p>
<a href="corecourse.html#775">
  Introduction to Graduate Research: Thesis/Project Options</a><p>
<br>

<p><br>
<center>
<table border=3 cellpadding=3 cellspacing=3>
<tr><td>
<center><a href="gradelec.html">
<br>Hospitality Management Elective Courses</a></center></td>
<td><center><a href="servelec.html"><br>
Service Management Elective Courses</a></center></td>
</tr>
<tr>
<td><center><a href="gradarea.html"><br>FiveConcentrations</a></center></td>
<td><center><a href="admrequire.html"><br>
Admission Requirements</a></center></td>
</tr>
</table>
</center>
<p><br>
 New update: July 15, 1996
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</body>
</html>
```

12. gradelec.html

```
<html>
<head>
<title>Elective Courses</title>
</head>
<body background="images/507.gif">
<br>
<center><h2>Hospitality Management Elective Courses</h2></center>
<br>
<a href="othercourse.html#863">
  Strategic Innovation and Implementation in Hospitality-Tourism</a><p>
<a href="othercourse.html#835">
  Planning and Marketing of Health Care Related Services</a><p>
<a href="othercourse.html#840">
  Service Quality Management</a><p>
<a href="othercourse.html#843">
  Restaurant Development: An Institutional Approach</a><p>
<a href="othercourse.html#845">
  Hospitality Management: Strategic Perspectives</a><p>
<a href="othercourse.html#846">
  Travel Marketing Systems</a><p>
<a href="othercourse.html#880">
  Seminar: Current Issues</a><p>
<a href="othercourse.html#890">
  Practicum in Hospitality-Tourism Training</a><p>
<a href="othercourse.html#893">
  Hospitality Education and Training</a>
<br>

<br>
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<tr>
<td><center><a href="gradcore.html">
<br>GraduateCoreCourses</a></center></td>
<td>
<center><a href="servelec.html">
<br>Service Management Elective Courses</a></center></td>
<td><center><a href="gradarea.html">
<br>FiveConcentrations</a></center></td>
<td><center><a href="admrequire.html">
<br>AdmissionRequirements</a></center></td>
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 New update: July 15, 1996
<br>
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13. gradfood.html

```
<html>
<head>
<title>Food/Service Restaurant Curriculum</title>
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<body background="images/550.gif">
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<center><h3>Foodservice/RestaurantManagement</h3></center>
<p>
<table border=0 cellpadding=10>
<tr><td align=left>
<a href="hptconcentration.html">
Strategic Environment of the Hospitality-Tourism Industries</a><p>
<a href="hptconcentration.html#821">
Perspectives on the Food Industry</a>
<p>
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</td>
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<tr><td>
<center><a href="gradarea.html">

<br>Previous(Five Concentrations)</center></td>
<td>
<center><a href="gradnutri.html">

<br>Nutrition/HealthManagement</a></center></td>
<td>
<center><a href="gradhotel.html">

<br>Hotel/ResortManagement</a></center></td>
<td>
<center><a href="gradtravel.html">

<br>TravelandTourismManagement</a></center></td>
<td><center><a href="gradmeet.html">

<br>MeetingPlanning/ConferenceManagement</a></center></td>
</tr>
</table>
</center>
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 New update: July 15, 1996
<p>
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</html>
```

14. gradhotel.html

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<html>
<head>
<title>Hotel/Resort Curriculum</title>
</head>
<body background="images/527.gif">
<br>
<center><h3>Hotel/ResortManagement</h3></center>
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<tr><td align=left>

<td align=center>
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 Hospitality Resource Management</a>
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<br>Previous(Five Concentrations)</center></td>
<td>
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<br>Foodservice/<br>RestaurantManagement</a></center></td>
<td>
<center><a href="gradnutri.html">

<br>Nutrition/HealthManagement</a></center></td>
<td>
<center><a href="gradtravel.html">

<br>TravelandTourismManagement</a></center></td>
<td><center><a href="gradmeet.html">

<br>MeetingPlanning/ConferenceManagement</a></center></td>
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</table>
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 New update: July 15, 1996
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</html>
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15. gradmeet.html

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<html>
<head>
<title>Meeting Planning/Conference Curriculum</title>
</head>
<body background="images/sky.gif">
<br>
<center><h3>Meeting Planning/Conference Management</h3></center>

<a href="hptconcentration.html#828">
Meeting Planning Management</a>
<p>
<a href="hptconcentration.html#848">
Convention & Exhibition Management</a><p>
<a href="hptconcentration.html#868">
Legal Issues & Evaluation of Events</a>
<p><br><br>

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<br>Previous(Five Concentrations)</center></td>
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<br>Foodservice/<br>Restaurant Management</a></center></td>
<td>
<center><a href="gradnutri.html">

<br>Nutrition/Health Management</a></center></td>
<td>
<center><a href="gradhotel.html">

<br>Hotel/Resort Management</a></center></td>
<td><center><a href="gradtravel.html">

<br>Travel and Tourism Management</a></center></td>
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<br>
 New update: July 15, 1996
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16. gradnutri.html

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<html>
<head>
<title>Nutrition/Health Curriculum</title>
</head>
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<center><h3>Nutrition/HealthManagement</h3></center>

<a href="hptconcentration.html#823">
Strategic Environment of the Hospitality-Tourism Industries</a><p>
<a href="hptconcentration.html#832">
Public Policy Analysis: Food & Nutrition Issues</a><p>
<pre>

</pre><p>
<imgsrc="images/pho_bar.gif"><p><br>
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<br>Previous(Five Concentrations)</center></td>
<td>
<center><a href="gradfood.html">

<br>Foodservice/<br>RestaurantManagement</a></center></td>
<td>
<center><a href="gradhotel.html">

<br>Hotel/ResortManagement</a></center></td>
<td>
<center><a href="gradtravel.html">

<br>TravelandTourismManagement</a></center></td>
<td><center><a href="gradmeet.html">

<br>MeetingPlanning/ConferenceManagement</a></center></td>
</table>
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 New update: July 15, 1996
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</html>

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17. gradtravel.html

```
<html>
<head>
<title>Travel/Tourism Curriculum</title>
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<body background="images/travbg.gif">
<br>
<center>
<h3>Travel and Tourism Management</h3></center>

<a href="hptconcentration.html#826">
Tourism Policy Analysis</a><p>
<a href="hptconcentration.html#866">
Tourism Planning & Development</a>
<p><br><br>

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<td>
<center><a href="gradfood.html">

<br>Foodservice/<br>RestaurantManagement</a></center></td>
<td>
<center><a href="gradnutri.html">

<br>Nutrition/HealthManagement</a></center></td>
<td>
<center><a href="gradhotel.html">

<br>Hotel/ResortManagement</a></center></td>
<td><center><a href="gradmeet.html">

<br>MeetingPlanning/ConferenceManagement</a></center></td>
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 New update: July 15, 1996
<p>
</body>
</html>
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18. servelec.html

```
<html>
<head>
<title>Service Management Elective Courses</title>
</head>
<body background="images/507.gif">
<br>
<center><h2>Service Management Elective Courses</h2></center>
<p>
<a href="srvconcentration.html#841">
Benchmarking & the Process of Continuous Improvement </a><p>
<a href="srvconcentration.html#843">
Empowered Teams: Self-Directed Work Groups </a><p>
<a href="srvconcentration.html#845">
Relationship Management in Service Firms</a><p>
<a href="srvconcentration.html#847">
Reengineering Service Environments </a><p>
<a href="srvconcentration.html#849">
Service Quality Self-Assessment Processes </a> <p><br>

<p><br>
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<br>GraduateCoreCourses</a></center></td>
<td><center><a href="gradelec.html">
<br>Hospitality Management Elective Courses</a></center></td>
<td>
<center><a href="gradarea.html">
<br>Five Concentrations</td>
<td><center><a href="admrequire.html">
<br>AdmissionRequirements</a></center></td>
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<br>
 New update: July 15, 1996
<p>
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19. corecourse.html

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<html>
<head>
<title>Course Description</title>
</head>
<body background="images/507.gif">
<center><h2>Graduate Required Core Courses</h2></center>
<div>
<div><h3>Elements of Service Management: A Systems Approach</h3>
<div>General Systems Theory is used to examine the major components of the
hospitality-tourism industry. The interactions and interdependencies of
these components are discussed within the framework of developing a
service management strategy to insure service quality.
</div>
<a href="gradcore.html">
Previous (Graduate Core Courses)</a><p>

<aname="760">
<div><h3>Research Methods & Applications in Service Management:
Measuring Customer Satisfaction</h3>
<div>This course surveys the various assessment issues related to
questionnaire development and evaluation, particularly as they related to
measuring customer satisfaction. Two methods of determining important
service quality characteristics are examined: 1) the quality dimension
development process, and 2) the critical incident technique. Guidelines
for developing questionnaires are discussed, with emphasis on issues of
reliability and validity. The role and mechanisms associated with focus
groups are addressed. The use of customer satisfaction data for service
quality benchmarking is examined.
</div></a>
<a href="gradcore.html">
Previous (Graduate Core Courses)</a><p>

<aname="770">
<div><h3>Employee Relations & Training in Service Industries: Developing
Leadership through Teamwork</h3>
<div>An overview and examination of various personnel leadership functions
as applied to the delivery of service excellence. Current literature is
used to explore the interrelationships of various conceptual paradigms.
The goal is to enhance each individual's understanding and to augment his
or her ability to interact in the service environment and to critically
understand strategies founded in continuous learning. Concepts discussed
include teamwork, empowerment, relationship management, corporate
culture, and "moments of truth" management.
</div></a>
<a href="gradcore.html">
Previous (Graduate Core Courses)</a><p>

<aname="780">
<div><h3>Financial Management of Hospitality-Tourism Firms</h3>
<div>Financial performance forecasting at both the individual and
multi-unit levels of operation is examined. Emphasis on financing,
including operating leverage, short- and long-term financing
```

alternatives, and tax considerations within a service organizational context.<P>

Previous (Graduate Core Courses)<p>

<aname="825">

<dt><h3>Organizational Strategies of Service Firms</h3>

<dd>An analysis of the organizational structure, operational procedures, corporate policies, financial growth, and related factors of service firms. The course traces the evolution of various companies to reveal individual growth strategies.

<p>

Previous (Graduate Core Courses)<p>

<aname="775">

<dt><h3>Introduction to Graduate Research: Thesis/Project Options</h3>

<dd>This course is designed to introduce the general nature of applied research and evaluation applicable to service industries and to contemporary trends in the field. The course focuses on the nature, types, procedures, and applications of research--specifically those attributes needed to prepare a graduate research proposal: problem definition, review of literature, methodology, analysis of findings, and recommendations. A graduate research proposal is required at the completion of the course.<p>

Previous (Graduate Core Courses)<p>

</dt>

<p>

<center>

<table border=3 cellpadding=3 cellspacing=3>

<tr>

<td>

<center>

Hospitality Elective Courses</center></td>

<td><center>

Service Management Elective Courses</center></td>

<td>

<center>

Five Concentrations</center></td>

<td><center>

Admission Requirements</center></td>

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<p>

 New update: July 15, 1996

<p>

<p>

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20. othercourse.html

```
<html>
<head>
<title>Other Course Description</title>
</head>
<body background="images/507.gif">
<center><h2>Other Elective Courses</h2></center>
</a>
<dt>
<aname="863">
<dt><h3>Strategic Innovation and Implementation in
Hospitality-Tourism</h3>
<dd>Evaluation of strategic innovation and its implementation within the
hospitality-tourism industries. The organizational impact of
implementing action plans is discussed. Implications to various
organizational structures and the resultant management structures are
illustrated.</a><p>
<a href="gradelec.html">
Previous (Hospitality Elective Courses)</a><p>

<aname="835">
<dt><h3> Planning and Marketing of Health Care Related Services</h3>
<dd>This course explores the strategic planning and marketing processes
that may help the professional identify and promote nutrition
services in various environments. Useful concepts and methods for
recognizing internal and external opportunities are presented.
Learning experiences will include case analysis, interaction with
entrepreneurial leaders, and student investigations.</a> <p>
<a href="gradelec.html">
Previous (Hospitality Elective Courses)</a><p>

<aname="840">
<dt><h3> Service Quality Management</h3>
<dd>Total Quality Management (TQM) philosophy is applied to the
hospitality-tourism industry. Underlying principles, TQM tools and
techniques and case studies are used to bridge the gap between theory
and practical application.</a><p>
<a href="gradelec.html">
Previous (Hospitality Elective Courses)</a><p>

<aname="843">
<dt><h3>Restaurant Development: An Institutional Approach</h3>
<dd>Market segmentation; methods in marketing research; creating a menu,
an environment, a theme for a defined market; improving the market
share through quality control, innovation, promotions, public
relations, menu engineering and community involvement; premarketing,
creating a new image; marketing to increase profitability. Case
studies and project.</a><p>
<a href="gradelec.html">
Previous (Hospitality Elective Courses)</a><p>

<aname="845">
<dt><h3> Hospitality Management: Strategic Perspectives</h3>
```

<dd>Managing a hospitality establishment requires the synthesis of several activities focused on achieving customer satisfaction. This course uses the hotel as a frame of reference in examining the choices hospitality managers must make to develop profitable operations. Topics include: managing food and beverage operations, front office operations, security and loss prevention, hospitality engineering systems, housekeeping operations, human resource management, strategic marketing and sales.<P>

Previous (Hospitality Elective Courses)<p>

<aname="846">
<dt><h3>Travel Marketing Systems</h3>
<dd>Includes the identification of markets, product pricing strategies, and mixes of communication as they relate to the tourism distribution system. The efficiencies of various channel configurations and their resultant organizational patterns are evaluated. <P>

Previous (Hospitality Elective Courses)<p>

<aname="880">
<dt><h3>Seminar: Current Issues</h3>
<dd>A small-group examination of contemporary issues and topics chosen by the students and faculty member. Research, oral presentations and class discussions of all issues selected. <P>

Previous (Hospitality Elective Courses)<p>

<aname="890">
<dt><h3> Practicum in Hospitality-Tourism Training</h3>
<dd>An opportunity for the student to apply skills learned in previous courses in a work or laboratory setting. A proposal must be approved by the director of the program, prior to enrolling in the course.
<P>

Previous (Hospitality Elective Courses)<p>

<aname="893">
<dt><h3>Hospitality Education and Training</h3>
<dd>This course is concerned with the principles governing how people learn and with how these principles can be applied to instructional situations. Specifically, this course surveys instructional design as an interactive system where each step leads to decisions that become "inputs" to the next step in the planning, implementation and evaluation of instruction. A lecture/group discussion using role playing.
<P>

Previous (Hospitality Elective Courses)<p>

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<p>
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<center>
<table border=3 cellpadding=3 cellspacing=3>
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<td><center><a href="gradcore.html">
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<br>Service Management Elective Courses</a></center></td>
<td><center><a href="gradarea.html">
<br>Five Concentrations</a></center></td>
<td><center><a href="admrequire.html">
<br>Admission Requirements</a></center></td>
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 New update: July 15, 1996
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21. sevconcentration.html

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<head>
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</head>
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<center><h2>Service Management Elective Courses</center></h2>

<div <aname="841">
<div><h3>Benchmarking & the Process of Continuous Improvement</h3>
<div>This course examines the benchmarking process as a means of achieving
continuous service improvement. Among the topics discussed are proactive
management, measuring performance, out-of-the-box thinking, internal,
competitive, industry, and best-in-class benchmarking. The critical
success factors at each stage of benchmarking in service industries are
investigated.
</div></a>
<a href="servelec.html">
Previous (Service Elective Courses)</a><p>

<aname="843">
<div><h3>Empowered Teams: Self-Directed Work Groups</h3>
<div>This course focuses on the service organization's internal
customers--the employee and middle management. It examines the
prerequisites, transformations, and assumptions needed to decentralize
the service firm and implement self-directed, empowered teams. Among the
issues examined are accepting more responsibility for the service
performance, assuming accountability for customer satisfaction, and
planning with the "customer-in" decision-making framework.
</div></a>
<a href="servelec.html">
Previous (Service Elective Courses)</a><p>

<aname="845">
<div><h3>Relationship Management in Service Firms</h3>
<div>This course examines the nature of managing the on-going
relationships that characterize the service process. Both internal and
external relationships are considered. Organizational implications of
developing service recovery systems are also investigated.
</div></a>
<a href="servelec.html">
Previous (Service Elective Courses)</a><p>

<aname="847">
<div><h3>Reengineering Service Environments</h3>
<div>This course focuses on the process orientation of concentration on
and rethinking end-to-end service activities that create value for
customers. It challenges traditional organizational viewpoints and
reexamines the assumptions underlying the appropriateness of rigid
divisions of labor, elaborate control systems, and managerial hierarchy
within service firms.
</div></a>
<a href="servelec.html">
```

Previous (Service Elective Courses) <p>

<aname="849">

<dt><h3>Service Quality Self-Assessment Processes</h3>

<dd>This course examines the various self-assessment processes associated with improving service quality. The seven Malcolm Baldrige National Quality Award categories, the eight President's Award for Quality and Productivity categories (Federal Quality Institute), and the ISO 9000 categories are examined. These guidelines are oriented towards systems and are used to probe relationships that reach across departments and disciplines, with the goal of achieving and maintaining total quality service management.

<p>

Previous (Service Elective Courses) <p>

</dl>

<p>

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<tr>

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Hospitality Management Elective Courses</center></td>

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FiveConcentrations</center></td>

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AdmissionRequirements</center></td>

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 New update: July 15, 1996

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22. hptconcentration.html

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<center><h2>Foodservice/RestaurantManagement</h2></center>

<a name="823-1">
<div><h3>Strategic Environments of the Hospitality Tourism System</h3>
<div>The strategic environments of the hospitality-tourism system are
examined as a whole and from the perspectives of major segments:
consumers, producers, regulatory agencies, distributors and
retailers, including food service operators. Specific issues
examined include the use distribution systems, international
government policies, consumer expectations and the impact of these on
the producer and end user.</a> <p>
<a href="gradfood.html">
Back to Foodservice Concentration</a><p>

<a name="821">
<div><h3>Perspectives on the Food Industry</h3>
<div>The food industry is examined as a whole and from the perspectives of
major segments: consumers, producers, processors, regulatory agencies,
distributors, and retailers, including food service operators. Specific
issues examined include the use of chemicals in growing and in processing;
processing and packaging techniques; international government policies;
consumer expectations; and the impact of these on the producer, food
market distribution system, and the end users, be they retailers or food
operators.<p>
<a href="gradfood.html">
Back to Foodservice Concentration</a><p>

<a name="823"><center><h2>Nutrition/HealthManagement</h2></center>
<div><h3>Strategic Environments of the Hospitality Tourism System</h3>
<div>The strategic environments of the hospitality-tourism system are
examined as a whole and from the perspectives of major segments:
consumers, producers, regulatory agencies, distributors and
retailers, including food service operators. Specific issues
examined include the use distribution systems, international
government policies, consumer expectations and the impact of these on
the producer and end user.</a> <p>
<a href="gradnutri.html">
Back to Nutrition/Health Concentration</a><p>

<a name="832">
<div><h3>Public Policy Analysis: Food and Nutrition
Issues</h3>
<div>A survey of issues that affect interactions between the consumer of
nutrition services and the practitioner in a variety of settings.
Case studies will be used to depict issues surrounding patient/client
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rights, regulatory agencies, and public policy related to food and nutrition practice. These topics will explore the many ethical and legal ramifications of individual practitioners, institutions, and health care providers.

[!\[\]\(8af806fb1314382d09bc5ec5b767526c_img.jpg\) Back to Nutrition/Health Concentration](gradnutri.html)

<aname="844">

<center><h2>Hotel/ResortManagement</h2></center>

<dt><h3>HospitalityResourceManagement</h3>

<dd>This course is designed to analyze the inputs associated with the development of hospitality firms. Labor markets, financial instruments, tourism infrastructures, real estate markets, and educational support systems will be assessed in order to determine the development of hospitality firms.

[!\[\]\(0aff635c4179ba9e710b00f4b01d3b20_img.jpg\) Back to Hotel/ResortManagement](gradhotel.html)

<aname="826">

<center><h2>TravelandTourismManagement</h2></center>

<dt><h3>TourismPolicyAnalysis</h3>

<dd>An analysis of the goals and objectives for tourism development in geographic areas of different size. Topics include employment, income redistribution, cultural impact, labor supply, and tourism resource base. Specific policies for touristic regions are compared for effectiveness and overall cost benefits. Local, state, national and international examples are included.

[!\[\]\(47734e4656765d20df4fdbd5b7aff048_img.jpg\) Back to Travel/Tourism Concentration](gradtravel.html)

<aname="866">

<dt><h3>TourismPlanningandDevelopment</h3>

<dd>Tourism planning defines the frames of reference used in making choices concerning the development of tourism facilities and use of space. Topics include: tourism income and expenditure; pricing policy; taxing authorities; ownership patterns; financing and leakage potentials of the various tourism infrastructures. This course focuses on the planning and development of tourism as it is "packaged" through its distribution channels.

[!\[\]\(41aea2746216b27a6939d696d8e035da_img.jpg\) Back to Travel/Tourism Concentration](gradtravel.html)

<aname="828">

<center><h2>MeetingPlanning/ConferenceManagement</h2></center>

<dt><h3>MeetingPlanningManagement</h3>

<dd>An examination of the role of professional meeting planners as they function in the corporate, association, and educational environments. Both corporate and independent meeting planners will be assessed. Methods of planning and programming for meeting will be surveyed and evaluated. A review of the economic impact of conferencing and support service functions will be undertaken. Negotiation skills are examined.

[!\[\]\(4a7b4ce770af8456e11a71f9565c8c2b_img.jpg\) Back to Meeting Planning/Conference Concentration](gradmeet.html)

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<aname="848">
<dt><h3> Convention and Exhibition Management</h3>
<a href="model.html">
Exhibiting Model</a>
<dd>The organization and operation of exhibit/convention space is
examined from the meeting planner's perspective. Emphasis is given to
use of exhibits to enhance both program and attendance. A detailed
review of the factors necessary for successful exhibits and exhibitor
relations is conducted with emphasis on the various methods employed
to encourage participation. Budget controls and financial reporting
systems are analyzed. The decision-making process on use of the
exhibit as an income producing segment of conferencing is stressed.
</a><P>
<a href="gradmeet.html">
Back to Meeting Planning/Conference Concentration</a><p>

<aname="868">
<dt><h3>Legal Issues and Evaluation of Events</h3>
<dd>An examination of the instruments used to confirm meeting
arrangements. Focus is on informal instruments (letter of agreement)
and formal documentation (contract). A survey of legal decisions
impacting the liability of the planner and their impact on the
meeting function is conducted. The performance of meeting planners
and their interrelationships and interdependencies with external
support staffs are assessed.</a> <P>
<a href="gradmeet.html">
Back to Meeting Planning/Conference Concentration</a><p>
</dt>
<p>
<p>
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<br>Hospitality Management Elective Courses</a></center></td>
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<br>Service Management Elective Courses</a></center></td>
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 New update: July 15, 1996
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23. model.html

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<a href="hptconcentration.html#848">
Previous<p></a>
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