One of the highlights of the Capstone course in Sullivan University’s Graduate School program is the Venture Capital Fair. Ten teams of students undertake a project of owning their own company with the ultimate goal of selling their business. One of the project’s key components is the team’s ability to create a venture capital through investors. Students spend the first five weeks of the course preparing their long-term strategic business plan. The culmination of this preparation occurs when they present their plan to “real world” venture capitalists. Most of the students had never been in front of a venture capital group, and gained valuable real-world experience. Greater Louisville Inc., especially Greater Louisville Inc., especially

Students Teresa Osbourne (left) and assistant campus director and inn Keeper Chef Anne Sandhu’s class.

Hospitality students aim to please

In HRM 164, Hospitality Management students work in teams analyzing Case Studies, based on theory they have learned through assistant, Professor Anica Sandhu, CWP, CHS, CHE. Later, each team presents to the rest of the class for input and discussion. This active learning course is sanctioned by the American Hotel & Lodging Educational Foundation which has awarded hundreds of thousands of dollars in scholarship funds for students pursuing higher education in hospitality management. The organization has also funded research projects on topics important to the industry, including occupational safety and health, turnover, diversity, and best practices in the United States’ lodging industry. Meet a Sullivan scholarship recipient from the American Hotel & Lodging Educational Foundation. See page 11: “Congratulations!”

Easing into economics!

For some students, studying economics is a little frightening because many of the topics are full of graphs. “Every effort has been made to make my economic courses the most ‘student friendly’ class available,” stated Instructor Karin Talbott-Hill. “Rather than taking an encyclopedic approach to teaching economics, I focus on the most important tool in economics - supply and demand analysis, and apply it to clearly explain real-world economic issues.” Her class lectures often center on the dynamics of economic decisions that forces students to memorize in order to pass the course. Instead, she uses a straightforward and unbiased approach that helps students understand the application of basic economic principles. After successfully completing her class, one Microeconomics student, Kenda Harris recently said, “That economics stuff in the news makes sense now.” Students learn the role of supply and demand in determining prices in competitive versus monopolistic markets, as well as how to explore such issues as minimum wage laws, rent-controls, and pollution. “During the Fall 2005 quarter, my Microeconomic and Macroeconomic classes hosted several business, economic and finance guest speakers who shared their professional knowledge,” Talbott-Hill stated. She added, “I am very excited to be a part of this unique business education program and I am out for students to experience the same.”

On the ‘path’ to knowledge

Students in Instructor Nikki Gotshalk’s Information Literacy class took a recent trip to Farmington Mall to visit the Money Superstore. “It was a labyrinth.” See page 5: Wellness Center.

Finance students learn to have ‘enriching’ experiences

Students in Professor Mike Yarnuth’s Financial Management 324 class learn the basics of Time Value of Money, the basic understanding of common statistics, amortization concepts, and stock and bond valuation concepts. “The use of the calculator plays an important role in the class as the students enjoy understanding the ‘hands on’ application used to grasp the material,” said the professor. “Most agree that this is the ‘fun’ part of the class as active participation leads to enhanced learning skills.” According to U.S. government sources, employment in many areas is expected to grow faster than average for the foreseeable future. On a lighter note, after seeing how much the financial calculator can do involving the students in solving problems they are more likely to agree that they won’t leave home without it Sound familiar?

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Table for twenty, please!

Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you ‘eat to live’ or do you ‘live to eat’ is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballard asks her team members. “Do you “eat to live” or do you “live to eat” is a question Kathy Ballar